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THE EFFECTS OF PEER FEEDBACK AND  
SELF-REGULATED LEARNING ON THAI EFL  
UNIVERSITY STUDENTS' ESSAY WRITING ABILITY AND  
SELF-REGULATION



A Dissertation Submitted in Partial Fulfillment of the Requirements  
for the Degree of Doctor of Philosophy in English as an International  
Language

Inter-Department of English as an International Language

GRADUATE SCHOOL

Chulalongkorn University

Academic Year 2022

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ที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรดุษฎีบัณฑิต  
สาขาวิชาภาษาอังกฤษเป็นภาษานานาชาติ สหสาขาวิชาภาษาอังกฤษเป็นภาษานานาชาติ  
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| Thesis Title   | THE EFFECTS OF PEER FEEDBACK AND SELF-REGULATED LEARNING ON THAI EFL UNIVERSITY STUDENTS' ESSAY WRITING ABILITY AND SELF-REGULATION |
| By             | Miss Jantra Prompan   |
| Field of Study | English as an International Language  |
| Thesis Advisor | Assistant Professor CHATRAPORN PIAMSAI, Ph.D.   |

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งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาผลของการสอนโดยใช้การบูรณาการระหว่างการประเมินโดยเพื่อนและการเรียนรู้ด้วยการกำกับตนเองที่มีต่อความสามารถในการเขียนเรียงความและการกำกับตนเองของนักศึกษา การศึกษายังสำรวจความสัมพันธ์ระหว่างความสามารถในการเขียนเรียงความและการกำกับตนเองของนักศึกษา รวมถึงการสำรวจทัศนคติของนักศึกษาต่อการสอนด้วยรูปแบบดังกล่าว ระหว่างการสอนออนไลน์ในระยะเวลา 12 สัปดาห์ที่เกิดจากวิกฤตโรคระบาด กลุ่มของนักศึกษา 35 คนในชั้นปีที่ 3 สาขาวิชาภาษาอังกฤษธุรกิจ ณ มหาวิทยาลัยราชภัฏนครปฐม ได้รับการสอนเรื่องการเขียนเรียงความโดยใช้กิจกรรมการประเมินโดยเพื่อนและการเรียนรู้ด้วยการกำกับตนเอง การเก็บรวบรวมข้อมูลประกอบด้วยการทดสอบการเขียนเรียงความ การสอบถามเกี่ยวกับการกำกับตนเอง การสัมภาษณ์แบบกึ่งโครงสร้าง และการสอบถามทัศนคติ ในการวิเคราะห์ข้อมูล ผู้วิจัยใช้สถิติเชิงพรรณนา สถิติเชิงอนุมาน และการวิเคราะห์เนื้อหา

ผลการศึกษาพบว่านักศึกษามีพัฒนาการด้านการเขียนเรียงความและการกำกับตนเองเพิ่มมากขึ้นอย่างมีนัยสำคัญหลังจากเรียนโดยใช้การประเมินโดยเพื่อนและการเรียนรู้ด้วยการกำกับตนเอง อย่างไรก็ตาม ไม่พบความสัมพันธ์ที่มีนัยสำคัญระหว่างความสามารถในการเขียนเรียงความและการกำกับตนเองของนักศึกษา นอกจากนี้ นักศึกษาแสดงทัศนคติที่เป็นบวกต่อการเรียนการสอนด้วยรูปแบบดังกล่าว ผลการศึกษานี้ยืนยันถึงความเป็นไปได้และความสำคัญของการผสมผสานวิชาการทั้ง 3 ศาสตร์ ซึ่งประกอบด้วยการสอน การประเมินผลการศึกษา และทฤษฎีปัญญาสังคม ในการเสริมสร้างความสามารถทางวิชาการและกลยุทธ์การเรียนรู้ตลอดชีวิตของนักศึกษา นอกจากนี้ การศึกษาชี้ให้เห็นว่าการประเมินโดยเพื่อนร่วมชั้นและเทคนิคการกำกับตนเอง สามารถนำเสนอและสอนผ่านแพลตฟอร์มออนไลน์ได้อย่างมีประสิทธิภาพ ซึ่งสอดคล้องกับแนวโน้มการสอนออนไลน์ที่เพิ่มขึ้นในยุคหลังการระบาดของโรคระบาด

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ลายมือชื่อนิสิต .....  
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KEYWORD: PEER FEEDBACK, SELF-REGULATED LEARNING, SELF-REGULATION, ESSAY WRITING ABILITY, EFL UNDERGRADUATE STUDENTS

Jantra Prompan : THE EFFECTS OF PEER FEEDBACK AND SELF-REGULATED LEARNING ON THAI EFL UNIVERSITY STUDENTS' ESSAY WRITING ABILITY AND SELF-REGULATION. Advisor: Asst. Prof. CHATRAPORN PIAMSAI, Ph.D.

The primary objective of this mixed-method study was to explore the effectiveness of integrating peer feedback and self-regulated learning (SRL) in improving students' essay writing ability and self-regulation. The study also investigated the relationship between students' essay writing ability and their self-regulation, as well as explored students' attitudes towards the intervention. During the 12-week online instruction necessitated by the pandemic crisis, a group of thirty-five 3rd year students majoring in Business English at Nakhon Pathom Rajabhat University were instructed in essay writing using peer feedback activities and SRL techniques. Data collection involved an essay writing test, a self-regulation questionnaire, semi-structured interviews, and an attitudes questionnaire. Descriptive statistics, inferential statistics, and content analysis were employed to analyze the data.

The findings of the study indicated a significant improvement in students' essay writing ability and self-regulation after the implementation of the intervention. However, no significant relationship was observed between students' essay writing ability and their self-regulation. Additionally, students exhibited positive attitudes towards the intervention. These findings underscore the feasibility and importance of incorporating interdisciplinary dimensions of education, including instruction, assessment, and social-cognitive theory, to enhance students' academic performance and lifelong learning strategies. Furthermore, the study suggests that peer feedback and SRL strategies can be effectively delivered and taught through online platforms, which aligns with the growing trend of online instruction in the post-pandemic era.

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CHULALONGKORN UNIVERSITY

Field of Study: English as an International  
Language

Academic Year: 2022

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Jantra Prompan

## TABLE OF CONTENTS

|   | Page  |
|---|-------|
| ABSTRACT (THAI).....                          | iii   |
| ABSTRACT (ENGLISH).....                       | iv    |
| ACKNOWLEDGEMENTS.....                         | v     |
| TABLE OF CONTENTS.....                        | vi    |
| LIST OF TABLES.....                           | xv    |
| LIST OF FIGURES.....                          | xviii |
| CHAPTER 1 INTRODUCTION.....                   | 1     |
| 1.1 Background of the Study .....             | 1     |
| 1.2 Research Questions .....                  | 8     |
| 1.3 Objectives of the Study .....             | 8     |
| 1.4 Statement of Hypotheses.....              | 9     |
| 1.5 Scope of the Study.....                   | 10    |
| 1.6 Definitions of Terms.....                 | 10    |
| 1.7 Significance of the Study.....            | 12    |
| CHAPTER 2 LITERATURE REVIEW.....              | 14    |
| 2.1 Essay Writing.....                        | 14    |
| 2.1.1 Definition of an Essay .....            | 14    |
| 2.1.2 Organization of an Essay .....          | 15    |
| 2.1.2.1 An Introduction.....                  | 16    |
| 2.1.2.2 A Body.....                           | 18    |
| 2.1.2.3 A Conclusion.....                     | 18    |
| 2.1.3 Important Elements of a Good Essay..... | 19    |



|  |    |
|--|----|
| 2.1.3.1 Unity.....   | 19 |
| 2.1.3.2 Coherence.....   | 20 |
| 2.1.4 Types of Essays.....   | 21 |
| 2.1.4.1 Description Essays .....   | 21 |
| 2.1.4.2 Narration Essays.....  | 22 |
| 2.1.4.3 Classification Essays .....  | 22 |
| 2.1.4.4 Division Essays.....   | 23 |
| 2.1.4.5 Process Essays.....  | 23 |
| 2.1.4.6 Cause and Effect Essays .....  | 23 |
| 2.1.4.7 Definition Essays.....   | 24 |
| 2.1.4.8 Comparison and Contrast Essays.....  | 24 |
| 2.1.4.9 Illustration or Example Essays .....   | 25 |
| 2.1.4.10 Problem/Solution Essays .....   | 25 |
| 2.1.4.11 Summary/Response Essays.....  | 25 |
| 2.1.4.12 Argumentative/Persuasive/Opinion Essays.....                                      | 26 |
| 2.2 Writing Ability .....  | 27 |
| 2.2.1 Definition of Writing Ability.....   | 27 |
| 2.2.2 Models of Communicative Language Ability Applied in Writing Ability .....            | 28 |
| 2.2.2.1 Canale and Swain's Communicative Competence .....                                  | 28 |
| 2.2.2.2 Grabe and Kaplan's Taxonomy of Writing Skills, Knowledge Bases, and Processes..... | 29 |
| 2.2.2.3 Celce-Murcia, Dörnyei, and Thurrell's Model of Communicative Competence.....       | 31 |
| 2.2.2.4 Bachman and Palmer's Model of Language Ability.....                                | 32 |

|   |    |
|---|----|
| 2.2.2.5 Douglas's Model of Communicative Language Ability ..... | 35 |
| 2.2.3 Factors Affecting Writing Ability .....                   | 42 |
| 2.2.3.1 Linguistic Knowledge.....                               | 42 |
| 2.2.3.2 Topical Knowledge.....                                  | 43 |
| 2.2.3.3 Native Language (NL) Interference.....                  | 43 |
| 2.2.3.4 Social Context.....                                     | 44 |
| 2.2.3.5 Cultural Difference.....                                | 44 |
| 2.2.3.6 Psychological and Cognitive Process.....                | 45 |
| 2.2.4 The Basic Approaches to the Teaching of Writing .....     | 47 |
| 2.2.4.1 The Product-Oriented Approach .....                     | 47 |
| 2.2.4.2 The Process-Oriented Approach.....                      | 48 |
| 2.2.4.3 Genre-Based Approach.....                               | 49 |
| 2.3 Writing Assessment.....                                     | 50 |
| 2.3.1 Types of Writing Assessment .....                         | 50 |
| 2.3.1.1 Indirect Writing Assessment.....                        | 50 |
| 2.3.1.2 Direct Writing Assessment.....                          | 51 |
| 2.3.1.3 Alternative Writing Assessment.....                     | 51 |
| 2.4 Writing Test Development.....                               | 52 |
| 2.4.1 Design Stage.....   | 52 |
| 2.4.2 Operationalization Stage.....                             | 53 |
| 2.4.3 Administration Stage .....                                | 53 |
| 2.5 Approaches to Scoring .....                                 | 54 |
| 2.5.1 Primary Trait Scoring .....                               | 54 |

|   |    |
|---|----|
| 2.5.2 Holistic Scoring.....   | 55 |
| 2.5.3 Analytic Scoring.....   | 57 |
| 2.6 Peer Feedback.....  | 65 |
| 2.6.1 Definition of Peer Feedback.....                                | 65 |
| 2.6.2 Theoretical Frameworks of Peer Feedback .....                   | 65 |
| 2.6.3 Modes of Peer Feedback.....                                     | 67 |
| 2.6.4 Drawbacks of Peer Feedback.....                                 | 68 |
| 2.6.4.1 Time Constraint.....  | 68 |
| 2.6.4.2 Negative Affective Influences.....                            | 68 |
| 2.6.4.3 Ineffective Feedback.....                                     | 68 |
| 2.6.4.4 Insufficient Linguistic Knowledge .....                       | 69 |
| 2.6.5 Benefits of Peer Feedback.....                                  | 69 |
| 2.6.5.1 Metacognitive/Cognitive Enhancement.....                      | 69 |
| 2.6.5.2 Reducing Teacher's Assessment Time.....                       | 69 |
| 2.6.5.3 Positive Affective Influence .....                            | 70 |
| 2.6.5.4 Social Interaction Development.....                           | 70 |
| 2.6.5.5 Development of Second Language (L2) Writing Ability.....      | 70 |
| 2.6.6 Principles and Procedures of Peer Feedback Implementation ..... | 71 |
| 2.6.6.1 Principles of Peer Feedback Implementation.....               | 71 |
| 2.6.6.2 Procedures of Peer Feedback Implementation .....              | 72 |
| 2.6.7 Characteristics of Effective Peer Feedback.....                 | 81 |
| 2.7 Self-Regulated Learning.....                                      | 84 |
| 2.7.1 Definition of Self-Regulated Learning .....                     | 84 |
| 2.7.2 Theoretical Frameworks of Self-Regulated Learning.....          | 86 |

|   |     |
|---|-----|
| 2.7.2.1 Bandura's Three Stages of Subfunctions of Self-Regulation ....                  | 86  |
| 2.7.2.2 Winne and Hadwin's Model of Self-Regulated Learning .....                       | 88  |
| 2.7.2.3 Boekaerts' Three-Layered Model of Self-Regulated Learning .                     | 88  |
| 2.7.2.4 Zimmerman's Cyclical Self-Regulated Learning Model .....                        | 90  |
| 2.7.2.5 Pintrich's General Framework of Self-Regulated Learning .....                   | 91  |
| 2.7.2.6 Schmitz's Process Model of Self-Regulated Learning .....                        | 93  |
| 2.7.2.7 Oxford's the Strategic Self-Regulation (S <sup>2</sup> R) Model .....           | 95  |
| 2.7.2.8 Andrade and Evans' Self-Regulated Learning Framework .....                      | 97  |
| 2.7.2.9 Teng and Zhang's Self-Regulated Learning Framework .....                        | 99  |
| 2.7.3 Importance of Self-Regulated Learning for Learning and Teaching<br>Contexts ..... | 102 |
| 2.7.4 Methods of the Assessment of Self-Regulated Learning .....                        | 103 |
| 2.7.4.1 Questionnaire .....   | 104 |
| 2.7.4.2 Interview .....   | 104 |
| 2.7.4.3 Thinking Aloud .....  | 104 |
| 2.7.4.4 Learning Diary .....  | 104 |
| 2.7.4.5 Experience Sampling .....   | 105 |
| 2.7.4.6 Behavioral Observation .....  | 105 |
| 2.7.5 Self-Regulated Learning Strategies Mostly Measured .....                          | 105 |
| 2.7.6 Self-Regulated Learning in Online Learning Environments .....                     | 107 |
| 2.8 The Relationship Between Peer Feedback and Self-Regulated Learning .....            | 109 |
| 2.9 Theories Related to Attitudes .....   | 114 |
| 2.9.1 Definition of Attitudes .....   | 114 |
| 2.9.2 Components of Attitudes .....   | 115 |

|   |     |
|---|-----|
| 2.9.3 Importance of Attitudes Towards Language Learning .....   | 115 |
| 2.9.4 Students' Attitudes Towards Peer Feedback Activity .....  | 116 |
| 2.10 Previous Studies Related to Peer Feedback and Writing Ability .....  | 117 |
| 2.10.1 Previous Studies Related to the Effects of Peer Feedback on Writing Ability Outside Thai Context.....                                | 117 |
| 2.10.2 Previous Studies Related to Effects of Peer Feedback on Writing Ability in Thai Context.....   | 120 |
| 2.11 Previous Studies Related to Self-Regulated Learning and Language Achievement.....  | 121 |
| 2.12 Previous Studies Related to the Relationship between Self-Regulated Learning and Writing Ability .....                                 | 123 |
| 2.13 Previous Studies Related to Self-Regulated Learning and Second Language Writing Performance.....                                       | 126 |
| 2.13.1 Previous Studies Related to the Effects of Self-Regulated Learning on Second Language Writing Performance Outside Thai Context ..... | 126 |
| 2.13.2 Previous Studies Related to the Effects of Self-Regulated Learning on Second Language Writing in Thai Context.....                   | 127 |
| 2.14 Previous Studies Related to Peer Feedback and Self-Regulated Learning ..   | 129 |
| 2.14.1 Previous Studies Related to Peer Feedback and Self-Regulated Learning Outside Thai Context .....                                     | 129 |
| CHAPTER 3 RESEARCH METHODOLOGY .....  | 132 |
| 3.1 Research Design.....  | 132 |
| 3.2 Population and Participants.....  | 132 |
| 3.3 Research Instruments.....   | 133 |
| 3.3.1 Essay Writing Test for the Pretest and the Posttest .....   | 134 |
| 3.3.1.1 Validation of the Essay Writing Test .....  | 134 |
| 3.3.1.2 Essay Writing Test Rubric .....   | 136 |

|   |     |
|---|-----|
| 3.3.2 Self-Regulation Questionnaire .....   | 142 |
| 3.3.3 Semi-Structured Interview .....   | 148 |
| 3.3.4 A Questionnaire on Students' Attitudes Towards the Integration of Peer<br>Feedback and Self-Regulated Learning..... | 152 |
| 3.4 Data Collection .....   | 157 |
| 3.4.1 Research Procedure.....   | 157 |
| 3.5 Data Analysis.....  | 184 |
| 3.6 Ethical Consideration .....   | 186 |
| CHAPTER 4 RESULTS .....   | 188 |
| 4.1 Results of Research Question 1.....   | 189 |
| 4.1.1 Quantitative Findings .....   | 189 |
| 4.1.1.1 Findings of Essay Writing Pre-test and Post-test Scores .....   | 189 |
| 4.1.1.2 Findings of Essay Writing Pre-test and Post-test Scores for Each<br>Criterion.....                                | 190 |
| 4.1.1.3 Findings of Essay Writing Scores (1 <sup>st</sup> and 2 <sup>nd</sup> Drafts).....                                | 191 |
| 4.1.2 Findings of Inter-Rater Reliability .....   | 192 |
| 4.2 Results of Research Question 2.....   | 193 |
| 4.2.1 Quantitative Findings .....   | 193 |
| 4.2.2 Qualitative Findings .....  | 195 |
| 4.3 Results of Research Question 3 .....  | 205 |
| 4.4 Results of Research Question 4.....   | 206 |
| 4.4. 1 Quantitative Findings.....   | 206 |
| 4.4. 2 Qualitative Findings.....  | 213 |
| CHAPTER 5 DISCUSSION AND CONCLUSION.....  | 217 |

|   |     |
|---|-----|
| 5.1 Summary of the Study .....  | 217 |
| 5.2 Discussion of Key Research Findings .....   | 218 |
| 5.2.1 Peer Feedback Enhancing Essay Writing Ability.....  | 218 |
| 5.2.1.1 Peer Feedback Helps Students Identify Mistakes. ....  | 218 |
| 5.2.1.2 Peer Feedback Promotes Social Interactions.....   | 219 |
| 5.2.1.3 Peer Feedback Fosters a Scaffolding Learning Method.....  | 219 |
| 5.2.2 Self-Regulated Learning Enhancing Essay Writing Ability .....   | 220 |
| 5.2.2.1 Cognitive Strategies Assist Students to Find Solutions for Writing<br>Problems.....                               | 220 |
| 5.2.2.2 Metacognitive Strategies Help Students Notice the Problems in<br>Their Writing.....                               | 221 |
| 5.2.2.3 Social Interactive Strategies Improve Student's Language<br>Proficiency.....                                      | 221 |
| 5.2.3 The Teaching of Self-Regulated Learning Strategies in Developing Self-<br>Regulation.....                           | 222 |
| 5.2.3.1 The Recursive Teaching of Self-Regulated Learning Strategies<br>Makes Students More Self-Regulatory Learners..... | 222 |
| 5.2.3.2 The Frequent Use of Cognitive Strategies.....   | 222 |
| 5.2.3.3 The Frequent Use of Affective Strategies.....   | 223 |
| 5.2.4 The Non-Significant Relationship between Essay Writing Ability and<br>Self-Regulation .....                         | 224 |
| 5.2.4.1 A Small Sample Size.....  | 224 |
| 5.2.4.2 A Restriction of Range .....  | 224 |
| 5.2.4.3 A Lack of Interest in Writing.....  | 225 |
| 5.2.4.4 Level of English Proficiency .....  | 226 |

|  |     |
|--|-----|
| 5.2.4.5 Online Instruction.....  | 226 |
| 5.2.5 Students' Attitudes towards the Course.....  | 226 |
| 5.3 Conclusion.....  | 229 |
| 5.4 Implications.....  | 230 |
| 5.4.1 Theoretical Implications .....   | 230 |
| 5.4.2 Pedagogical Implications.....  | 231 |
| 5.5 Limitations of the Study .....   | 233 |
| 5.6 Recommendations for Further Studies .....  | 234 |
| REFERENCES .....   | 237 |
| Appendices.....  | 251 |
| Appendix A: Essay Writing Test.....  | 252 |
| Appendix B: Self-Regulation Questionnaire.....   | 253 |
| Appendix C: Semi-Structured Interview.....   | 257 |
| Appendix D: A Questionnaire on Students' Attitudes towards the Integration of<br>Peer Feedback and Self-Regulated Learning ..... | 259 |
| Appendix E: Samples of Lessons .....   | 267 |
| Appendix F: Samples of Lesson Plans.....   | 296 |
| VITA.....  | 308 |



## LIST OF TABLES

|  | <b>Page</b> |
|--|-------------|
| Table 2.1 Taxonomy of Language Knowledge (Grabe & Kaplan, 1996, pp. 220-1)   | 30          |
| Table 2.2 Areas of Language Knowledge.....   | 34          |
| Table 2.3 Components of Communicative Language Ability .....   | 36          |
| Table 2.4 An Overview of Communicative Language Ability Proposed by Various Scholars.....  | 37          |
| Table 2.5 A Comparison of Communicative Language Ability Proposed by Various Scholars.....   | 39          |
| Table 2.6 A Framework of Communicative Language Ability Employed in Assessing Essay Writing Ability .....                              | 41          |
| Table 2.7 Primary Trait Rubric (Tedick, 2002).....   | 55          |
| Table 2.8 The Independent Writing Rubrics Used in the TOEFL Writing Test .....   | 56          |
| Table 2.9 Jacob et al.'s (1981, as cited in Weigle, 2011) Scoring Profile.....   | 58          |
| Table 2.10 Weir's (1990) Analytic Rating Scale.....  | 60          |
| Table 2.11 Weigle's (1998) Analytic Rating Rubric.....   | 61          |
| Table 2.12 Paulus' (1999) Essay Scoring Rubric.....  | 63          |
| Table 2.13 Procedures of Peer Feedback Training in ESL/EFL Contexts.....   | 79          |
| Table 2.14 Characteristics of Effective Peer Feedback .....  | 84          |
| Table 2.15 Zimmerman's (2000) Phase Structure and Subprocesses of Self-Regulation .....  | 91          |
| Table 2.16 Pintrich's (2000) Phases and Areas of Self-Regulated Learning.....  | 92          |
| Table 2.17 Oxford's (2011) Metastrategies and Strategies in the Strategic Self-Regulation (S <sup>2</sup> R) Model of L2 Learning..... | 97          |
| Table 2.18 Self-Regulated Learning Models .....  | 101         |

|   |     |
|---|-----|
| Table 2.19 The Brief Regulation of Motivation Scale Developed and Validated by Kim et al. (2018).....   | 107 |
| Table 3.1 Research Instruments.....   | 133 |
| Table 3.2 Results of the Validation of the Essay Writing Test by Experts .....  | 135 |
| Table 3.3 Paulus' (1999) Essay Scoring Rubric (p.276).....  | 138 |
| Table 3.4 Results of the Validation of the Essay Writing Test Rubric by Experts ...   | 141 |
| Table 3.5 Results of the Validation of the Self-Regulation Questionnaire by Experts .....   | 143 |
| Table 3.6 Revised Version of the Self-Regulation Questionnaire according to Experts' Suggestions.....   | 146 |
| Table 3.7 Results of the Validation of the Self-Regulation Interview Questions by Experts .....   | 149 |
| Table 3.8 Revised Version of the Self-Regulation Interview Questions according to Experts' Suggestions.....   | 150 |
| Table 3.9 Results of the Validation of the Questionnaire on Students' Attitudes towards the Integration of Peer Feedback and Self-Regulated Learning by Experts | 153 |
| Table 3.10 Research Procedure .....   | 157 |
| Table 3.11 Peer Feedback Training Applied in the Current Study (Adapted from Hu, 2006; Lam, 2010; Min, 2005; Topping, 2010).....                                | 158 |
| Table 3.12 Results of the Validation of Sample Lessons, Sample Lesson Plans, and Instructional Manual by Experts .....  | 170 |
| Table 3.13 Check List Items for a Pilot Study.....  | 172 |
| Table 3.14 All Activities in the Implementation Stage .....   | 174 |
| Table 3.15 Scope and Sequences of the Integration of Peer Feedback and Self-Regulated Learning in an Essay Writing in Business Class.....                       | 180 |
| Table 3.16 Research Questions, Research Instruments, and Data Analyses .....  | 186 |
| Table 4.1 Findings of Essay Writing Pre-Test and Post-Test Scores (Descriptive Statistics).....   | 189 |

|  |     |
|--|-----|
| Table 4.2 Findings of Essay Writing Pre-Test and Post-Test Scores (Inferential Statistics).....                                    | 190 |
| Table 4.3 Findings of Essay Writing Pre-Test and Post-Test Scores for Each Criterion .....   | 190 |
| Table 4.4 Findings of Essay Writing Scores for the 1 <sup>st</sup> and the 2 <sup>nd</sup> Drafts.....                             | 191 |
| Table 4.5 Findings of Inter-Rater Reliability (Pretest).....   | 192 |
| Table 4.6 Findings of Inter-Rater Reliability (Posttest) .....   | 193 |
| Table 4.7 Findings of Students' Self-Regulation (Descriptive Statistics).....  | 194 |
| Table 4.8 Findings of Students' Self-Regulation (Inferential Statistics).....  | 194 |
| Table 4.9 Problems about Vocabulary or Words/ Grammar or Sentence Structures/ Contents or Ideas and Cognitive Strategies Used..... | 195 |
| Table 4.10 Students' Use of Metacognitive Strategies.....  | 199 |
| Table 4.11 Students' Use of Social Interactive Strategies.....   | 202 |
| Table 4.12 Students' Use of Affective Strategies.....  | 204 |
| Table 4.13 Findings of Relationship between Students' Essay Writing Ability and Their Self-regulation.....                         | 205 |
| Table 4.14 Criteria for Students' Attitudes towards the Course .....   | 206 |
| Table 4.15 Thai EFL University Students' Attitudes towards the Integration of Peer Feedback and Self-Regulated Learning.....       | 206 |

## LIST OF FIGURES

|   | <b>Page</b> |
|---|-------------|
| Figure 2.1 Parts of an Essay.....   | 16          |
| Figure 2.2 The Celce-Murcia et al. Model of Communicative Competence.....   | 32          |
| Figure 2.3 A Cyclic Scheme for Peer Feedback Proposed by Falchikov (2005) .....   | 73          |
| Figure 2.4 The Constituent Subfunctions in the Exercise of Self-Regulation Through Self- Reactive Influence .....                   | 86          |
| Figure 2.5 Boekaerts' Three-Layered Model of Self-Regulated Learning.....   | 89          |
| Figure 2.6 A Summary of the Conceptual Framework of Peer Feedback and Self-Regulated Learning .....                                 | 112         |
| Figure 3.1 Characteristics of Effective Peer Feedback . .....   | 160         |
| Figure 3.2 A Framework of Self-Regulated Learning in the Study.....   | 162         |
| Figure 3.3 The Framework of Peer Feedback and Self-Regulated Learning.....  | 163         |
| Figure 3.4 Affective Feedback Integrating Affective Strategies and Cognitive Strategies (An Example from Lessons 1.2 and 2.2).....  | 165         |
| Figure 3.5 Affective Feedback Integrating Affective Strategies and Cognitive Strategies (An Example from Lesson 3.2).....           | 165         |
| Figure 3.6 Evaluative Feedback Integrating Cognitive Strategies and Social Interactive Strategies (An Example from Lesson 3.2)..... | 166         |
| Figure 3.7 Elaborative Feedback Integrating Cognitive Strategies (An Example from Lesson 3.2).....                                  | 167         |
| Figure 3.8 Suggestive Feedback Integrating Metacognitive Strategies (An Example from Lesson 1.2).....                               | 168         |
| Figure 3.9 Lessons of the Integration of Peer Feedback and Self-Regulated Learning .....  | 169         |

# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background of the Study**

In the age of globalization in which there are no boundaries among people across the world, it is widely accepted that English has been considered as the mostly used global and international language among nations worldwide (Smokotin et al., 2014). It is estimated that twenty percent of the world's population uses English as their first (L1), second (L2), and foreign language (FL). Also, its number of users has been globally increasing (Center of Applied Linguistics, 2019).

English has become an essential and influential language in various contexts and for different purposes. For example, as mentioned by Neeley (2012), English is now the global language of business. This means that those who work in a business context usually use English as a medium of communication to contact business partners from all over the globe. Additionally, English plays a significant role in an educational context both at national and international levels. At a local level, most schools and universities require students to study English as a compulsory subject. At the global level, students, especially non-native English speakers, usually require English when they want to study abroad where English is used as a medium of instruction and communication (Abdulhafidh, 2015). Most importantly, nowadays the Internet has become part of most people's daily lives, and most contents (54.7%) of the websites are in English (Web Technology Surveys, 2019); as a result, English is a necessary language for those who want to acquire information (e.g., reading updated news) or access entertainment (e.g., watching movies/series, listening to international songs) through the Internet. Given the importance of English as a communicative tool in various situations, one needs to have proficiency in listening, speaking, reading, and writing in English.

Among the four main skills, writing is considered as one vital skill that English users need to be able to perform. According to Weigle (2011), writing is becoming widely recognized as an important skill for personal, business, and educational reasons (p. 1). Concerning personal reasons, people may write a personal email or text a message via social media chat box when they communicate with their

foreign friends; therefore, informal language can be used in this context. With regard to business and professional contexts, many workplaces require employees to write letters, memos, forms, and instructions or manuals by employing formal language (Grabe & Kaplan, 1996, p. 153). On the subject of educational reasons in which writing takes place in an academic context, academic writing focusing on the use of sophisticated language and higher-order thinking skills ( e. g. , researching, synthesizing, analyzing, arguing) is needed (Irvin, 2010, p. 9). For instance, both undergraduate and graduate students are required to write term papers, project reports, and research articles.

It can be apparently seen that academic writing is an essential skill that students who study at higher education institutes need; as a result, several composition courses for academic purposes are included in the curriculum. For instance, Essay Writing, which is one of English for Academic Purposes (EAP) courses and is the most frequent genre of academic texts college students are assigned to compose (Irvin, 2010), has been included as either an elective or a compulsory course in the curriculum of many universities in Thailand, including Nakhon Pathom Rajabhat University (NPRU), a tertiary institute located in Nakhon Pathom province, Thailand. At the English Department of Nakhon Pathom Rajabhat University, Essay Writing course is taught in order to serve both study and testing purposes. That is, students have to take this course in order to complete their bachelor's degree. Also, this course is to help them prepare for the essay writing skill needed for standardized tests such as TOEIC and TOEFL.

However, when compared with the other three skills, writing seems to be one of the most difficult and complex skills to master for many second language (L2) writers (Dan et al., 2017; Irvin, 2010; Negari, 2011; Tillema, 2012), especially in terms of academic writing (Alsamadani, 2010; Musa, 2010). Academic writing is a difficult task because of the complexity of its components and organization as well as the accurate and advanced use of language (Alsamadani, 2010; Musa, 2010). This phenomenon can also be found in the Thai context where English is treated as a foreign language (EFL). For instance, when composing academic texts such as essays, most Thai learners normally have problems regarding insufficient linguistic proficiency such as grammar, syntactic structures, and lexicon (Bootchuy, 2008;

Khongrod, 2017; Khumpee & Yodkamlue, 2017; Padgate, 2008; Rodsawang, 2017; Watcharapunyawong & Usaha, 2013), cohesion (Padgate, 2008; Rodsawang, 2017), rhetorical organization (Seensangworn & Chaya, 2017), and L1 interference (Bootchuy, 2008; Khongrod, 2017; Watcharapunyawong & Usaha, 2013). As a result, to help ESL/EFL writing students overcome these problems, effective instructional approaches in a composition class have played a significant role.

Nowadays, in a second language composition class, the process approach has been generally accepted as a widely used practice among second language writing teachers and has become a central component of English composition instruction (Andrade & Evans, 2013; Ferris & Hedgcock, 2005; Matsuda, 2003). This phenomenon can indicate that the process approach has been considered as one effective approach that writing teachers implement in their composition classes. According to Andrade and Evans (2013), the process approach which focuses on a process and the discovery of meaning can help L2 writing students produce purposeful and meaningful texts. In addition, Kroll (2011) also claims that the process approach is suitable in a writing class because “student writers engage in their writing tasks through cyclical approach rather than through a single-product approach” (p. 221). From this perspective, Kroll (2011) adds that writing by nature goes through stages and drafts wherein writers receive feedback from peers and/or teacher, followed by revision of their evolving texts (p. 221). Specifically, feedback and revision sit at the heart of the process approach that can help writing students produce a successful piece of writing.

One crucial aspect of the process approach is the role of revision when students have a chance to revise their writing in order to produce a better draft. Specifically, revising drafts has become a necessary step for all writers in order to compose a good piece of writing. To revise a written task, feedback particularly from teachers seems to play a central role in most L2 and foreign language (FL) writing classes. Many teachers feel they must write substantial comments on papers to provide a reader reaction to students’ efforts, to help them improve as writers, and to justify the grade they have been given (Hyland & Hyland, 2006). Findings from some studies (Ferris & Roberts, 2001; Yang et al., 2006) showed that students prefer feedback from their teachers because teachers are more professional, experienced, and

trustworthy, and they think that correction from teachers is necessary because it improves their writing performance.

Nonetheless, as mentioned by Truscott (1996), teacher feedback has some weaknesses as it is time and energy consuming. Moreover, teachers may misinterpret students' writing, so they may correct students' writing in a different way. In addition, this kind of assessment seems to be a teacher-centered approach where students have no chance to actively and corporately work in class. Due to its drawbacks, peer feedback has gained popularity among writing teachers and become an alternative assessment to get students to be more actively involved in the learning process.

With regard to advantages of peer feedback, Cheng and Warren (2005) mentioned that peer feedback provides learners with the opportunity to take responsibility for analyzing, monitoring and evaluating aspects of both the learning process and product of their peers. Many studies (Kulsirisawad, 2012; Lin & Yang, 2011; Peng, 2010; Richer, 1992; Xiao & Lucking, 2008) reported that students prefer peer feedback in a writing class as it helps them to compose a better draft and offers them an opportunity to engage in the learning process.

Nevertheless, there are some considerations that the teachers need to pay more attention when having students give comments to their friends' writing. As stated by Xiao and Lucking (2008), students were not satisfied with their peer's comments and were hesitant to completely trust the feedback given by peers rather than teachers. On the other hand, some students feel insufficiently confident in assessing their peers' writing because they feel that it is the job of the teacher to provide feedback and at the same time students feel that they do not possess the linguistic competence to give feedback to their peer's work (Cheng & Warren, 2005). Therefore, the sufficient explanation and well-organized training need to be emphasized for peer feedback. Teachers need to explain explicitly the purposes of doing peer feedback and students need to be trained clearly how to assess their peer's work. As a result, the teachers cannot ignore a clear purpose and training for peer feedback (Min, 2005).

There are some studies conducted to investigate the effectiveness of peer feedback training in order to provide steps of an effective training for those teachers who want to help students improve their writing ability by implementing peer feedback technique. In terms of effectiveness, it has been found that peer feedback



training significantly improves students' writing performance and quality and also increases positive attitudes towards peer feedback technique (Berg, 1999; Hu, 2006; Lam, 2010; Min, 2005; Stanley, 1992). These research findings have also emphasized that a good preparation of the training can benefit students' writing ability.

Apart from peer feedback training, the quality of peer feedback is also considered as the important factor that can affect students' revised writing. As Min (2005) mentioned, her students did not understand their peer comments which caused ambiguity and confusion. Hence, she proposed four main procedures used when students provide comments to their peers' writing. Firstly, students need to ask questions to the writer in order to clarify the writer's intention. After that, they have to identify problems. Students then have to clarify the nature of the problems. Finally, they have to suggest for improvement. The other researchers who proposed characteristics of good peer feedback are Gielen et al. (2010). They mentioned that peer feedback should consist of assessment criteria discussion, judgment based on criteria, judgment justification, suggestions, positive and negative comments, thought-provoking questions, and clearly formulated comments. In addition, Cheng et al. (2015) suggested three types of effective feedback that students can provide to their peers' writing, namely, cognitive feedback, affective feedback, and metacognitive feedback. Obviously, when providing feedback to their peers' writing, students need to use many learning strategies in order to provide effective feedback.

Learning strategies or self-regulated learning strategies are viewed by social cognitive theorists as a process in which individuals are metacognitively, motivationally, and behaviorally active participants in their learning process (Bandura, 1986). Put another way, learners manage and take control of their own learning by employing cognitive strategies ( strategies used to aid learning) , metacognitive strategies ( metal process used to monitor and evaluate learning) , motivational strategies ( techniques used to motivate learning) , and social and behavioral strategies (techniques concerning asking help from people and resources, adapting environment, and managing time) (Andrade & Evans, 2013; Oxford, 2011; Teng & Zhang, 2018). Evidence from many studies showed significant correlation between self-regulated learners and their language achievements (e.g., Adıgüzel & Orhan, 2017; Fatemipour & Najafgholikhani, 2015; Kanat & Kozikoğlu, 2018;

Somaye & Shahla, 2016). That is, students who are self-regulated tend to be more successful in their language learning than those who lack self-regulated learning strategies.

In this regard, it is undeniable that self-regulated learning strategies are one important factor that can enhance students achieve their academic learning. However, self-regulation is not an inherent quality possessed by individuals. Instead, it is a process of learning that is acquired and requires ongoing nurturing and reinforcement (Al-Hawamleh et al., 2022). To help students become self-regulated learners, teachers have played a pivotal role. To elaborate, students can learn to be self-regulated and self-regulated learning strategies are considered as a set of teachable skills (Panadero et al., 2016; Paris & Paris, 2001; Pintrich, 1995). Also, some studies have suggested that self-regulated learning strategies should be taught to students in a writing class (e.g., Nopmanotham, 2016).

As claimed by Black and Wiliam (2010), one technique teachers can teach students to become self-regulated learners is through the implementation of peer feedback activity in a class. Black and Wiliam (2010) argue that “students can become self-regulated learners when they are assigned to work through peer interaction” (p. 34). This assumption is also supported by Wiliam (2014) who mentions that peer feedback which is one type of formative assessment can enhance students’ self-regulated learning skills because students can have the opportunity to practice self-regulated learning skills through the means of providing feedback. In addition, some empirical studies (Lee, 2015; Liu et al., 2001; Moussaoui, 2012; Nicol et al., 2014) have reported that peer feedback can promote self-regulated learning.

It is obvious that peer feedback is an essential activity in a writing class as it allows students to receive input and suggestions from their peers, which can help them improve their writing skills. By engaging in peer feedback activities, students learn to identify strengths and weaknesses in their own writing as well as in the work of others. This process enables them to gain a deeper understanding of effective writing techniques and provides opportunities for revision and improvement. In addition, by teaching self-regulated learning techniques in a composition class, students become more self-aware and take responsibility for their learning process. They learn to set specific writing goals, evaluate their progress, and make adjustments

as needed. This skill is transferable to other areas of learning and is valuable for lifelong learning. When peer feedback and self-regulated learning strategies are combined in a writing class, the benefits are even more pronounced. Students not only receive feedback from their peers but also learn how to utilize that feedback effectively. They become more engaged and autonomous learners, actively seeking ways to improve their writing skills. This approach promotes a collaborative and supportive learning environment where students can learn from each other and take responsibility for their own growth.

Given the fact that peer feedback training is an important session writing teacher need to emphasize in their peer feedback activity implemented in a composition class (Min, 2005); however, there have been few studies in the Thai context that focus on peer feedback training (Kulprasit & Chiramanee, 2013; Kulsirisawad, 2012; Pueghphrom & Chiramanee, 2011; Srichanyachon, 2012). Moreover, peer feedback can promote self-regulated learning and self-regulated learning strategies are teachable skills that should be taught and implemented in a class (Nopmanotham, 2016; Paris & Paris, 2001; Pintrich, 1995). Yet, most of previous studies did not include teaching self-regulated learning strategies when students were asked to do peer feedback activity in a composition class (Lee, 2015; Liu et al., 2001; Moussaoui, 2012; Nicol et al., 2014). Therefore, teaching self-regulated learning strategies to students when they provide feedback to their peer's work has become an issue that needs to be studied more. Most interestingly, a study conducted to investigate the use of peer feedback activity integrating self-regulated learning strategies in a composition class in the Thai context remains an underexplored topic.

Additionally, at Nakhon Pathom Rajabhat University (NPRU), third-year students majoring in Business English are required to take the course "Essay Writing in Business", an academic writing course, every second semester of the academic year. The students' English proficiency levels in this program range from A2 to B1 according to the Common European Framework of Reference for Languages (CEFR) benchmark. Despite having previously studied "Paragraph Writing in Business," their academic writing abilities are not at a satisfactory level. The reason for their insufficient academic writing skills can be attributed to the traditional teaching

methods employed in their previous coursework. The students may not have been actively engaged in the learning process, which hindered their progress in developing proficient writing skills.

To address these issues, the present study aims to investigate the implementation of peer feedback activity with the integration of self-regulated learning strategies in a composition class in order to find out if they have an effect on Thai EFL university students' essay writing ability and self-regulation. To do so, the peer feedback training session in the peer feedback activity and the teaching of self-regulated learning strategies when students do peer feedback activity in an essay writing class are included in the instruction. Additionally, attitudes of students towards the integration of peer feedback and self-regulated learning in an essay writing class are also explored.

## **1.2 Research Questions**

1.2.1 What are the effects of the integration of peer feedback and self-regulated learning on Thai EFL university students' essay writing ability?

1.2.2 What are the effects of the integration of peer feedback and self-regulated learning on Thai EFL university students' self-regulation?

1.2.3 Is there any relationship between students' essay writing ability and their self-regulation after students receive the integration of peer feedback and self-regulated learning?

1.2.4 What are the attitudes of Thai EFL university students towards the integration of peer feedback and self-regulated learning?

## **1.3 Objectives of the Study**

1.3.1 To investigate the effects of the integration of peer feedback and self-regulated learning on Thai EFL university students' essay writing ability

1.3.2 To investigate the effects of the integration of peer feedback and self-regulated learning on Thai EFL university students' self-regulation

1.3.3 To examine the relationship between students' essay writing ability and their self-regulation after students receive the integration of peer feedback and self-regulated learning

1.3.4 To explore the attitudes of Thai EFL university students towards the integration of peer feedback and self-regulated learning

#### **1.4 Statement of Hypotheses**

Previously, several studies have been conducted in order to investigate the impacts of peer feedback and self-regulated learning on students' language proficiency. Concerning peer feedback and writing ability, it has been found that peer feedback has a significant role in the development of EFL learners' writing performance (e.g., Kulsirisawad, 2012; Lin & Yang, 2011; Peng, 2010; Richer, 1992; Xiao & Lucking, 2008). Also, some studies have confirmed that students' attitudes towards peer feedback activity in a composition class have a powerful influence on the development of students' writing ability (e.g., Gambhir & Tangkiengsirisin, 2017; Yastibaş & Yastibaş, 2015). In terms of self-regulated learning and EFL learners' academic achievement, several studies have concluded that there is a positive relationship between self-regulated learning and learner's academic achievement. In other words, self-regulated learning can be one important predictor that leads learners to become more successful in their language learning (e.g., Adıgüzel & Orhan, 2017; Fatemipour & Najafgholikhani, 2015; Kanat & Kozikoğlu, 2018; Somaye & Shahla, 2016). Moreover, some studies (Lee, 2015; Liu et al., 2001; Moussaoui, 2012; Nicol et al., 2014) discovered that students can become self-regulated learners through peer feedback activity implemented in a composition class. It can be seen that peer feedback and self-regulated learning have played a significant role in the improvement of students' writing ability. Based on such empirical evidence and the aforementioned benefits of peer feedback and self-regulated learning, the following hypotheses are formulated:

1.4.1 The post-test mean score of Thai EFL university students' essay writing is significantly different from the pre-test mean score after implementing peer feedback and self-regulated learning in the writing class.

1.4.2 The post-test mean score of Thai EFL university students' self-regulation is significantly different from the pre-test mean score after implementing peer feedback and self-regulated learning in the writing class.

1.4.3 There is a significant relationship between students' essay writing ability

and their self-regulation after students receive the integration of peer feedback and self-regulated learning.

### 1.5 Scope of the Study

In this study, the subjects were 35 third-year students majoring in Business English who had taken and passed Paragraph Writing in Business course. They were studying at Nakhon Pathom Rajabhat University, Nakhon Pathom, Thailand. The independent variable in this current study was peer feedback which focused on essay level and self-regulated learning strategies. In addition, as one prime objective of this present study was to find out the effects of peer feedback on students' essay writing ability, teacher feedback on students' writing performance was intentionally excluded from the writing process taught in the composition class in order to eliminate the factor that might have an impact on the results of this research study. There were two dependent variables: essay writing ability and self-regulation. Regarding essay writing ability, six main components were assessed: organization/unity, development, cohesion/coherence, structure, vocabulary, and mechanics. In addition, self-regulation (Andrade & Evans, 2013; Oxford, 2011; Teng & Zhang, 2018) focused on four domains, namely cognitive strategies, metacognitive strategies, social interactive strategies, and affective strategies. Also, the types of essays focused in the study included comparison/contrast essay, cause/effect essay, and opinion essay. They were purposively selected as they were required types of essays included in a course description and at the university levels students were required to be able to analyze, criticize, and support their ideas. Finally, the subjects' attitudes towards the classroom activities, instructional materials, and assessment in the integration of peer feedback and self-regulated learning were emphasized.

### 1.6 Definitions of Terms

1.6.1 *EFL university students* refers to those undergraduates who study English as a foreign language. They have a chance to use English mostly in a classroom. When they are outside the classroom, they always use their first language (L1) (Broughton et al., 2002). In this study, *EFL university students* refers to 35 third-year students majoring in Business English at Nakhon Pathom Rajabhat University, Nakhon Pathom, Thailand. They learn English as a foreign language and their first

language is Thai. Before taking the Essay Writing in Business course, they had to take and pass Paragraph Writing in Business which is the prerequisite course.

1.6.2 *Essay writing ability* refers to the writer's ability to write a short collection of paragraphs that presents facts, opinions, and ideas about a topic (Folse et al., 2014). In this current study, *essay writing ability* refers to the ability to 1) demonstrate effective organizational patterns and unity, 2) develop and support the assigned topic with concrete, logical, and appropriate details, 3) show connected ideas with transitional devices, 4) use correct grammar and structures, 5) employ clear, varied, and appropriate vocabulary, and 6) apply correct mechanical devices. The types of English essay included comparison/contrast essay, cause/effect essay, and opinion essay. An essay scoring rubric proposed by Paulus (1999) was used to assess students' essay writing ability. This scoring rubric is analytic rating scales covering six main components: organization/unity, development, cohesion/coherence, structure, vocabulary, and mechanics.

1.6.3 *Peer feedback* refers to the opportunity to take responsibility for analyzing, monitoring and evaluating aspects of both the learning process and product of students' peers (Cheng & Warren, 2005). In this study, *peer feedback* refers to a process in which students read, analyzed, and provided affective feedback, evaluative feedback, elaborative feedback, and suggestive feedback to their peers' essays. Students gave feedback through both oral interaction in pairs and individual written assessment. Feedback given was focused on organization/unity, content and idea development, connected ideas using cohesive devices, grammar (language use) and structures, vocabulary, and mechanics. Peer feedback forms adapted from Min's (2005) Peer Feedback Guidance Questions and Oshima and Hogue's (2017) Peer Review were used when students evaluated their peers' essays.

1.6.4 *Self-regulated learning* refers to cognitive strategies, metacognitive strategies, social behavioral strategies, and motivational regulation strategies that learners use during the learning process (Oxford, 2011). In the present study, *self-regulated learning* refers to strategies students used when they did peer feedback activity. The strategies included 1) cognitive strategies (strategies students used when they provided feedback to their peers' essays), 2) metacognitive strategies (strategies

students used to monitor and evaluate the selected strategies when they provided feedback to their peers' essays), 3) social interactive strategies (strategies students employed when they asked help from friends and teacher during peer feedback activity), and affective strategies (strategies students used when they motivated themselves to do peer feedback and strategies students used to reduce anxiety during giving feedback)(Andrade & Evans, 2013; Oxford, 2011; Teng & Zhang, 2018). Self-regulation questionnaire was used to assess students' self-regulation.

1.6.5 *Self-regulation* refers to one's ability to control their behavior through a process containing self-observation, judgment, and self-response (Bandura, 1991). In this study, *self-regulation* refers to students' ability to use cognitive strategies, metacognitive strategies, social interactive strategies, and affective strategies while they were providing feedback to their friends' essays.

1.6.6 *Peer feedback and self-regulated learning* refers to an instructional lesson comprising the integration of the teaching of peer feedback activity and the self-regulated learning in an essay writing class.

1.6.7 *Attitudes* refers to the way that a person thinks and feels about somebody or something (Hornby & Turnbull, 2010). In this study, *attitudes* refers to how EFL university students thought and felt about the classroom activities, instructional materials, and assessment in the integration of peer feedback and self-regulated learning in an Essay Writing in Business course.

## **1.7 Significance of the Study**

This current study's main goal is to investigate the effects of peer feedback and self-regulated learning on students' essay writing ability and self-regulation. There are two significant benefits derived from this study: the pedagogical contribution and theoretical contribution.

### **1.7.1 Pedagogical Contribution**

In terms of teaching implication, peer feedback training session used in the current study can be an effective guideline for a writing teacher when he/ she implements peer feedback activity in his/her writing class. In addition, the peer



feedback forms created by the researcher in this study are considered suitable and beneficial for A2 to B1 level students; hence, writing teachers can use the peer feedback forms in their essay writing classes if their students are at pre-intermediate and intermediate levels. Moreover, the study illustrated the types of peer feedback that the students gave and preferred, which help teachers in training their students to give valuable feedback and be more independent learners.

### 1.7.2 Theoretical Contribution

Concerning theoretical aspect, the findings can contribute to the understanding of the effects of the use of peer feedback integrating self-regulated learning on students' writing performance and their self-regulation. In addition, as suggested by Lee (2015) and Nicol et al. (2014), peer feedback can promote self-regulated learning, and they should be taught to learners. However, research study that focuses on the combination of peer feedback and self-regulated learning in the Thai context is the area that needs more investigation. Therefore, this current study can be used as a guideline for those researchers who are interested in conducting a study that applies both peer feedback and self-regulated learning in a writing class. Also, this study reveals students' attitudes towards the integration of peer feedback and self-regulated learning, serving as useful information for future research in the area of academic writing instruction.

## **CHAPTER 2**

### **LITERATURE REVIEW**

In order to understand some crucially fundamental concepts of topics related to this current study, this part will explore those main points in insightful details. First, a general description and characteristics of an effective essay are clearly explained. Then writing ability is discussed in terms of various definitions and frameworks proposed by different writing scholars. Also, factors causing writing difficulties and basic approaches implemented in teaching writing are presented. Peer feedback and its training processes are also explored. Methods used to assess writing ability as well as test development including scoring techniques are then described. Furthermore, the conceptual frameworks of self-regulated learning suggested by various scholars are discussed and compared. Finally, previous studies related to the present research topic are reviewed and critically analyzed.

#### **2.1 Essay Writing**

##### **2.1.1 Definition of an Essay**

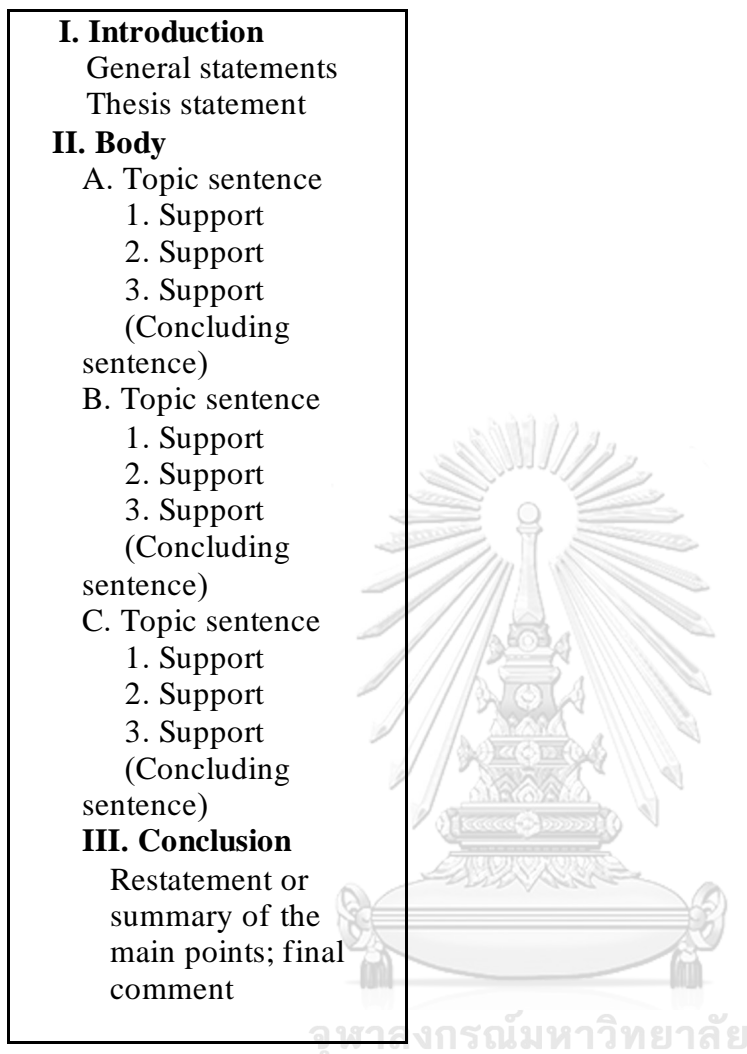
Essays can be found in books, magazines, newspapers, and other printed and electronic materials. It is aimed at presenting facts, opinions, and ideas of a writer to readers. In terms of its definition, some writing experts have defined the meaning of an essay as follows.

An essay is a formal and structured piece of writing that makes a statement on a topic or question and supports this statement by providing information and ideas (Brown, 2009). As defined by Zemach and Ghulldu (2011), an essay is “a group of paragraphs written about a single topic and a central main idea. It must have at least three paragraphs, but a five-paragraph essay is a common assignment for academic writing” (p. 56). Similarly, Oshima et al. (2014) assert that an essay is a piece of writing several paragraphs long focusing on one topic. Since the topic of an essay is too complex to discuss, the whole essay needs to be divided into several paragraphs, one for each major point (p. 75). Additionally, Folse et al. (2014) say that essays are short written compositions that the writer uses as a medium to express his/her thoughts or points of view about a given topic with an audience.

All in all, although the aforementioned writing professionals have defined the meaning of an essay differently, these meanings have some common similarities. First, an essay is a piece of a formal and structured written composition which consists of at least three well-organized paragraphs. Second, an essay must focus on one specific topic to be discussed with enough solid ideas or information to support. Third, the main purpose of an essay is to express the writer's ideas to the targeted readers. Finally, since one essay consists of many paragraphs tied together, before being able to compose essays, writers have to have prior knowledge regarding paragraph writing as it is a fundamental skill for those who want to master essay composition. Those who can write a paragraph will find that writing an essay is no more difficult than writing a paragraph except that an essay is longer (Brown, 2009; Folse et al., 2014; Oshima et al., 2014; Zemach & Ghulldu, 2011). That is, the principles of organization of both paragraphs and essays are the same as it will be explained in the next topic.

#### 2.1.2 Organization of an Essay

An essay consists of three main parts, namely, an introduction (an introductory paragraph), a body (at least one paragraph, but usually two or three paragraphs), and a conclusion (a concluding paragraph) as shown in Figure 2.1. Each main part has different components and purposes.

**Figure 2.1** Parts of an Essay

*Note.* Adapted from *Longman Academic Writing Series 4: Essays* (p. 78), by A. Oshima, A. Hogue, and L. Ravitch, 2014, NY: Pearson Education. Copyright 2014, 2006 by Pearson Education, Inc. Adapted with permission.

#### 2.1.2.1 An Introduction

According to Zemach and Ghulldu (2011), the first paragraph takes a role as the introduction of an essay which its main intention is to catch the readers' interest. It also gives the general topic, background information about the topic, and states the main point of the essay. That is, the introduction is often organized by giving the most general ideas first and then leading to the most specific idea.

Likewise, Oshima et al. (2014, pp. 78-80) state that the introductory paragraph of an essay includes two main parts: general statements and thesis

statement. The general statements' main purposes are to introduce the general topic of the essay and attract the readers' interest. The thesis statement usually states the specific topic of the essay that can be followed by 1) a list of subtopics of the main point, 2) an indication of the pattern of organization of the essay, or 3) an indication of the writer's position or point of view. The introductory paragraph of an essay is called a "funnel introduction" because it is shaped like a funnel-wide at the top and narrow at the bottom. To elaborate, it begins with one or two general sentences about the topic. Each subsequent sentence becomes increasingly focused on the topic until the last sentence, which states very specifically what the essay will be about. To write the introductory paragraph is quite difficult for novice writers as it requires not only the language knowledge, but also a persuasive skill. In other words, the writer must be able to attract the readers to follow the whole essay by writing a very attractive introduction.

In addition, Folse et al. (2014) mention that the first paragraph of a five-essay is the introduction which aims at giving background information to connect the readers to the topic, presenting the topic, and summarizing the main point of the essay. The introduction part comprises three main parts.

Firstly, it is the opening statement of an essay or a hook. Writers usually use the hook to catch the readers' attention and interest to follow the whole essay by asking the question, using an interesting observation, using a unique scenario, beginning with a famous quote, or using a surprising or shocking statistic.

Secondly, it is connecting information which aims to give background information or examples related to the topic. Sufficient background information can help readers understand the topic easier when they read the whole essay.

Finally, it is a thesis statement when the writer points out the main point of the essay to be presented. Normally, there are two types of thesis statements, namely, stated (direct) thesis statement when the writer wants to give a specific outline of the essay and implied (indirect) thesis statement when the writer does not tell the readers directly what main points of the topic will be covered. The writer might give only a general idea related to the topic that he/she will discuss or explain more in the body part.

In brief, it can be seen that the introduction seems to be the most important part of the essay as it is considered as an indicator predicting whether the readers will follow the whole essay or not. A good introduction must be able to grasp readers' attention and can lead them to read the rest of the essay. Hence, to write a good introduction is not an easy job for many writers as it not only needs linguistic knowledge, but also some strategies to catch readers' interest.

#### 2.1.2.2 A Body

According to Oshima et al. (2014), the body paragraphs in an essay are like the supporting sentences in a paragraph. They are the place to develop the writer's topic and prove his/her points. Writers can use facts, examples, quotations, or paraphrases techniques to develop the subtopics explored in the body paragraphs (p. 86).

Furthermore, as mentioned by Folse et al. (2014), the main part of the essay is called a body. It can have one paragraph, but normally it consists of three or four paragraphs. These paragraphs come between the introductory paragraph and the concluding paragraph. The body follows the thesis statement or the organization that the writer has mentioned as a plan for the whole essay. For many writers, the best way to write the body is making an outline which can be done in two different ways: a general outline and a specific outline. Regarding the general outline, the writer just includes the main points without other details, while the other one includes more details and small pieces of information that will go into the essay. The well-planned outlines that are prepared before writing can help writers organize their thoughts in a logical way (p. 28).

To sum up, the main part of an essay is its body which consists of at least one paragraph supporting the writer's central topic stated at the thesis statement. In other words, the body part is a place for the writer to generate and clarify his/her ideas related to the topic he/she has proposed to the readers.

#### 2.1.2.3 A Conclusion

A conclusion is a final paragraph of the essay which summarizes the main point, restates the thesis statement, makes a final comment about the essay's main idea, or emphasizes on a suggestion (Zemach & Ghuldu, 2011). Similarly,

Folse et al. (2014) suggest that good essays end with a conclusion that summarizes the writer's main point. Good writers vary the content and style of their conclusions, but a conclusion often ends with a sentence that expresses a suggestion, an opinion, or a prediction.

According to Oshima et al. (2014), a conclusion is the final paragraph in an essay. There are three main purposes of writing conclusion. First, it signals the end of the essay. Second, it reminds the readers of the main point of the essay. Lastly, it leaves the readers with the final thoughts on the topic. To do so, the writer can make a prediction, suggest results or consequences, suggest a solution, or quote an authority on the topic (p. 87).

It is apparent that the conclusion is the final paragraph of the essay which helps the readers to reconsider the main ideas that the writer has given in the essay. It can be considered as one of the hardest parts of the essay as it requires a great deal of thoughts and creativity. Writers can conclude their essays by using different methods depending on the writer's preference. The writer can summarize the main points of the essay, restate the thesis statement, make a final comment about the essay's main idea, suggest some solutions, or predict the outcomes.

### 2.1.3 Important Elements of a Good Essay

Apart from the organization of an essay aforementioned, a well-organized essay must consist of the other two components, namely unity and coherence.

#### 2.1.3.1 Unity

As asserted by Oshima and Hogue (2006), unity is an important element of a good essay. Unity means that an essay discusses only one topic from beginning to the end. Every paragraph in the body must relate to the thesis statement mentioned in the introduction paragraph. Similarly, Zemach and Ghulldu (2011) point out that unity in writing is the connection of all ideas to a single topic. In an essay, all ideas should relate to the thesis statement, and the supporting ideas in a body paragraph should relate to the topic sentence. Likewise, Folse et al. (2014) also agree that unity in an essay means that all ideas are related to the central topic and the controlling ideas. In a body paragraph, all supporting sentences must support the topic sentence.

From the given meanings, unity in writing refers to the connection of all ideas to a single topic. That is, all ideas in an essay have to relate to the thesis statement, and the supporting ideas in a body paragraph should relate to the topic and must directly explain or prove the main idea.

#### 2.1.3.2 Coherence

Another element of a good essay is coherence. That is, the sentences and ideas must hold together. The movement of one sentence or one paragraph to the next sentence or the next paragraph must be organized logically and flow smoothly (Oshima & Hogue, 2006; Oshima et al., 2014). In addition, Folse et al. (2014) mention that a piece of writing is said to have coherence when all of its parts are organized and flow smoothly and logically from one idea to the next. To make an essay coherent, the writer needs to know the organization of each kind of essay since different kinds of essays require different cohesive devices. There are different ways to make an essay logical and smooth.

As argued by Oshima and Hogue (2006), to produce a piece of writing that sounds smooth, there are four ways to achieve coherence: repeating key nouns, using consistent pronouns, using transition signals to link ideas, and arranging ideas in logical order. Concerning the first technique, repetition of key nouns, the writer can repeat key nouns frequently in their pieces of writing or use synonyms or expressions with the same meaning in order to create the flow of sentences. Pertaining to the second strategy-the use of consistent pronouns-the writer can use a pronoun as a reference of a noun itself; nonetheless, the writer needs to be sure that the pronoun and the noun/number it refers to are consistent. In addition, the use of transition signals can be an effective way to make the writing sound smoother. Transition signals are expressions such as *first*, *finally*, and *however*, or phrases such as *in conclusion*, *on the other hand*, and *as a result*. Transition signals also include subordinators (*when* and *although*), coordinators (*and* and *but*), adjectives (*another* and *additional*), and prepositions (*because of* and *in spite of*). The last technique to achieve coherence is to arrange the sentences in a logical order. The writer can arrange their sentences or paragraphs in chronological order and logical division of ideas (pp. 21-34).



According to Zemach and Ghulldu (2011), coherence can be formed by the use of connectors, pronoun references, or a repetition of key nouns or ideas. To illustrate, connectors are words or phrases that are used to connect sentences together or relate ideas to one another. Connectors can be used to identify the orders or sequences (chronology), compare or contrast, add more information, give examples, relate causes and effects, and conclude ideas. Apart from connectors, writers can use pronoun references to make their writing smoothly flow. Simply put, the use of pronouns to connect two sentences makes the text sounds smooth. A pronoun (he, she, it, they, etc.) takes the place of a noun (a person, a place, a thing, or an idea) or a noun phrase (several words that refer to a person, a place, a thing, or an idea). Finally, another option to connect ideas in an essay is by repeating important words and phrases; therefore, the readers can easily remember the main ideas of the text.

To conclude, coherence is considered as one important element of a good writing as it helps the texts sound smooth for readers to follow and understand. Without it, the readers may feel confused and awkward when reading the whole text. As mentioned above, there are several techniques used to reach coherence. Firstly, the writers can use transition signals which connectors are a part of them. To do so, it signals the readers when to go forward, turn around, slow down, or stop. Secondly, the writer can repeat the key words using repeated words, synonyms, or similar meaning of a particular word. Thirdly, a pronoun used to substitute a noun can be one choice to make the writing coherent, but the consistency between the noun and pronoun/number must be carefully paid attention. Finally, the sequences of time and procedures must be arranged in the logical order which can be considered as another way of coherence. However, a good writing should have more than one technique so that the writing can have coherence with a variety of coherent techniques.

## 2.1.4 Types of Essays

### 2.1.4.1 Description Essays

Robitaille and Connelly (2002) claim that the writer uses words to picture people, places, and objects when he/she composes a description. To do that, the words used have to show one or more of the five senses—smell, taste, hearing, touch, and sight. Put another way, concrete and specific nouns and verbs, descriptive

adjectives and adverbs, and vivid images are needed in a description in order to help the readers clearly see the people, places, and objects being described (p. 143). Likewise, Connelly (2010) says that in order to write a description the writer normally uses five senses (see, hear, feel, taste, and touch) to describe a subject to readers by using meaningful and interesting details that create distinctive impressions.

#### 2.1.4.2 Narration Essays

In narration, the writer tells a story through a series of events. Additionally, the story must be clear and dramatic enough to catch the readers' attention and interest. As a result, most of the narrative essays are organized chronologically-events are told from the beginning to the end (Robitaille & Connelly, 2002). Similarly, Connelly (2010) and Folse et al. (2014) mention that a narration or narrative essay is a written task aiming at telling a story or relating a series of events through a chronological order. The topics of a narrative essay can be ranged from the writer's own experiences to a historical event or scientific experiment.

#### 2.1.4.3 Classification Essays

In classification essays, the writer classifies things into types, categories, or groups. Normally, the subject of classification is plural such as movies, books, and pain medications. The writer then sorts the subject into three main groups/categories. Each group/category is then explained in the body paragraphs separately (Robitaille & Connelly, 2002). In addition, Connelly (2010) points out that a classification essay separates a subject into parts or measures subjects by a standard. Specifically, the subject of the essay must be grouped based on one standard measurement. For example, we can group types of people based on their social interaction: introvert, extrovert, and ambivert. Without standard, the subject can be too broad to discuss. Similarly, Folse et al. (2010) claim that a classification essay includes all categories of the subject being classified. Each classification essay must have a principle of organization—the method used to analyze and organize the information in the essay. The writer, for instance, can write about a car based on the types of cars that attract young people.

#### 2.1.4.4 Division Essays

In a division essay, the writer divides the subjects into its parts or components and then explains each component part in each body paragraph in order to clarify the meaning of the whole. By separating the subjects into component parts, readers can clearly understand the complicated and abstract subjects. For example, the writer may divide the component parts of a luxury hotel into rooms, service, restaurants, and facilities to show how a luxury hotel looks like (Connelly, 2010; Robitaille & Connelly, 2002).

#### 2.1.4.5 Process Essays

As discussed by Robitaille and Connelly (2002), the writer describes the steps or stages of how to do something or how something happens in a process analysis essay. Connelly (2010) mentions that a process essay is a written task explaining how something occurs or giving instructions of the steps to accomplish a particular task. As stated by Oshima et al. (2014), a process essay aims to explain “how to” do something by showing clear steps, processes, or procedures. Therefore, all body paragraphs in the essay must be organized in chronological orders or time sequences. Similarly, Meyers (2014) explains that a “process essay” can be either describing a process or providing instructions of doing something. That is, the writer explains steps of how something works or how it is performed.

#### 2.1.4.6 Cause and Effect Essays

In a cause-effect essay, the writer tries to discuss the relationship between the causes (reasons) and the effects (results) of something (i.e., the causes and effects of depression). Sometimes the writer chooses to discuss only the causes (i.e., the causes of the U.S. Civil War) or the effects (i.e., the effects of global warming on the environment) of a particular topic (Oshima et al., 2014). Likewise, Meyers (2014) points out that the main purpose of a cause-effect essay is to “explore the causes and/or effects of an action/ an event/ or a series of occurrences” (p. 65). Additionally, the writer may use some words such as *probable*, *possible*, or *likely* if he/she is not sure about the causes and effects of a discussed topic. Sample topics of a cause-effect essay can be, for example, the causes of sore throat and the effects of medicine on sore throat.

#### 2.1.4.7 Definition Essays

In a definition essay, the writer defines and clarifies a term, concept, or idea in order to help readers clearly understand the subject. To define a particular term, concept, or idea, other rhetorical patterns of writing may be used. For example, the writer may describe, give examples, or compare in order to clarify the subject of the definition (Robitaille & Connelly, 2002, p. 215). Likewise, Connelly (2010) mentions that definition deals with the explanations of the meaning of a word or idea. The writer composes a definition essay to make the readers precisely comprehend the concept or the idea of a specific subject. The definition essay can be composed using different forms. The most commonly found form - standard definition - is in encyclopedias or textbooks. Its main purpose is to explain widely accepted understanding of a term or concept. Another form is called “personal definition” which is normally used when the writer wants to express his/her own interpretation of a subject. Therefore, the term or concept may be defined differently depending on each individual interpretation. Persuasive definition is also one form that the writer uses to write a definition essay. Its main goal is to influence readers to share the writer’s interpretation of a subject. Concerning the last form, an invented definition, the writer may explain the meaning of a previously unnamed attitudes, behavior, or situation that the writer has observed. For example, the writer may create a new term “netizen” and define its meaning based on his/her observation.

#### 2.1.4.8 Comparison and Contrast Essays

According to Robitaille and Connelly (2002), to write a comparison and contrast essay, the writer explains the similarities and/or differences between two subjects in order to clarify the qualities of each (inform) or to make a point (persuade). In one essay, the writer can choose to write only about similarities, differences, or both. Generally, comparison and contrast essays are frequently found in essay exams because it allows examiners to show not only their knowledge of the subjects but also their analytical skills (p. 199).

Similarly, as claimed by Connelly (2010) and Folse et al. (2014), the main purpose of a comparison and contrast essay is to point out the similarities and differences between the two subjects. The comparison/contrast can be informative,

descriptive, or persuasive. To make this kind of essay coherent, the writer usually follows either the subject by subject pattern (block) or point by point pattern.

Likewise, Oshima et al. (2014) assert that the writer explains the similarities and differences between two or more subjects such as people, objects, ideas, and traditions in a comparison and contrast essay. In most academic fields and essay tests, comparison and contrast essays are commonly used (p. 134).

#### 2.1.4.9 Illustration or Example Essays

In an illustration or example essay, the writer gives examples or illustration in order to develop or prove a general idea or statement. Because examples are specific and concrete, readers can easily understand the writer's ideas (Robitaille & Connelly, 2002). In addition, Connelly (2010) adds that examples are useful when the writer wants to explain an abstract idea to readers. By providing specific items, events, or people they can recognize, readers can easily understand those ideas.

#### 2.1.4.10 Problem/Solution Essays

In a problem/solution essay, the writer begins his/her writing by identifying and analyzing a specific problem before offering a possible solution(s). However, to be able to offer solutions, the writer needs to carefully analyze and do research about a particular topic. Issues about education, business, and environment can be topics of a problem/solution essay (Meyers, 2014).

#### 2.1.4.11 Summary/Response Essays

According to Robitaille and Connelly (2002), in a summary/response essay, the writer uses his/her own words to briefly report or express the ideas from a source such as a book. The writer accurately and objectively reproduces the contents of the book by focusing on the main idea. In addition, Meyers (2014) states that summary and response essays not only allow students to show their understanding of a reading's main idea but also give them a chance to demonstrate their analytical skills. As a result, writing a summary/response essay plays a significant role in college work. Students are normally assigned to produce a summary and response writing in essay examinations and research paper. Besides the classroom context, a summary/response essay also plays an important role in a professional context. For

example, in business correspondence and presentations, employees may be assigned to summarize the contents of reports, memos, discussion, or experiment before analyzing, comparing, or evaluating the results (p. 129).

#### 2.1.4.12 Argumentative/Persuasive/Opinion Essays

In an argumentative/persuasive/opinion essay, the writer tries to convince the readers to share an opinion or point of view on an issue. To do so, the writer supports his/her opinions with facts, statistics, examples, and logical reasoning. To write this type of essay, the writer not only presents evidence to support his/her point of view but also refutes the opposition. Put another way, the writer argues why the opposite opinions are not valid. An argumentative/persuasive/opinion essay is useful in many college classes because it requires students to use several skills such as doing research, summarizing, analyzing, and using critical skills (Robitaille & Connelly, 2002, p. 257).

Moreover, Folse et al. (2014) claim that the main goal of an argumentative/persuasive/opinion essay is to persuade the audience to agree with the writer's opinions about a controversial topic. That is, the writer states his/her opinion, provides reasonable evidence to support it, and convince the audience that his/her opinion is valid.

Likewise, an argumentative/persuasive/opinion essay aims to convince readers that the writer's point of view on a particular topic is correct (Meyers, 2014). This type of essay can be found in any fields such as in discussions of new scientific research, in competing views on economic theory, in interpretation of art, and in debates about philosophy (p. 147). Similar to Meyers' (2014) ideas, Oshima et al. (2014) say that the writer composes an argumentative/persuasive/opinion essay in order to show if he/she agrees or disagrees with a particular issue by using reasons to support his/her agreement or disagreement. And the main goal is to convince the readers to believe that his/her opinion is right. Since it allows students to demonstrate their decision-making ability as well as their reasoning skills, this type of essay is considered as one popular type of essays students are asked to perform in the test.

In short, it can be obviously seen that each type of essays is composed for different purposes. For example, a narrative essay is used to tell stories or events

while an argumentative/persuasive/opinion essay is employed when the writer wants to show his/her point of view towards a controversial issue. Also, each type of essays requires different components and strategies. A comparison/contrast essay, for instance, has a unique element; that is, the writer can select either a block or a point-by-point organization to present his/her comparison/contrast. And each type of essays is different from one another in terms of difficulties. A problem/solution essay requires a more advanced analytical skill when compared with a process essay, for example.

At a university level, in an academic context, students are sometimes assigned to write a cause/effect essay in their examination or term papers in order to demonstrate their analytical skill. In addition, most of the test items in the real essay tests such as IELTS and TOEFL usually require test takers to compare or contrast a particular topic as well as present their opinions towards a controversial topic in order to show their world knowledge and critical skills (Oshima et al., 2014; Robitaille & Connelly, 2002). Given the fact that cause/effect essays, comparison/contrast essays, and opinion essays are important types of essays that university students are normally required to perform both in an educational context and a standardized test taking context, they are purposively selected as types of essays used in the present study.

## **2.2 Writing Ability**

### **2.2.1 Definition of Writing Ability**

An attempt to define the definition of writing ability is not a simple task as the uses to which writing is put by different people in different situations are so varied that no single definition can cover all situations (Camp, 1993; Purves, 1992; White, 1995, as cited in Weigle, 2011). Moreover, as Weigle (2011) stated, the definition of writing ability for a particular context will depend in large measure on the specific group of second-language writers and the type of writing that these writers are likely to engage in (p. 14). Hence, it is not surprisingly seen that writing ability has been variously defined.

Writing ability can be categorized into three main definitions based on the three approaches of writing instruction. For product/text-oriented approach, writing ability refers to the ability to write sentences correctly in terms of correctness of

forms, the appropriateness of style, and the unity of the whole topic (White, 1980). This meaning is similar to Brookse and Grundy's (1990) who agree that writing ability means the ability to produce a piece of writing that shows the correctness of form, appropriateness of style, and a unity of the texts to match the situational communicative purposes and contexts. Furthermore, writing ability means the capacity to produce the surface structures of writing at sentence level, or discourse, emphasizing cohesion and the process ability of text by readers (Hyland, 2002).

Regarding process/cognitive-oriented approach, writing ability can be defined as the ability to generate ideas, organize ideas, and interpret those ideas into texts (Richards & Renandya, 2002). Also, writing ability can refer to the ability to initiate and evolve ideas and then use certain revising and editing practices to develop them to maturity in a given context (Yi, 2009).

Finally, in terms of reader/genre-oriented approach, writing ability is defined by Tribble (1996) as "the ability to produce a good piece of writing to match its purposes, contexts, and audience as well as to reflect the accuracy of grammar, sentence structures, and vocabulary". Additionally, writing ability can be defined as the ability to perform writing tasks for a given purpose, satisfy a given discourse community with regard to the structure and content of the discourse, and communicate functionally (Yi, 2009).

To conclude, writing ability has been defined differently based on the different approaches of writing instruction. That is, for the product/text-oriented approach, writing ability means that the writer needs to be able to use correct linguistic features; for process/cognitive-oriented approach, writing ability refers to the writer's ability to generate ideas and know how to organize the ideas to achieve unity; and for reader/genre-oriented approach, writing ability means that the writer can choose an appropriate genre of texts and specify the purpose of a particular piece of writing to match a specific group of readers.

## 2.2.2 Models of Communicative Language Ability Applied in Writing Ability

### 2.2.2.1 Canale and Swain's Communicative Competence

Regarding language knowledge, Canale and Swain (1980) believe that second language writers need to have four main components as an evidence showing



their writing ability. Firstly, they need to have *grammatical competence*; that is, they must have sufficient knowledge of linguistic components, including grammar, vocabulary, phonology, morphology, syntax, and semantics. Secondly, they need to have *discourse competence*; in other words, they need to have knowledge of various genres of a written text as well as cohesion and coherence that are used to link ideas between sentences and paragraphs to be sounded smoothly. Thirdly, *sociolinguistic competence* is considered as one important ability that L2 writers are expected to have. It is related to sociocultural rules of language use and rules of discourse. Simply put, L2 language writers need to have the ability to use language appropriately in a particular context, understanding readers and adopting appropriate authorial attitudes. Finally, *strategic competence* can be considered as one crucial component that writers need to have in order to show their writing ability. Strategic competence refers to the ability to use a variety of communicative strategies both in verbal and non-verbal forms to compensate for breakdowns in communication due to insufficient competence in one or more components of communicative competence. These strategies include, for example, paraphrase, circumlocution, repetition, reluctance, avoidance of words, structures or themes, guessing, changes of register and style, and modifications of messages.

#### 2.2.2.2 Grabe and Kaplan's Taxonomy of Writing Skills, Knowledge Bases, and Processes

Grabe and Kaplan (1996) argue that writing requires control over specific language knowledge, including linguistic knowledge, discourse knowledge, and sociolinguistic knowledge. Linguistic knowledge includes knowledge of the basic structural elements of the language, while discourse knowledge is related to knowledge of the ways in which cohesive text is constructed. Finally, sociolinguistic knowledge includes knowledge of the ways in which language is used properly in a variety of settings. The detailed lists of these components are presented in Table 2.1.

**Table 2.1** Taxonomy of Language Knowledge (Grabe & Kaplan, 1996, pp. 220-1)***Linguistic knowledge***

- A. Knowledge of the written code
  - 1. Orthography
  - 2. Spelling
  - 3. Punctuation
  - 4. Formatting conventions (margins, paragraphing, spacing, etc.)
- B. Knowledge of phonology and morphology
  - 1. Sound/letter correspondences
  - 2. Syllables (onset, rhyme/rhythm, coda)
  - 3. Morpheme structure (word-part knowledge)
- C. Vocabulary
  - 1. Interpersonal words and phrases
  - 2. Academic and pedagogical words and phrases
  - 3. Formal and technical words and phrases
  - 4. Topic-specific words and phrases
  - 5. Non-literal and metaphoric language
- D. Syntactic/structure knowledge
  - 1. Basic syntactic patterns
  - 2. Preferred formal writing structures (appropriate style)
  - 3. Tropes and figures of expression
  - 4. Metaphors/similes
- E. Awareness of differences across languages
- F. Awareness of relative proficiency in different languages and registers

***Discourse knowledge***

- A. Knowledge of intrasentential and intersentential marking devices (cohesion, syntactic parallelism)
- B. Knowledge of informational structuring (topic/comment, given/new, theme/rheme, adjacency pairs)
- C. Knowledge of semantic relations across clauses
- D. Knowledge of recognizing main topics
- E. Knowledge of genre structure and genre constraints
- F. Knowledge of organizing schemes (top-level discourse structure)
- G. Knowledge of inferencing (bridging, elaborating)
- H. Knowledge of differences in features of discourse structuring across language and cultures
- I. Awareness of different proficiency levels of discourse skills in different languages

**Table 2.1** Taxonomy of Language Knowledge (Grabe & Kaplan, 1996, pp. 220-221)  
(Cont.)

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***Sociolinguistic knowledge***

- A. Functional uses of written language
  - B. Application and interpretable violation of Gricean maxims (Grice, 1975)
  - C. Register and situational parameters
    - 1. Age of writer
    - 2. Language used by writer (L1, L2,...)
    - 3. Proficiency in language used
    - 4. Audience considerations
    - 5. Relative status of interactants (power/politeness)
    - 6. Degree of formality (deference/solidarity)
    - 7. Degree of distance (detachment/involvement)
    - 8. Topic of interaction
    - 9. Means of writing (pen, pencil, computer, dictation, shorthand)
    - 10. Means of transmission (single page/book/read aloud/printed)
  - D. Awareness of sociolinguistic differences across languages and cultures
  - E. Self-awareness of roles of register and situational parameters
- 

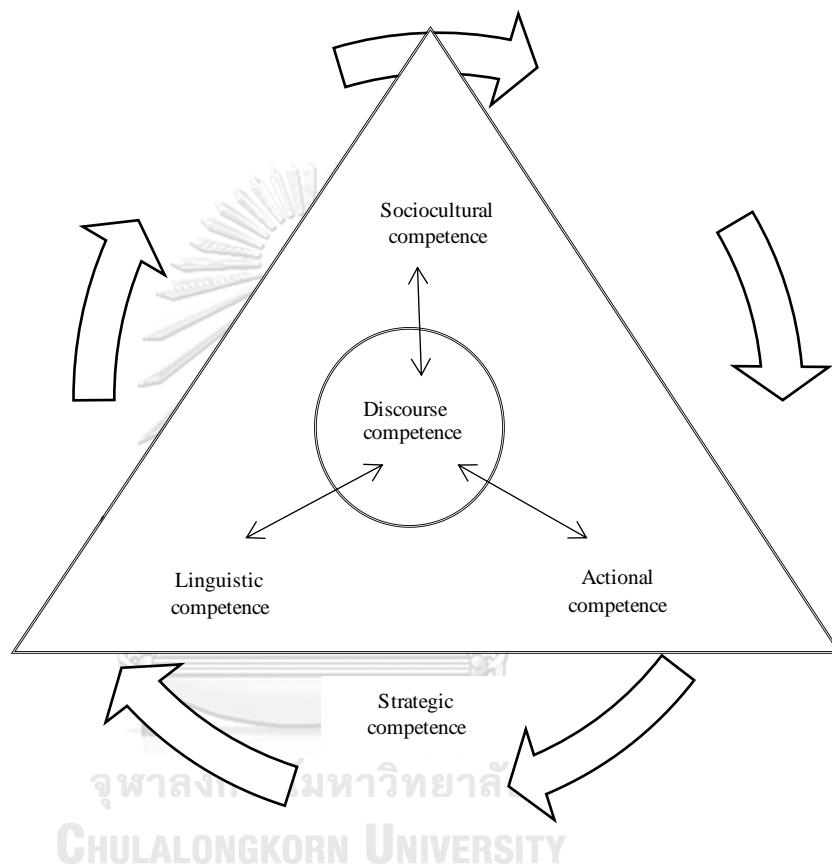
*Note.* Reprinted from *Assessing Writing* (pp. 30-31), by S. C. Weigle, 2011, Cambridge: Cambridge University Press. Copyright 2002 by Cambridge University Press. Reprinted with permission.

#### 2.2.2.3 Celce-Murcia, Dörnyei, and Thurrell's Model of Communicative Competence

As pointed out by Celce-Murcia et al. (1995), communicative competence consists of five components: linguistic competence, discourse competence, sociocultural competence, actional competence, and strategic competence. Linguistic competence includes the knowledge of lexis, phonology, syntax, and morphology, while discourse competence relates to the knowledge of cohesion and coherence. Sociocultural competence deals with the knowledge related to context that impacts upon what is said, and how it is said. Contextual factors include participant and situational variables, stylistic appropriateness (e.g., politeness conventions and stylistic variation by register and formality), dialect, and non-verbal communication. Actional competence means the knowledge of speech acts needed to engage in interpersonal exchange (e.g., greeting and leave-taking), impart information, and express information and feelings. It also includes suasion, dealing with problems (e.g.,

complaining and criticizing), and dealing with the future (expressing wishes, desires, plans or goals). Strategic competence refers to a set of skills for overcoming communication problems or deficiencies in other competence (Celce-Murcia et al., 1995). The model is shown in Figure 2.2.

**Figure 2.2** The Celce-Murcia et al. Model of Communicative Competence



*Note.* Reprinted from *Language Testing and Assessment: an advanced resource book* (p. 47), by G. Fulcher and F. Davidson, 2009, NY: Routledge. Copyright 2007 by Glenn Fulcher & Fred Davidson. Reprinted with permission.

#### 2.2.2.4 Bachman and Palmer's Model of Language Ability

According to Bachman and Palmer (1996), who developed a model of communicative language ability (CLA), two main components have been focused: language knowledge and strategic competence.

With respect to language knowledge, it is divided into two sub-competences: organizational knowledge and pragmatic knowledge. Organizational knowledge is subdivided into grammatical knowledge and textual knowledge.

Grammatical knowledge involves knowledge of vocabulary, morphology, syntax, phonology, and graphology. Textual knowledge includes knowledge of the conversations for joining utterances together to form a text both in forms of speaking and writing. It also includes the text cohesion and rhetorical organization. With reference to pragmatic knowledge, the ability to create and interpret discourse, it is split into two competencies: illocutionary (functional) knowledge and sociolinguistic knowledge. To clarify, illocutionary (functional) knowledge refers to the purpose of using language. It includes ideational functions (to express ideas and feelings or to describe something), manipulative functions (to order or command), heuristic functions (to extend knowledge), and imaginative functions (to create or entertain). Sociolinguistic knowledge refers to the ability to perform language functions in ways that are appropriate to a particular context (e.g., the ability to interpret cultural references, figures of speech). The contexts include dialects or varieties, registers (levels of formality or style, technical terms), idiomatic expressions (e.g., native speakers' use of language), cultural references, and figures of speech (e.g., metaphor, personification, simile). The model is illustrated in Table 2.2.



**Table 2.2** Areas of Language Knowledge

| <b>Language Knowledge</b>   |                              |   |
|---|------------------------------|---|
| <b>1. Organizational knowledge</b> (How utterances or sentences and texts are organized.)   |                              |   |
| Areas of organizational knowledge   | 1) Grammatical knowledge     | (How individual utterances or sentences are organized.)<br>- Knowledge of vocabulary/morphology/ syntax/ phonology/graphology   |
|   | 2) Textual knowledge         | (How sentences/utterances are organized to form texts.)<br>- Knowledge of cohesion/<br>Knowledge of rhetorical or conversational organization   |
| <b>2. Pragmatic knowledge</b> (How utterances or texts are related to the communicative goals of the language user and the features of the language use setting.) |                              |   |
| Areas of pragmatic knowledge  | 1) Functional knowledge      | (How utterances or sentences and texts are related to the communicative goals of the language user.)<br>- Ideational functions<br>- Manipulative functions<br>- Heuristic functions<br>- Imaginative functions  |
|   | 2) Sociolinguistic knowledge | (How utterances or sentences and texts are related to the features of the language use setting.)<br>- Knowledge of dialects/varieties<br>- Knowledge of registers<br>- Knowledge of natural and idiomatic expressions<br>- Knowledge of cultural references and figures of speech |

*Note.* Adapted from *Language testing in practice* (p. 68), by L. F. Bachman and A. S. Palmer, 1996, Oxford: Oxford University Press. Copyright 1996 by Lyle F. Bachman and Adrian S. Palmer. Adapted with permission.

Pertaining to strategic competence-the ability to verbally and non-verbally compensate the breakdowns due to insufficient abilities-there are three phases that strategic competence operates: goal setting, assessment, and planning. For the goal setting phase, learners set their achieved goals, identify and choose a task, and decide whether or not to complete them. For the assessment phase, learners assess the task

characteristics, their current state of language proficiency, and their related background knowledge. For the last phase, learners select language knowledge and other components to be used in order to successfully complete the task.

#### 2.2.2.5 Douglas's Model of Communicative Language Ability

As claimed by Douglas (2000), communicative language ability consists of three main components: language knowledge, strategic competence, and background knowledge. With regard to language knowledge, it is divided into four categories: grammatical knowledge (knowledge of vocabulary, morphology, syntax, and phonology), textual knowledge (knowledge of how to form structures and organize language into larger units and how to mark such organization), functional knowledge (knowledge of purposes of the language use), and sociolinguistic knowledge (knowledge of sensitivity to dialects, registers, naturalness, cultural references, and figures of speech). Strategic competence includes assessment, goal setting, planning, and control of execution. Assessment is when one evaluates the communicative situation and engages in a discourse domain, a cognitive interpretation of the context. Goal setting refers to a decision making whether or not and how to respond to the situation. Planning deals with a decision-making what elements of language and background knowledge are required. Control of execution is when one organizes the required elements to carry out the plan. Concerning background knowledge, it relates to a language user's schemata knowledge and content knowledge regarding a particular topic (Douglas, 2000, pp. 28-29). The model is presented in Table 2.3.

**Table 2.3** Components of Communicative Language Ability**Language knowledge**

## Grammatical knowledge

- Knowledge of vocabulary
- Knowledge of morphology and syntax
- Knowledge of phonology/graphology

## Textual knowledge

- Knowledge of cohesion
- Knowledge of rhetorical or conversational organization

## Functional knowledge

- Knowledge of ideational functions
- Knowledge of manipulative functions
- Knowledge of heuristic functions
- Knowledge of imaginative functions

## Sociolinguistic knowledge

- Knowledge of dialects/registers
- Knowledge of registers

**Language knowledge**

- Knowledge of cultural references

**Strategic competence**

## Assessment

- Evaluating communicative situation or test task and engaging an appropriate discourse domain
- Evaluating the correctness or appropriateness of the response

## Goal setting

- Deciding how (and whether) to respond to the communicative situation

## Planning

- Deciding what elements of language knowledge and background knowledge are required to reach the established goal

## Control of execution

- Retrieving and organizing the appropriate elements of language knowledge to carry out the plan

**Background knowledge**

## Discourse domains

- Frames of reference based on past experience which we use to make sense of current input and make predictions about that which is to come

## Topical knowledge

- Knowledge of the world providing a basis for language use

*Note.* Adapted from *Assessing Languages for Specific Purposes* (p. 35), by D. Douglas, 2000, Cambridge: Cambridge University Press. Copyright 2000 by Cambridge University Press. *Adapted with permission.*



**Table 2.4** An Overview of Communicative Language Ability Proposed by Various Scholars

| Canale and Swain (1980)  | Celce-Murcia et al. (1995)  | Grabe and Kaplan (1996)   | Bachman and Palmer (1996)  | Douglas (2000)  |
|--|---|---|--|---|
| <b>1. Grammatical competence</b><br>(linguistic components: grammar, vocabulary, phonology, morphology, syntax, and semantics) | <b>1. Linguistic competence</b><br>(lexis, phonology, syntax, and morphology)   | <b>1. Linguistic knowledge</b><br>(basic structural elements of the language)   | <b>1. Language knowledge</b><br>1.1 organizational knowledge<br>a. grammatical knowledge (vocabulary, morphology, syntax, phonology, and graphology) | <b>1. Language knowledge</b><br>1.1 grammatical knowledge (vocabulary, morphology, syntax, and phonology)                   |
| <b>2. Discourse competence</b><br>(genres of a written text and the use of cohesion and coherence in a text)                   | <b>2. Discourse competence</b><br>(cohesion and coherence)  | <b>2. Discourse knowledge</b><br>(the construction of cohesive texts)   | b. textual knowledge (text cohesion and rhetorical organization)   | 1.2 textual knowledge (how to form structures and organize language into larger units and how to mark such organization)    |
| <b>3. Sociolinguistic competence</b><br>(the use of appropriate language in a particular context or register)                  | <b>3. Sociocultural competence</b><br>(participant and situational variables, stylistic appropriateness, dialect, non-verbal communication) | <b>3. Sociolinguistic knowledge</b><br>(the ways in which language is used properly in a variety of settings or register) | 1.2 pragmatic knowledge<br>a. illocutionary or functional knowledge (purpose of using language)  | 1.3 functional knowledge (purposes of the language use)   |
|  | <b>4. Actional competence</b><br>(knowledge of speech acts)   |   | b. sociolinguistic knowledge (the ability to perform language functions in ways that are appropriate to a particular context)                        | 1.4 sociolinguistic knowledge (sensitivity to dialects, registers, naturalness, cultural references, and figures of speech) |
|  | <b>5. Strategic competence</b><br>(skills to overcome communication problems)   |   |  |   |

**Table 2.4** An Overview of Communicative Language Ability Proposed by Various Scholars (Cont.)

| Canale and Swain (1980)   | Celce-Murcia et al. (1995) | Grabe and Kaplan (1996) | Bachman and Palmer (1996)   | Douglas (2000)   |
|---|----------------------------|-------------------------|---|--|
| <b>4. Strategic competence</b><br>(the use of communicative strategies: paraphrase, circumlocution, repetition, reluctance, avoidance of words, structures or themes, guessing, changes of register and style, and modifications of messages) |                            |                         | <b>2. Strategic competence</b><br>(verbally and non-verbally compensate the breakdowns due to insufficient abilities: goal setting, assessment, and planning) | <b>2. Strategic competence</b><br>(verbally and non-verbally compensate the breakdowns due to insufficient abilities: assessment, goal setting, planning, and control of execution)<br><br><b>3. Background knowledge</b><br>(past experience and content knowledge) |

Table 2.4 above presents an overall picture of communicative language ability proposed by various scholars as mentioned earlier. It can be clearly observed that there are some similarities and differences among communicative language abilities which will be discussed in the following section.

**Table 2.5** A Comparison of Communicative Language Ability Proposed by Various Scholars

| Similarities  | Differences  |
|---|--|
| <p><b>1. Language or linguistic knowledge</b></p> <p>- Knowledge of language use in terms of grammar, vocabulary, phonology, morphology, syntax, and semantics (Bachman &amp; Palmer, 1996; Canale &amp; Swain, 1980; Celce-Murcia et al., 1995; Douglas, 2000; Grabe &amp; Kaplan, 1996)</p>   | <p><b>1. Background knowledge</b></p> <p>- Schemata and content knowledge of the topic (Douglas, 2000)</p> |
| <p><b>2. Discourse or textual knowledge</b></p> <p>- The ability to organize a text showing the knowledge of cohesion and coherence (Bachman &amp; Palmer, 1996; Canale &amp; Swain, 1980; Celce-Murcia et al., 1995; Douglas, 2000; Grabe &amp; Kaplan, 1996)</p>                              |  |
| <p><b>3. Sociolinguistic knowledge</b></p> <p>- The ability to use language appropriately in a particular context (Bachman &amp; Palmer, 1996; Canale &amp; Swain, 1980; Celce-Murcia et al., 1995; Douglas, 2000; Grabe &amp; Kaplan, 1996)</p>  |  |
| <p><b>4. Functional/actional competence</b></p> <p>- The ability to use the language based on purposes (Bachman &amp; Palmer, 1996; Celce-Murcia et al., 1995; Douglas, 2000)</p>   |  |
| <p><b>5. Strategic competence</b></p> <p>- The ability to use communicative strategies to solve the communicative problems resulting from insufficient abilities verbally and non-verbally (Bachman &amp; Palmer, 1996; Canale &amp; Swain, 1980; Celce-Murcia et al., 1995; Douglas, 2000)</p> |  |

From Table 2.5 above, it can be seen that the communicative language abilities, however, are categorized differently, either by categories or subcategories, by each scholar. But most of those aforementioned scholars have suggested four main similar communicative language abilities that one needs to have. They include 1)

language or linguistic knowledge which refers to the knowledge of grammar, vocabulary, phonology, morphology, syntax, and semantics; 2) discourse or textual knowledge which means the ability to construct a well-organized text using cohesion and coherence knowledge; 3) sociolinguistic knowledge—the ability that requires knowledge about the use of appropriate language in relation to a particular context; 4) functional/actional competence or the competence to use the language depending on different purposes; and 5) strategic competence or the ability to use communicative strategies for a purpose of fixing communicative difficulties. This can be implied that these communicative language abilities are essential abilities that a language learner who wants to be able to successfully use language needs to have. Surprisingly, it can be obviously observed that “*background knowledge*” has been proposed only by Douglas (2000). It can be assumed that while other scholars exclude a language user’s schemata or background knowledge regarding a topic from their frameworks, Douglas (2000) suggests that “*background knowledge*” is considered as one important characteristic of communicative language abilities that one should have when producing a language. That is, in order to be able to successfully communicate, a language user’s topical knowledge is as crucial as the language knowledge and the ability to use a language.

These communicative language abilities are used as criteria indicating a language learner’s ability in using a language in general. In terms of essay writing, only some communicative language abilities are specifically essential abilities that a writer needs to have in order to write an effective essay. The necessary language abilities will be explained in the following part.

**Table 2.6** A Framework of Communicative Language Ability Employed in Assessing Essay Writing Ability

| Components   | Subcomponents to be assessed   | Additional notes  |
|--|--|---|
| 1. Language or linguistic knowledge (Bachman & Palmer, 1996; Canale & Swain, 1980; Celce-Murcia et al., 1995; Douglas, 2000; Grabe & Kaplan, 1996) | Grammatical knowledge: grammar, vocabulary, morphology, syntax, and semantics  | Phonology will be excluded as it is considered as an unrelated component in a written language. |
| 2. Discourse or textual knowledge (Bachman & Palmer, 1996; Canale & Swain, 1980; Celce-Murcia et al., 1995; Douglas, 2000; Grabe & Kaplan, 1996)   | The use of cohesion and coherence in order to construct well-organized texts (genre aspect)  |   |
| 3. Sociolinguistic knowledge (Bachman & Palmer, 1996; Canale & Swain, 1980; Celce-Murcia et al., 1995; Douglas, 2000; Grabe & Kaplan, 1996)        | The use of appropriate language in relation to a particular context or register such as academic and formal language used in essay writing |   |
| 4. Background knowledge (Douglas, 2000)  | The writer's schemata and topical knowledge regarding a writing task   |   |

Table 2.6 demonstrates some crucial language abilities that a writer needs to have if he/she wants to be successful in writing essays. There are four main areas of language abilities that a writer needs to have. First of all, in order to successfully convey the ideas to readers, the writer needs to have language or linguistic knowledge which covers the knowledge of grammar, vocabulary, morphology, syntax, and semantics. However, phonology, which is the knowledge of how to form sounds in a language, will be excluded as it is considered as an unrelated component in a written language. The second important ability that the writer needs to have is related to the ability to organize an essay. As a good essay has its specific organization and requires unity and coherence, the knowledge of cohesion and coherence are necessary for every writer to be equipped. Apart from linguistic knowledge and the ability to organize the texts, essay writing is considered as one type of an academic writing; hence, sociolinguistic knowledge or the use of appropriate language in relation to a particular context or register such as academic and formal language needs to be considered as the ability the writer needs to consider. Finally, usually, the writer needs to support his/her ideas in order to make it more concrete for readers to understand the essay, the writer needs to have content knowledge regarding a particular topic.

Therefore, background knowledge is considered as one necessary characteristic one needs to have.

### 2.2.3 Factors Affecting Writing Ability

Writing is an important skill for language production; however, it is still considered as a difficult skill, especially in English as a second language (ESL) contexts where students encounter many difficulties when writing (Fareed et al., 2016). Many scholars have underlined some factors that have an impact on writing ability.

#### 2.2.3.1 Linguistic Knowledge

Linguistic knowledge refers to the knowledge and the ability to use language correctly and appropriately in relation to linguistic, textual, functional, and sociocultural aspects. A number of research studies have shown that inadequate linguistic competency of L2 writers is the main factor affecting L2 writing ability (Ariyanti & Fitrina, 2017; Fareed et al., 2016; Rahmatunisa, 2014; Rodsawang, 2017)

As argued by Brown (1994, as cited in Weigle, 2011), writing is a difficult skill for many people to master because of the influence of linguistic features found in writing. Linguistic features can be referred to lexicon, syntactic structures, grammar, and semantics. For example, when compared to speaking-the other productive skill-written language tends to be categorized by longer clauses and more subordinators, is rather formal than informal in format, contains a wide variety of words, and sounds more academic. Therefore, it is not an easy task for many learners of a second or a foreign language to produce a good piece of writing if they do not have sufficient linguistic knowledge.

Similarly, Hyland (2003) stated that linguistic knowledge is the most obvious factor showing that many second language writers are facing difficulties when using their second language. In other words, the lack of linguistic resource, particularly an inadequate grasp of vocabulary and grammar, makes them struggle when they want to convey their ideas in appropriate and correct ways.

#### 2.2.3.2 Topical Knowledge

Several researchers have been interested in investigating the impacts of L2 learners' topical knowledge on their L2 writing performance, and the research findings revealed that topical knowledge or content knowledge significantly affected L2 writing ability (Gustilo & Magno, 2015; He & Shi, 2012).

One interesting research conducted by He and Shi (2012) shows the significant role of topical knowledge on L2 writers' writing performance. In their study, aiming at investigating the effects of topical knowledge on ESL writing performance, fifty undergraduate students with different levels of English proficiency in western Canada were assigned to write two-timed impromptu essays in English with different topics: general topic and specific topic. The results indicated that all students significantly got lower scores on their specific topic than general topic on the essays that require specific content. Students' essays on the knowledge-specific topic showed that students produced shorter essays with poor content when they supported and developed the ideas. They also produced weak organization (lack of cohesion), more language errors, and inadequate use of academic words. It can be concluded from this example that L2 learners' insufficient knowledge on a topic of a specific task prompt can lead them to produce a poor piece of writing.

#### 2.2.3.3 Native Language (NL) Interference

(Butzkamm, 2003, p. 31) states that "Every new language is confronted with already-existing mother tongue." It is undeniable that a second language writer's mother tongue can be one influential factor impacting L2 writing performance. Put simply, L2 writers use the rules of their NL when they produce their L2. Several research studies have been conducted in order to investigate the interference of L2 writers' NL on their L2 writing proficiency. The results indicated that one reason causing students' writing errors is the application of their NL when they produced a piece of writing in English. The effect of NL interference can be found when they literally translated their NL words into English words and applied NL's structures when they produced English structures. Some plausible reasons behind the use of NL can be related to a language user's learning strategies and code-switching technique which is usually occurred when one acquires a second or third

language (Alluhaydan, 2016; Bennui, 2008; Cabrera et al., 2014; Jenwitheesuk, 2009; Na Phuket & Bidin, 2016; Watcharapunyawong & Usaha, 2013).

One example can be observed when Thai students sometimes use the word “play water” instead of using the word “swim” in their English writing. It can be obviously seen from this instance that Thai students directly transfer Thai language “เล่นน้ำ” which means “swim” in English. Another example can be seen when Thai students sometimes use the structure “Although..., but...” in English sentence structure, which is considered as ungrammatical structure for English native speakers. This can be explained that Thai language structure “ถึงแม้ว่า...แต่...” which is normally used by Thai native speakers is transferred to English structure (the author’s personal teaching experience).

#### 2.2.3.4 Social Context

Hayes (1996), who attempts to outline the various influences on the writing process, points out that one factor, particularly social factor influencing writing process, involves the task environment. It comprises the social environment and the physical environment. In social environment, the audience (real or imagined) and any collaborators are involved in the writing process. In the physical environment, the text written which influences and shapes the writer’s further effort and composing medium is involved in the writing process. Additionally, it is believed that writing is not only the product of an individual but also the social involvement. Hamp-Lyons and Kroll (1997, p.8, as cited in Weigle, 2011, p. 19) mention that writing is “an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience.” In other words, when writing, besides linguistic knowledge such as grammar, vocabulary, and rhetorical forms, successful writers need to consider other aspects, particularly the context (what and how to write), the purpose (why to write), and the audience (for whom to read).

#### 2.2.3.5 Cultural Difference

According to Grabe and Kaplan (1996), variation in writing in different cultures does not reflect inherent differences in thought patterns but rather cultural



preferences which make greater use of certain among linguistic possibilities. That is, people from different cultures prefer to use different language features/patterns from one another, and that causes a problem when they have to write in other languages.

Similarly, Hyland (2003) argues that cultural differences can also be an influential factor on L2 learner's writing ability. It is believed that cultural factors help shape students' background understandings, or schema knowledge, and are likely to have a considerable impact on how they write, their response to classroom contexts, and their writing performance (Hyland, 2003, p. 36). To clarify, different culture has different expectations about the way they organize their texts, and this phenomenon can have an effect on L2 writing development.

As Lauren (2011) mentioned, English is a writer-responsible language, meaning that it is the writer's job to make the messages conveyed as clearly as possible for readers to understand. Therefore, when producing a text, English native speakers usually make it clear and precise. On the other hand, Korean, Chinese, and Japanese are considered as reader-responsible languages. In other words, it is the reader's responsibility to make an understanding of the messages conveyed, which often lack precise explanations. This implies that the reader must have background knowledge of a particular message; otherwise, he/she cannot clearly understand the message conveyed. Due to the differences between two cultures, it can cause communicative problems when EFL Korean, Chinese, and Japanese produce a piece of writing in English. To elaborate, their English writing style seems to be shorter and less precise; as a result, English native speakers may not be able to clearly understand the whole messages and intention.

#### 2.2.3.6 Psychological and Cognitive Process

Hayes (1996) claims that writing ability results from the interactions among four components: working memory, motivation and affect, cognitive process, and long-term memory. Hayes conceptualizes working memory as being composed of three components: phonological memory, which stores audio/verbal information; the visual-spatial sketchpad, which stores visually or spatially coded information such as written words or graphs; and a semantic memory, which stores conceptual information. For motivation and affect, they play important roles in the writing

process. To elaborate, a writer's goals, predispositions, beliefs and attitudes, and cost/benefit estimates may influence the way a writer goes about the task of writing and the effort that will be put into the writing task. Pertaining to cognitive process, it involves text interpretation, reflection, and text production. Text interpretation, which includes listening, reading, and scanning graphics, is the process by which internal representations are created from linguistic and graphic input. Reflection is a process by which internal representations are created from existing internal representations. Finally, in text production, new linguistic (written or spoken) or graphic output is produced from internal representations. These three processes are involved not only in drafting a piece of writing but in revising one's writing as well. The last component is about long-term memory, in which information and knowledge relevant to the writing task is stored. Long-term memory includes task schema, topic knowledge, audience knowledge, genre knowledge, and linguistic knowledge. Task schemas include information about task goals, the processes necessary for accomplishing the task, how to sequence the processes, and how to evaluate the success of the task. Topic knowledge is about the content or ideas. Audience knowledge is about considerations regarding the social and cultural aspects. Genre knowledge includes knowledge about the socially and culturally appropriate forms that writing takes in a given purpose. Finally, linguistic knowledge includes knowledge about the language resources that are brought to bear in the writing process.

In brief, to accomplish writing tasks is not an easy job for L2 writers as they have to face many factors that can influence the quality of their pieces of writing. Those factors include linguistic knowledge, topical knowledge, native language (NL) interference, social context, cultural difference, and psychological and cognitive process. Unlike speaking, writing which is a productive skill cannot be acquired naturally. It must be taught and learned systematically (O'Grady et al., 2001). Therefore, it is necessary to know how writing can be instructed, especially in the context of the second language acquisition.

## 2.2.4 The Basic Approaches to the Teaching of Writing

### 2.2.4.1 The Product-Oriented Approach

Product-oriented approach, which has been practiced widely since the 1950s to 1970s, has been known as a tradition approach for teaching writing. The approach itself has been called by several names, such as the controlled-to-free approach, the text-based approach, and the guided composition (Raimes, 1983; Silva, 1990); however, they share the same conceptual framework. That is, product-oriented approach basically focuses on the final produced written task and emphasizes on the accuracy in terms of sentence structures, rhetorical patterns, and coherence (Nunan, 1999). Therefore, the composition in this approach is primarily viewed as a linear process that predictably starts with a topic selection to pre-writing activities, followed by actual writing and editing. The teacher only responds to the composition once it is finished, and not before or while it is in progress. The activities serve all levels of English language proficiency learners as it requires learners to combine sentences, identify rhetorical patterns, and produce model paragraphs.

Product-oriented approach can be both advantageous and disadvantageous for not only teachers but also learners. Regarding advantages, it can be beneficial for both learners and teachers. Firstly, this approach can aid learners to write in a systematical way since they are taught by using rhetorical patterns as a sample model to follow. In addition, learners can learn how to appropriately use vocabulary and sentence structures for each type of rhetorical pattern. Finally, writing teachers can raise learners' L2 awareness regarding both grammatical structures and rhetorical patterns.

On the other hand, there are also disadvantages associated with the use of the product-based writing. Because of the overemphasis of the accuracy of grammar and syntax, little attention is paid to audience and the writing process. Moreover, since the final product of written task is the main purpose of the writing class, teachers cannot know how or what processes students are getting through in order to produce the final written task.

#### 2.2.4.2 The Process-Oriented Approach

Unlike the aforementioned approach, process-oriented approach concerns about the thinking process and the role of giving feedback from the beginning to the end of the written product. By using several steps during the writing process, students can develop their ideas and produce a well-organized product. In Herwins' (1986) process writing model, there are five steps in writing process that can be used in a writing class. The first task is called prewriting. Teachers will help learners generate and formulate ideas by using several strategies such as brainstorming and outlining. In this stage, correctness and appropriateness of the language will be ignored. The second step is the first draft composition. Students will select the ideas from the first stage and write them in the first draft. After the first draft has been produced, feedback stage will take its role. Students will have a chance to get feedback from teachers or their peers which can be done by oral or written forms. Students will make use of those comments to revise their first draft. For the next step, second draft revised and modified from the comments will be written. Finally, students will get a chance to proofread their own writing by themselves and make some changes if it is necessary. In the perspective of process-oriented approach, writing is not considered as linear process as it is not a fixed sequence of writing stages. In other words, process-oriented approach is seen as a dynamic and unpredictable process in which writers can move back and go forth among different stages in order to produce the better writing (Tribble, 1996).

Process-oriented approach is useful for writing class for many reasons. Firstly, students can improve their writing step by step because they will have teachers and peers as commentators. Students will realize that writing a good text requires other people to point out their weak points. In addition, as the main focus of process-oriented approach is on giving feedback which requires an interaction between teacher-students and students-students, it promotes interaction and collaboration in writing class. Finally, teacher feedback and peer feedback can lead students to be autonomous learners in the future since they have known the points that they have to monitor and evaluate more after receiving feedback.

However, there are some limitations that need to be concerned when applying process-oriented approach in a writing class. Firstly, since several steps are

needed in order to produce the completely written task, it is undeniable that this approach is time-consuming. Therefore, time constraint is the first thing that the writing teacher has to pay attention if he/she wants to include this approach in the writing class. Furthermore, as pointed out by Badger and White (2000), learners may find it difficult to write since they have no clear understanding about the characteristics of writing and are provided insufficient linguistic input to write in L2 successfully in a certain text type. Thus, the traditional approach may be applied in order to provide more sufficient linguistic knowledge: sentence structures and rhetorical patterns to learners.

#### 2.2.4.3 Genre-Based Approach

The third type of teaching writing approach is called genre-based approach. Its main focus is on the importance of various types of writing patterns such as business letters, academic reports, and research paper. In other words, a genre-based approach mainly emphasizes on the relationship between text-genres and their contexts (Hyon, 1996). It has been known by several names, for example, Silva (1990, pp. 16-17) called this approach as “English for Academic Purposes approach” while Dudley-Evans (1997, pp. 151-152) called it as “English for Specific Purposes approach.”

Concerning its benefits, genre-based approach plays a significant role in a writing class. Firstly, since the main concern of writing in this approach is to integrate the knowledge of a particular genre and its communicative purpose, learners have an opportunity to produce their written products to communicate to others in the same discourse community successfully. Moreover, learning specific genre patterns can aid learners to produce appropriate actual written tasks in their real life outside the classroom. In addition, it can also help learners to aware of their writing in terms of organization, arrangement, form, and genre. Finally, as mentioned by Badger and White (2000), genre-based approach reflects a particular purpose of a social situation and allows students to acquire writing skills consciously by imitation and analysis of each writing genre.

With regard to its negative effects, there are some considerations that writing teachers need to pay attention when genre-based approach is applied in a

writing class. Firstly, it might be possible that some learners may lack knowledge about appropriate language and vocabulary so that they cannot express what they intend to communicate to the audience effectively. Furthermore, as argued by Badger and White (2000), genre-based approach undervalues the writing skills which learners need to use in order to produce a written product and it ignores the writing abilities learners have in other areas such as linguistic and content knowledge. In other words, in the writing class using genre-based approach, since the genre of each text type is the main focus of the lesson, linguistic knowledge and content knowledge which are considered as two main constructs that writers need to have are not paid attention. For this reason, learners may produce a perfect rhetorical pattern of a piece of writing but contains poor language use and insufficient ideas.

In order to alleviate these weak points, some modifications need to be applied. Firstly, at the beginning of the class, writing teachers should clearly explain what kinds of genres students are going to learn so that they can prepare the language use for each genre. Also, teachers should help learners to produce their written products step by step. For example, teachers may help learners illicit their ideas and appropriate language use by having them brainstorm their ideas before making an outline. Lastly, teachers may pay more attention to skills that will help learners develop their writing ability through writing process.

## **2.3 Writing Assessment**

Writing assessment involves two contexts: the classroom context and the standardized testing context. For the classroom context, its main purpose is to evaluate learners' learning achievement using both formative and summative assessment forms, while the standardized test context aims to measure learners' proficiency (Grabe & Kaplan, 1996). Regarding writing assessment in the classroom context, it can be either used for diagnostic or placement purposes using three different writing assessment methods.

### **2.3.1 Types of Writing Assessment**

#### **2.3.1.1 Indirect Writing Assessment**

Indirect writing assessment involves the use of the writing tasks that do not directly allow learners to perform the writing skills. Most of the tasks are paper-

based and in the multiple-choice format when learners need to select the correct alternative. It mainly measures learners' grammar, vocabulary, and points of writing usage-a subset of skills assumed to constitute components of writing ability. Indirect writing assessment is widely used because of its easy administration and marking concerns. However, there is some criticism arguing the validity in terms of content and construct of indirect writing assessment-whether the test reflects the learners' actual writing ability; as a result, direct writing assessment has been concerned and applied (Grabe & Kaplan, 1996).

#### 2.3.1.2 Direct Writing Assessment

Direct writing assessment allows the learners to perform their real writing ability. That is, the test takers need to write in order to show if they have writing ability or not. Most of the tasks will be more authentic as the test takers will be assigned to complete the tasks that can reflect the real situations such as email writing and essay writing. It seems to be that direct writing assessment can eliminate the issues of test validity and authenticity; however, there is some concerns regarding the reliability of methods for collecting and evaluating a given writing task such as the rating system (Grabe & Kaplan, 1996). Moreover, the challenge to direct assessment is not that it requires a writing sample, but the common practice of a single sample of a student's writing is insufficient for a valid assessment (Camp, 1993; Hamp-Lyons, 1991c; Horowitz, 1991; White, 1993; Williamson, 1993, as cited in Grabe & Kaplan, 1996, p. 414). As a result, an alternative assessment which emphasizes on assessment for learning has been concerned.

#### 2.3.1.3 Alternative Writing Assessment

Traditionally, in a writing class focusing on the process approach, a teacher plays a significant role for giving feedback to students' written tasks because students tend to trust their teachers more than others. However, in terms of research evidence, teacher feedback in a writing class has some drawbacks such as time-consuming and the lack of self-regulated, active, and interactive learning (Truscott, 1996). To solve these problems, alternative assessment has increasingly been implemented. Self-assessment, peer feedback (PF), and portfolio are three types of alternative assessment that have widely used in a writing class in order to eliminate

those aforementioned weak points of teacher feedback. Among these three types, peer feedback has been employed by many writing teachers.

## **2.4 Writing Test Development**

To develop a writing test, three main stages are conceptualized by Bachman and Palmer (1996). Although these three stages are operated in a sequence, the feedback received from one stage may be used to revise the previous stage to solve some emerged problems. The details for each stage are discussed below.

### **2.4.1 Design Stage**

For the design stage, its main purpose is to collect information necessary to the test, including (1) a description of the test purpose(s); (2) a description of the target language use domain and task type; (3) a description of the target population; (4) a description of the construct; (5) a plan for evaluating the qualities of usefulness; and (6) an inventory of required and available resources and a plan for their allocation and management. To elaborate, the design stage begins with the consideration regarding the purpose of the test; for instance, the test is used to measure learners' essay writing ability to identify their weaknesses and strengths. For a description of the target language use (TLU) domain and task types, it involves detailed situations that language used (e.g., writing report) and the task that can reflect the target language use situations (e.g., fill in an application form). Regarding the description of the target population, some specific details of the test takers need to be clearly specified (e.g., level of the test takers). For the description of the construct, what specific abilities of the test takers are intended to be tested need to be identified (e.g., writing for academic purpose). Pertaining to the plan for evaluating the qualities of usefulness, it is necessary for the test development process as it can be used as an indicator that the test is meaningful and useful. The qualities of usefulness that need to be planned include validity, reliability, authenticity, practicality, and impact. Finally, required and available resources and their allocation and management need to be planned in advance to ensure that the test can be operated and administered. The resources may include materials, rooms, human, etc.



#### 2.4.2 Operationalization Stage

Operationalization stage is the next step after a general plan for the test has been done. There are two main important components necessary for the operationalization stage: conducting a detailed test specification and the item writing. Test specification or a blueprint of the test is necessary for the test development process because of four main reasons: (1) they are useful for creating parallel forms of a test; (2) they allow an independent means for evaluating the intentions of the test developer; (3) they provide a means of evaluating the finished test against the specifications; and (4) they provide a means for evaluating the authenticity of the test (Bachman & Palmer, 1996). The test specifications should contain a description of the test content, including the organization of the test, a description of the number and test task types, time allotment for each task, specifications of each test task/item type, the criteria for correctness, and sample tasks/items (Douglas, 2000, pp. 110-113). The other important component for the operationalization stage is the item writing that follows the detailed test specifications. Sample test tasks can be written and tried out on a small-scale basis based on draft specifications, and the results of the small-scale try out can be used to justify the test specifications if necessary.

#### 2.4.3 Administration Stage

For administration stage, it involves pre-testing the test items and complete tests with representative samples from the target population, and administering the test operationally. In pre-test, various tasks are tried out on a very small sample of test takers in order to get preliminary information about various aspects of the test to make sure that the task is clear and understandable (e.g., whether the instructions are clear, how long it takes test takers to complete the task). When the test tasks are adjusted, a complete version of a test can be administered to a larger sample in order to get statistical information.

To sum up, in order to develop a test used to assess learner's language ability, three main stages are significantly involved: the test design stage, the operationalization stage, and the administration stage. For the first stage, a test developer needs to consider important information necessary and plan for the test development such as a detailed description of the test purposes, characteristics of the

target population, test construct, target language use situations, test task types, and needed and available resources. In the operationalization stage, test specifications following the plan made at the previous stage need to be conducted. After that, the test items will be written and tried out with a small group of population in order to examine the usefulness of the test tasks. Finally, in the administration stage, the complete test items will be administered with a large group of population for a statistical consideration. However, in the writing test, designing appropriate tasks that can be used to measure learner's writing ability is considered as one part of the test process. In order to ensure that the references made on the scores results are correct, scoring procedures need to be taken into consideration.

## **2.5 Approaches to Scoring**

In order to measure students' writing ability, rating scales have an important role and are used as a tool to assess the overall aspects in terms of writing performance. According to Jacobs et al. (1981), the usually assessed components of writing quality include the language use, the content, the organization, and mechanics. Therefore, rating scales must cover all of these elements generally. As proposed by Weigle (2011, p. 109), there are three main types of rating scales used to assess a piece of writing, namely, primary trait scales, holistic rating scale, and analytic rating scale. However, each type has different purposes as stated by Weigle (2011, p. 109) that "one of the first decisions to be made in determining a system for scoring is what type of rating will be used; that is, should a single score be given to each script, or will each script be scored on several different features?" More details of each type of rating scales will be discussed next.

### **2.5.1 Primary Trait Scoring**

According to Weigle (2011, p. 110), primary trait scoring conforms the philosophy that it is important to understand how well students can write within a narrowly defined range of discourse (e.g., persuasion, explanation). It is defined with respect to the specific writing assignment and essays are judged according to the degree of success with which the writer has carried out the assignment. For each writing task, a scoring rubric is created which includes: (a) the writing task; (b) a statement of the primary rhetorical trait (e.g., persuasive essay, congratulatory letter)

elicited by the task; (c) a hypothesis about the expected performance on the task; (d) a statement of the relationship between the task and the primary trait; (e) a rating scale which articulates levels of performance; (f) sample scripts at each level; and (g) explanations of why each script was scored as it was. A primary trait scoring guide can include several categories on which each script is to be judged. The scoring rubric is fairly detailed and very specific in terms of how different test takers approach the writing task. However, as a scoring guide must be developed for every writing task, the primary trait scoring is very time- and labor- intensive. Therefore, in second language writing assessment, this rating scale has not been widely used, and little information exists on how primary trait scoring might be applied in second-language testing. Table 2.7 shows an example of the primary trait rubric developed by Tedick (2002, p. 36, as cited in Center for Advanced Research on Language Acquisition (CARLA), 2019). The rubric is used to measure only students' persuasive argument in a letter to an editor of a school newspaper.

**Table 2.7** Primary Trait Rubric (Tedick, 2002)

| <b>Primary Trait: Persuading an audience</b>  |
|---|
| 0 — Fails to persuade the audience.   |
| 1 — Attempts to persuade but does not provide sufficient support.                           |
| 2 — Presents a somewhat persuasive argument but without consistent development and support. |
| 3 — Develops a persuasive argument that is well developed and supported.                    |

*Note.* Retrieved from Center for Advanced Research on Language Acquisition (CARLA). Copyright 2019 by Regents of the University of Minnesota. Retrieved with permission.

### 2.5.2 Holistic Scoring

Weigle (2011, p. 112) states that many assessment programs rely on holistic scoring. In holistic scoring, a single score will be given to a script based on the overall impression of the script. In other words, it involves evaluating a composition as a whole piece of writing. When using holistic scoring, the rater will read each script quickly and judge the script against a rating scale that outlines the scoring criteria. The Independent Writing Rubrics used in the TOEFL Writing Test shown in Table 2.8 is one example of a well-known holistic scoring rubric in ESL context.

**Table 2.8** The Independent Writing Rubrics Used in the TOEFL Writing Test

| <b>Score</b> | <b>Task Description</b>  |
|--------------|--|
| 5            | <p>An essay at this level largely accomplishes all of the following:</p> <ul style="list-style-type: none"> <li>■ Effectively addresses the topic and task</li> <li>■ Is well organized and well developed, using clearly appropriate explanations, exemplifications and/or details</li> <li>■ Displays unity, progression and coherence</li> <li>■ Displays consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice and idiomaticity, though it may have minor lexical or grammatical errors</li> </ul>  |
| 4            | <p>An essay at this level largely accomplishes all of the following:</p> <ul style="list-style-type: none"> <li>■ Addresses the topic and task well, though some points may not be fully elaborated</li> <li>■ Is generally well organized and well developed, using appropriate and sufficient explanations, exemplifications and/or details</li> <li>■ Displays unity, progression and coherence, though it may contain occasional redundancy, digression, or unclear connections</li> <li>■ Displays facility in the use of language, demonstrating syntactic variety and range of vocabulary, though it will probably have occasional noticeable minor errors in structure, word form or use of idiomatic language that do not interfere with meaning</li> </ul> |
| 3            | <p>An essay at this level is marked by one or more of the following:</p> <ul style="list-style-type: none"> <li>■ Addresses the topic and task using somewhat developed explanations, exemplifications and/or details</li> <li>■ Displays unity, progression and coherence, though connection of ideas may be occasionally obscured</li> <li>■ May demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning</li> <li>■ May display accurate but limited range of syntactic structures and vocabulary</li> </ul>   |
| 2            | <p>An essay at this level may reveal one or more of the following weaknesses:</p> <ul style="list-style-type: none"> <li>■ Limited development in response to the topic and task</li> <li>■ Inadequate organization or connection of ideas</li> <li>■ Inappropriate or insufficient exemplifications, explanations or details to support or illustrate generalizations in response to the task</li> <li>■ A noticeably inappropriate choice of words or word forms</li> <li>■ An accumulation of errors in sentence structure and/or usage</li> </ul>  |
| 1            | <p>An essay at this level is seriously flawed by one or more of the following weaknesses:</p> <ul style="list-style-type: none"> <li>■ Serious disorganization or underdevelopment</li> <li>■ Little or no detail, or irrelevant specifics, or questionable responsiveness to the task</li> <li>■ Serious and frequent errors in sentence structure or usage</li> </ul>  |
| 0            | <p>An essay at this level merely copies words from the topic, rejects the topic, or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.</p>  |

*Note.* Retrieved from Educational Test Service [ETS]. Copyright 2019 by Educational Test Service. Retrieved with permission.

Holistic scoring is beneficial for assessing a piece of writing for many reasons. First, it is faster and less expensive to read a script once and assign a single score than to read it several times. Moreover, as mentioned by White (1984, 1985, as cited in Weigle, 2011), holistic scoring can be designed to focus readers' attention on certain aspects of writing, depending on what is deemed most essential in the context, and thus can provide important information about those aspects in an efficient way. In addition, holistic scoring is more valid than analytic scoring because it reflects most closely the authentic, personal reaction of a reader to a text, and that, in analytic scoring, too much attention to the parts is likely to obscure the meaning of the whole (White, 1984, as cited in Weigle, 2011, p. 114).

Regarding its disadvantages, there are some drawbacks derived from the use of holistic scoring. Firstly, a single score does not provide useful diagnostic information about a person's writing ability. That is, a single score does not allow raters to distinguish between various aspects of writing such as control of syntax, depth of vocabulary, organization, and so on. In addition, holistic scores are not easy to interpret since raters do not necessarily use the same criteria to come up with the same scores.

### 2.5.3 Analytic Scoring

According to Weigle (2011, p. 11), scripts are rated on several aspects of writing or criteria rather than given a single score in analytic scoring. That is, teachers attend to specific writing skills and/or features of written products and judge the whole piece in terms of the subcomponents. Depending on the purpose of the assessment, scripts might be rated on content, organization, cohesion, register, vocabulary, grammar, or mechanics. It is clearly seen that analytic scoring provides more details about a test taker's writing ability in different aspects of writing. As a result, many writing specialists prefer analytic scoring to other types mentioned earlier. The best known and widely used analytic rating scale in an ESL composition class is created by Jacobs et al. (1981, as cited in Weigle, 2011, p. 116) This scale is adopted as training materials in a composition class by many university programs. There are five aspects to be rated and each of them is weighed differently based on its significant component. They include content (30 points), language use (25 points),

organization (20 points), vocabulary (20 points), and mechanics, which is the least emphasis (5 points). Details of each component are clarified in Table 2.9.

**Table 2.9** Jacob et al.'s (1981, as cited in Weigle, 2011) Scoring Profile

| ESL COMPOSITION PROFILE |       |   |  |          |
|-------------------------|-------|---|--|----------|
| STUDENT                 | DATE  | TOPIC   |  |          |
| SCORE                   | LEVEL | CRITERIA  |  | COMMENTS |
| CONTENT                 | 30-27 | EXCELLENT TO VERY GOOD: knowledgeable; substantive; thorough development of thesis; relevant to assigned topic                        |  |          |
|                         | 26-22 | GOOD TO AVERAGE: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail |  |          |
|                         | 21-17 | FAIR TO POOR: limited knowledge of subject; little substance; inadequate development of topic   |  |          |
|                         | 16-13 | VERY POOR: does not know knowledge of subject, non-substantive; not pertinent; OR not enough to evaluate                              |  |          |
| ORGANIZATION            | 20-18 | EXCELLENT TO VERY GOOD: fluent expression; idea clearly stated/supported; succinct, well-organized; logical sequencing; cohesive      |  |          |
|                         | 17-14 | GOOD TO AVERAGE: somewhat choppy; loosely organized but main idea stand out; limited support; logical but incomplete sequencing       |  |          |
|                         | 13-10 | FAIR TO POOR: non-fluent; ideas confused or disconnected; lacks logical sequencing and development                                    |  |          |
|                         | 9-7   | VERY POOR: does not communicate; no organization; OR not enough to evaluate   |  |          |
| VOCABULARY              | 20-18 | EXCELLENT TO VERY GOOD: sophisticated range; effective word/idiom choice and usage, word form mastery; appropriate register           |  |          |
|                         | 17-14 | GOOD TO AVERAGE: adequate range; occasional errors of word/idiom form, choice, usage but meaning not obscured                         |  |          |
|                         | 13-10 | FAIR TO POOR: Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured                          |  |          |
|                         | 9-7   | VERY POOR: essentially translation; little knowledge of English vocabulary, idioms, word form; OR not enough to evaluate              |  |          |

**Table 2.9** Jacob et al.'s (1981, as cited in Weigle, 2011) Scoring Profile (Cont.)

| ESL COMPOSITION PROFILE |       |  |          |
|-------------------------|-------|--|----------|
| STUDENT                 | DATE  | TOPIC  |          |
| SCORE                   | LEVEL | CRITERIA   | COMMENTS |
| LANGUAGE USE            | 25-22 | EXCELLENT TO VERY GOOD: effective complex construction; few errors of agreement, tense, number, word order/function, prepositions, articles, pronouns  |          |
|                         | 21-18 | GOOD TO AVERAGE: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/functions, articles, pronouns, prepositions but meaning seldom obscured                   |          |
|                         | 17-11 | FAIR TO POOR: major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meanings confused or obscured |          |
|                         | 10-5  | VERY POOR: virtually no mastery of sentence construction rules; dominated by errors; does not communicate; OR not enough to evaluate   |          |
| MECHANICS               | 5     | EXCELLENT TO VERY GOOD: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing   |          |
|                         | 4     | GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured   |          |
|                         | 3     | FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured   |          |
|                         | 2     | VERY POOR: no mastery of conventions; dominated by the errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible; OR not enough to evaluate   |          |

*Note.* Reprinted from *Assessing Writing* (p. 116), by S. C. Weigle, 2011, Cambridge: Cambridge University Press. Copyright 2002 by Cambridge University Press. Reprinted with permission.

Weir (1990) developed an analytic rating scale for the Test in English for Educational Purposes (TEEP). In this rubric, there are seven aspects, and each aspect is divided into four levels. The levels are ranked from 0-3. Details of each aspect and all of its four levels are presented in Table 2.10.

**Table 2.10** Weir's (1990) Analytic Rating Scale

|    |  |
|----|--|
| A. | <i>Relevance and adequate of content</i>   |
|    | 0. The answer bears almost no relation to the task set. Totally inadequate answer.   |
|    | 1. Answer of limited relevance to the task set. Possibly major gaps in treatment of topic and/or pointless repetition.                                 |
|    | 2. For the most part answers the task set, though there may be some gaps or redundant information.   |
|    | 3. Relevant and adequate answer to the task set.   |
| B. | <i>Compositional organization</i>  |
|    | 0. No apparent organization of content.  |
|    | 1. Very little organization of content. Underlying structure not sufficient controlled.  |
|    | 2. Some organizational skills in evidence, but not adequately controlled.  |
|    | 3. Overall shape and internal pattern clear. Organizational skills adequately controlled.  |
| C. | <i>Cohesion</i>  |
|    | 0. Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible.                    |
|    | 1. Unsatisfactory cohesion may cause difficulty in comprehension of most of the intended communication.  |
|    | 2. For the most part satisfactory cohesion although occasional deficiencies may mean that certain parts of the communication are not always effective. |
|    | 3. Satisfactory use of cohesion resulting in effective communication.  |
| D. | <i>Adequacy of vocabulary for purpose</i>  |
|    | 0. Vocabulary inadequate even for the most basic parts of the intended communication.  |
|    | 1. Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical inappropriacies and/or repetition.                                       |
|    | 2. Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriacies and/or circumlocution.   |
|    | 3. Almost no inadequacies in vocabulary for the task. Only rare inappropriacies and/or circumlocution.   |
| E. | <i>Grammar</i>   |
|    | 0. Almost all grammatical patterns inaccurate.   |
|    | 1. Frequent grammatical inaccuracies.  |
|    | 2. Some grammatical inaccuracies.  |
|    | 3. Almost no grammatical inaccuracies.   |
| F. | <i>Mechanical accuracy I (punctuation)</i>   |
|    | 0. Ignorance of conventions of punctuation.  |
|    | 1. Low standard of accuracy in punctuation.  |
|    | 2. Some inaccuracies in punctuation.   |
|    | 3. Almost no inaccuracies in punctuation.  |
| G. | <i>Mechanical accuracy II (spelling)</i>   |
|    | 0. Almost all spelling inaccurate.   |
|    | 1. Low standard of accuracy in spelling.   |
|    | 2. Some inaccuracies in spelling.  |
|    | 3. Almost no inaccuracies in spelling.   |

*Note.* Reprinted from *Assessing Writing* (p. 117), by S. C. Weigle, 2011, Cambridge: Cambridge University Press. Copyright 2002 by Cambridge University Press. Reprinted with permission.



In 1998, Weigle developed a scale for rating an essay in UCLA's English as a Second Language Placement Examination (ESLPE). The scale consists of three aspects which are weighed 10 points equally. The three components include content, rhetorical control, and language (grammar, vocabulary, register, and mechanics). Descriptive details of each rating scale are shown in Table 2.11.

**Table 2.11** Weigle's (1998) Analytic Rating Rubric

| Rating criteria        | 9-10   | 7-8  | 5-6  | 3-4   | 1-2   |
|------------------------|--|--|--|---|---|
| I. Content             | a. The essay fulfills the assignment well and treats the topic with sophistication. The main idea is clear.<br>b. Support is relevant, thorough and credible.  | a. The essay addresses the assignment appropriately and is well developed. The main idea is clear.<br>b. Most of the arguments/ideas are well supported.   | a. The essay addresses the topic appropriately, but may not be well-developed. OR The essay only addresses part of the topic, but develops that part sufficiently.<br>b. Some statements may not be supported or unrelated to main idea.   | a. The essay is inappropriate to assigned topic OR the main idea is not evident.<br>b. The essay contains unsupported or irrelevant statements.   | a. The paper lacks a clear main idea.<br>b. Several statements are unsupported, and ideas are not developed. OR Not enough material to evaluate.  |
| II. Rhetorical control | a. Introduction and conclusion effectively fulfill their separate purposes: The introduction effectively orients the reader to the topic and the conclusion not only reinforces the thesis but provides new insight.<br>b. Paragraphs are separate, yet cohesive, logical units. Sentences form a well-connected series of ideas or logical steps with clarity and efficiency. | a. The introduction presents the controlling idea, gives the reader the necessary background information, and orients the reader, although there may be some lack of originality in the presentation. The conclusion restates the controlling idea and provides a valid interpretation but may not provide new insight.<br>b. Paragraphs are usually logically developed and cohesive. Sentences are usually well-connected. | a. Introduction presents the controlling ideas but may do so mechanically or may not orient the reader to the topic effectively. The conclusion does not give the reader new insights or may contain some extraneous information.<br>b. Paragraphs are sometimes incompletely or illogically developed. Sentences may not be well-connected. | a. Introduction and conclusion do not restate the controlling idea. Introduction fails to orient the reader adequately, and the conclusion may not be tied to the rest of the essay.<br>b. Paragraphs are often incompletely or illogically developed and sentences are not well-connected. | a. Introduction and conclusion are missing or unrelated to rest of the essay.<br>b. There is no attempt to divide the essay into conceptual paragraphs, or the paragraphs are unrelated and the progression of ideas is very difficult to follow. OR Not enough material to evaluate. |

**Table 2.11** Weigle's (1998) Analytic Rating Rubric (Cont.)

| Rating criteria  | 9-10   | 7-8  | 5-6  | 3-4  | 1-2  |
|--|--|--|--|--|--|
| III. Language (grammar, vocabulary, register, and mechanics) | <p>a. Except for rare minor errors (esp. articles), the grammar is native-like.</p> <p>b. There is an effective balance of simple and complex sentence patterns with coordination and subordination.</p> <p>c. Excellent, near-native academic vocabulary and register. Few problems with word choice.</p> | <p>a. Minor errors in articles, verb agreement, word form, verb form (tense, aspect) and no incomplete sentences. Meaning is never obscured and there is a clear grasp of English sentence structure.</p> <p>b. There is usually a good balance of simple and complex sentences both appropriately constructed.</p> <p>c. Generally, there is appropriate use of academic vocabulary and register with some errors in word choice OR writing is fluent and native-like but lacks appropriate academic register and sophisticated vocabulary.</p> | <p>a. Errors in article use and verb agreement and several errors in verb form and/or word form. May be some incomplete sentences. Errors almost never obscure meaning.</p> <p>b. Either too many simple sentences or complex ones that are too long to process.</p> <p>c. May be frequent problems with word choice; vocabulary is inaccurate or imprecise. Register lacks proper levels of sophistication.</p> | <p>a. Several errors in all areas of grammar which often interfere with communication, although there is knowledge of basic sentence structure.</p> <p>b. No variation in sentence structure.</p> <p>c. Frequent errors in word choice (i.e. wrong word, not simply vague or informal word). Register is inappropriate for academic writing.</p> | <p>a. There are problems not only with verb formation, articles, and incomplete sentences, but sentence construction is so poor that sentences are often incomprehensible.</p> <p>b. Sentences that are comprehensible are extremely simple constructions.</p> <p>c. Vocabulary too simple to express meaning and/or severe errors in word choice. OR Not enough material to evaluate.</p> |

Note. Retrieved from "Using FACETS to model rater training effects," by S. C. Weigle, *Language Testing*, 15(2), pp. 286-7. Copyright 2019 by SAGE Publications. Retrieved with permission.

In addition, in 1999, Paulus proposed an analytic scoring rubric used to assess an essay writing skill. The rubric covers six main aspects, namely organization/unity, development, cohesion/coherence, structure, vocabulary, and mechanics. Each aspect is weighed 10 points equally. Those six main aspects including their rating scales and descriptors are presented in Table 2.12.

**Table 2.12** Paulus' (1999) Essay Scoring Rubric

| Criteria           | Rating Scales | Descriptors   |
|--------------------|---------------|---|
| Organization/unity | 10            | Appropriate native-like standard written English  |
|                    | 9             | Highly effective organizational pattern for convincing, persuasive essay; unified with clear position statement; content relevant and effective   |
|                    | 8             | Definite control of organization; may show some creativity; may attempt implied thesis; content clearly relevant, convincing; unified; sophisticated; uses organizational control to further express ideas; conclusion may serve specific function  |
|                    | 7             | Essay format under control; appropriate paragraphing and topic sentences; hierarchy of ideas present; main points include persuasive evidence; position statement/thesis narrowed and directs essay; may occasionally digress from topic; basically unified; follows standard persuasive organizational patterns  |
|                    | 6             | Clear introduction, body, conclusion; beginning control over essay format, focused topic sentences; narrowed thesis approaching position statement; some supporting evidence, yet ineffective at times; hierarchy of ideas present without always reflecting idea importance; may digress from topic  |
|                    | 5             | Possible attempted introduction, body, conclusion; obvious, general thesis with some attempt to follow it; ideas grouped appropriately; some persuasive focus, unclear at times; hierarchy of ideas may exist, without reflecting importance; some unity  |
|                    | 4             | Organization present; ideas show grouping; may have general thesis, though not for persuasion; beginning of hierarchy of ideas; lacks overall persuasive focus and unity  |
|                    | 3             | Some organization; relationship between ideas not evident; attempted thesis, but unclear; no paragraphing/grouping; no hierarchy of ideas; suggestion of unity of ideas   |
|                    | 2             | Suggestion of organization; no clear thesis; ideas listed or numbered, often not in sentence form; no paragraphing/grouping; no unity   |
|                    | 1             | No organization evident; ideas random, related to each other but not to task; no paragraphing; no thesis; no unity  |
| Development        | 10            | Appropriate native-like standard written English  |
|                    | 9             | Well-developed with concrete, logical, appropriate supporting examples, evidence and details; highly effective/convincing; possibly creative use of support   |
|                    | 8             | Each point clearly developed with a variety of convincing types of supporting evidence; ideas supported effectively; may show originality in presentation of support; clear logical and persuasive/convincing progression of ideas  |
|                    | 7             | Acceptable level of development; concreteness present and somewhat consistent; logic evident, makes sense, mostly adequate supporting proof; may be repetitive  |
|                    | 6             | Partially underdeveloped, concreteness present, but inconsistent; logic flaws may be evident; some supporting proof and evidence used to develop thesis; some sections still undersupported and generalized; repetitive   |
|                    | 5             | Underdeveloped; some sections may have concreteness; some may be supported while others are not; some examples may be appropriate supporting evidence for a persuasive essay, others may be logical fallacies, unsupported generalizations  |
|                    | 4             | Underdeveloped; lacks concreteness; examples may be inappropriate, too general; may use main points as support for each other   |
|                    | 3             | Lacks content at abstract and concrete levels; few examples   |
|                    | 2             | Development severely limited; examples random, if given   |
|                    | 1             | No development  |
| Cohesion/coherence | 10            | Appropriate native-like standard written English  |
|                    | 9             | Coherent and convincing to reader; uses transitional devices/referential ties/logical connectors to create and further a particular style   |
|                    | 8             | Coherent; clear persuasive purpose and focus; ideas relevant to topic; consistency and sophistication in use of transitions/referential ties; effective use of lexical repetition, derivations, synonyms; transitional devices appropriate/ effective; cohesive devices used to further the progression of ideas in a manner clearly relevant to the overall meaning  |
|                    | 7             | Mostly coherent in persuasive focus and purpose; progression of ideas facilitates reader understanding; successful attempts to use logical connectors, lexical repetition, synonyms, collocation; cohesive devices may still be inconsistent/ ineffective at times; may show creativity; possibly still some irrelevancy  |
|                    | 6             | Basically coherent in purpose and focus; mostly effective use of logical connectors, used to progress ideas; pronoun references mostly clear; referential/anaphoric reference may be present; command of demonstratives; beginning appropriate use of transitions   |
|                    | 5             | Partially coherent; shows attempt to relate ideas, still ineffective at times; some effective use of logical connectors between/within groups of ideas/paragraphs; command of personal pronoun reference; partial command of demonstratives, deictics, determiners  |
|                    | 4             | Partially coherent, main purpose somewhat clear to reader; relationship, relevancy, and progression of ideas may be apparent; may begin to use logical connectors between/ within ideas/paragraphs effectively; relationship between/ within ideas not evident; personal pronoun references exist, may be clear, but lacks command of demonstrative pronouns and other referential ties; repetition of key vocabulary not used successfully |
|                    | 3             | Partially coherent; attempt at relationship, relevancy and progression of some ideas, but inconsistent or ineffective; limited use of transitions; relationship within and between ideas unclear/non-existent; may occasionally use appropriate simple referential ties such as coordinating conjunctions   |
|                    | 2             | Not coherent; ideas random/unconnected; attempt at transitions may be present, but ineffective; few or unclear referential ties; reader is lost.  |
|                    | 1             | Not coherent; no relationship of ideas evident  |
| Structure          | 10            | Appropriate native-like standard written English  |
|                    | 9             | Mostly error-free; frequent success in using language to stylistic advantage; idiomatic syntax; non-English patterns not evident  |
|                    | 8             | Manipulates syntax with attention to style; generally error-free sentence variety; meaning clear; non-English patterns rarely evident   |
|                    | 7             | Meaning generally clear; increasing distinctions in morpho-syntactic system; sentence variety evident; frequent successful attempts at complex structures; non-English patterns do not inhibit meaning; parallel and consistent structures used   |
|                    | 6             | Some variety of complex structures evident, limited pattern of error; meaning usually clear; clause construction and placement somewhat under control; finer distinction in morpho-syntactic system evident; non-English patterns may occasionally inhibit meaning  |
|                    | 5             | Systematic consistent grammatical errors; some successful attempts at complex structures, but limited variety; clause construction occasionally successful, meaning occasionally disrupted by use of complex or non-English patterns; some nonparallel, inconsistent structures   |
|                    | 4             | Relies on simple structures; limited command of morpho-syntactic system; attempts at embedding may be evident in simple structures without consistent success; non-English patterns evident   |
|                    | 3             | Meaning not impeded by use of simple sentences, despite errors; attempts at complicated sentences inhibit meaning; possibly uses coordination successfully; embedding may be evident; non-English patterns evident; non-parallel and inconsistent structures  |
|                    | 2             | Uses simple sentences; some attempts at various verb tenses; serious unsystematic errors, occasional clarity; possibly uses coordination; meaning often obliterated; unsuccessful attempts at embedding may be evident  |
|                    | 1             | Attempted simple sentences; serious, recurring, unsystematic grammatical errors obliterate meaning; non-English patterns predominate  |
| Vocabulary         | 10            | Appropriate native-like standard written English  |
|                    | 9             | Meaning clear; sophisticated range, variety; often idiomatic; often original, appropriate choices; may have distinctions in nuance for accuracy, clarity  |
|                    | 8             | Meaning clear; fairly sophisticated range and variety; word usage under control; occasionally unidiomatic; attempts at original, appropriate choices; may use some language nuance  |
|                    | 7             | Meaning not inhibited; adequate range, variety; basically idiomatic; infrequent errors in usage; some attention to style; mistakes rarely distracting; little use of circumlocution   |
|                    | 6             | Meaning seldom inhibited; adequate range, variety; appropriately academic, formal in lexical choices; successfully avoids the first person; infrequent errors in morpheme usage; beginning to use some idiomatic expressions successfully; general command of usage; rarely distracting   |
|                    | 5             | Meaning occasionally inhibited; some range and variety; morpheme usage generally under control; command awkward or uneven; sometimes informal, unidiomatic, distracting; some use of circumlocution   |
|                    | 4             | Meaning inhibited by somewhat limited range and variety; often uses inappropriately informal lexical items; systematic errors in morpheme usage; somewhat limited command of word usage; occasionally idiomatic; frequent use of circumlocution; reader distracted  |
|                    | 3             | Meaning inhibited; limited range; some patterns of errors may be evident; limited command of usage; much repetition; reader distracted at times   |
|                    | 2             | Meaning severely inhibited; very limited range; relies on repetition of common words; inflectional/derivational morphemes incorrect, unsystematic; very limited command of common words; seldom idiomatic; reader greatly distracted  |
|                    | 1             | Meaning obliterated; extremely limited range; incorrect/unsystematic inflectional, derivational morpheme use; little to no knowledge of appropriate word use meaning and syntax   |

**Table 2.12** Paulus' (1999) Essay Scoring Rubric (Cont.)

| Criteria  | Rating Scales | Descriptors  |
|-----------|---------------|--|
| Mechanics | 10            | Appropriate native-like standard written English   |
|           | 9             | Uses mechanical devices for stylistic purposes; may be error-free  |
|           | 8             | Uses mechanical devices to further meaning; generally error-free   |
|           | 7             | Occasional mistakes in basic mechanics; increasingly successful attempts at sophisticated punctuation; may have systematic spelling errors |
|           | 6             | Basic mechanics under control; sometimes successful attempts at sophistication, such as semi-colons, colons                                |
|           | 5             | Paragraph format evident; basic punctuation, simple spelling, capitalization, formatting under control; systematic errors                  |
|           | 4             | May have paragraph format; some systematic errors in spelling, capitalization, basic punctuation   |
|           | 3             | Evidence of developing command of basic mechanical features; frequent, unsystematic errors   |
|           | 2             | Some evidence of command of basic mechanical features; error-ridden and unsystematic   |
|           | 1             | Little or no command of spelling, punctuation, paragraphing, capitalization  |

With regard to the advantages, the analytic scoring is useful for many reasons. Firstly, it provides more useful diagnostic information about students' writing abilities. Moreover, it is more useful in rating training, as inexperienced raters can more easily understand and apply the criteria in separate scales than in holistic scales (Adams, 1981; Francis, 1977, as cited in Weir, 1990). Also, the analytic scoring is beneficial for second language writers who are more likely to show a marked or uneven profile across different aspects of writing. Finally, the analytic scoring tends to be more reliable than the holistic analytic scoring as well. The major flaw is related to its time taken. That is, it takes longer time to score a piece of writing as readers are required to make more than one decision for every script. In addition, if scores on the different scales are combined to make a composite score, a good deal of information provided by the analytic scale is lost. Other problem that can occur is that raters who are keen on using a particular analytic scoring system may actually rate more holistically than analytically if scores are combined into a single score.

To summarize, there are three major types of scoring rubrics used to assess students' writing performance. The first type is called "primary trait rubrics" which are normally applied when only one specific area of language performance needs to be assessed. For example, the teacher may want to measure only students' persuasive skill in their persuasive essays; as a result, the primary trait rubric will be used to evaluate only that particular skill. In addition to primary trait rubrics, holistic rubrics are also usually adopted by the writing teachers when they assess students' writing performance. In this approach, the quality of each aspect of the writing performance will be evaluated by providing overall judgment. Finally, analytic rubrics are usually used to assess a complex task that contains different aspects to measure. Each aspect will be weighed differently using different scales.

As mentioned earlier, each type of scoring rubrics has both advantages and disadvantages. Therefore, it is the responsibility of the writing teacher to select the most appropriate rubric that can be used to measure students' writing performance.

## **2.6 Peer Feedback**

Peer feedback has been known by several names such as peer assessment, peer evaluation, peer review, peer response, and peer editing. It is a part of the writing process that provides an opportunity for students to give each other feedback regarding the writing tasks. In terms of assessment, it is considered as a formative assessment which aims at assessing for learning. That is, peer feedback can be used throughout the learning process in order to help learners progressively develop their proficiency. Peer feedback also leads learners to self-regulated learning since the learners can actively take part and manage their own learning by monitoring their work using both internal and external feedback (Butler & Winne, 1995).

### **2.6.1 Definition of Peer Feedback**

Ellington et al. (1997) mention that peer feedback is a process that requires students, usually in groups, to assess their peers' work. Additionally, Topping (1998) defines peer feedback as "an arrangement in which individuals consider the amount, level, value, worth, quality, or success of the products or outcomes of learning of peers of similar status" (p. 250). Also, as stated by Davies (2006), peer feedback is a process in which students grade and give feedback on their peers' work. According to Falchikov (2005), peer feedback requires "students to provide either feedback or grades (or both) to their peers on a product or a performance, based on the criteria of excellence for that product or event which students may have been involved in determining" (p.132).

From the given definition above, it can be seen that peer feedback is a process in which learners assess their peers' work and provide a valuable comment based on the criteria set by a teacher or the one that learners create by themselves.

### **2.6.2 Theoretical Frameworks of Peer Feedback**

Peer feedback has been hypothesized that it is supported by a number of theoretical frameworks. According to Edwards (2014), a number of theoretical

frameworks have been cited in support peer feedback. They are theories of language development and acquisition such as Vygotsky's (1978) scaffolding and Zone of Proximal Development (ZPD) theory; interactionist theories of second language acquisition (SLA) proposed by Long (1985); and theories of writing (e.g., a process approach to writing) and assessment (e.g., alternative assessment). Each of them will be discussed in more detail below.

Among other theoretical frameworks, Vygotsky's (1978) Zone of Proximal Development (ZPD) theory has been the most one often cited (Edwards, 2014, p. 731). Vygotsky (1978, p. 86) defines ZPD as "the distance between the actual developmental level determined by independent problem solving and the higher level of potential development determined through problem solving in collaboration with more capable peers or seniors." Given the fact that peer feedback focuses on the collaborative nature of peer feedback activities that provides opportunities for learners to be scaffolded in learning through interaction with more knowledgeable peers, it is believed that peer feedback is supported by Vygotsky's (1978) Zone of Proximal Development (ZPD) theory. By using peer feedback approach, learners will be given an opportunity to give each other extended knowledge such as linguistic knowledge, discourse knowledge, and content knowledge.

Another theoretical framework that peer feedback has based on is the interactionist theories of second language acquisitions (SLA) proposed by Long (1985). Based on the fact that the interactionist theories of second language acquisitions (SLA) focus on the communicative nature of group works and on the opportunity of peers to negotiate meaning, which is believed to enhance comprehension and acquisition, it can be assumed that peer feedback is supported by this theory. This theory is similar to the socio-cognitive theories, which argue that knowledge is best acquired through negotiated interaction. According to these frameworks, learners will engage in transactions over their own texts and the texts of their peers by negotiating meaning, asking for clarification, giving suggestions, and practicing language skills which can lead to their writing development.

Other than the aforementioned theories, the theory of writing is hypothesized as a theoretical framework that supports peer feedback. As mentioned in the section of the basic approaches to the teaching of writing, it is believed that, in the process

writing approach, writing is viewed as a process and has been seen as a recursive, dynamic activity that involves several stages and drafts. Hence, peer feedback can be seen as one crucial component in the process writing approach since students are encouraged to give and receive multiple types of feedback at several stages of the writing process.

The last theory being hypothesized as a theoretical framework that supports peer feedback approach is the theory of assessment. Assessment theory aims to “assess the acquisition of higher order thinking processes and competencies instead of factual knowledge and low-level cognitive skills” (Lindblom-Ylänne, Pihlajamäki, & Kotkas, 2006, p. 51, as cited in Edwards, 2014, p. 732). Peer feedback is one of alternative assessment practices that has gained popularity in classroom on account of its focus on authentic language tasks and communication, as well as the opportunities it provides for learner involvement in the development of assessment criteria.

#### 2.6.3 Modes of Peer Feedback

According to Edwards (2014, p. 735), there are numerous ways in which teachers can incorporate peer feedback into language classrooms. These methods encompass various forms of interaction such as face-to-face communication in pairs or groups, individual written assessments using traditional means like paper and pencil or computer-based methods, and computer-mediated communication (CMC) for commenting and discussion. CMC refers to the utilization of computer networks to facilitate student interaction, which can occur either in real-time (synchronous communication) through chatrooms, instant messaging, MOOs, or programs like Daedalus Interchange, or in a delayed manner (asynchronous communication) through list-servs, emails, bulletin boards, blogs, and software programs like Common Space. Additionally, these modes can be combined, allowing for the implementation of face-to-face discussions following individual written assessments or asynchronous CMC interactions.

#### 2.6.4 Drawbacks of Peer Feedback

##### 2.6.4.1 Time Constraint

Time-consuming factor has been considered as the most influential factor that affects peer feedback activity. This is because students need time to read, think, check, and write in order to provide comments and suggestions during the class time. Moreover, all of writing classes have limited time for teaching and learning, so students usually do not have enough time to read or watch text, as well as respond. Because of the time constraint for each writing class, students might not be able to effectively provide comments and feedback which might affect their writing improvement (Cheng & Warren, 2005; Falchikov, 2005; Topping et al., 2000).

##### 2.6.4.2 Negative Affective Influences

It has been found that peer feedback has an impact on students' emotions and Motivation (Topping, 2010). Students feel that they do not want to assess their peers because, in some culture, providing comments have been viewed as criticism, and it is not appropriate to criticize others. In addition, students may not have enough confidence in their own language skills to give feedback, especially if they think their peer's English level is better than theirs. Also, students might not want to provide feedback since they believe that it is a teacher's responsibility to do that task, and their comments might not be as effective as the teacher's.

##### 2.6.4.3 Ineffective Feedback

It has been found that comments provided from peers may not be accepted as accurate, reliable, and professional due to their limited knowledge and experience related to editing. As a result, a student may hesitate to adopt feedback from his/her peer and may question the accuracy of grading as well as linguistic, rhetorical, and content feedback coming from their peers. Additionally, some students may prefer feedback coming from the teacher to their peers since they think that their teachers' feedback seems to be more accurate, reliable, and professional (Kollar & Fischer, 2010; Spiller, 2012; Zhang, 1995). In addition, since there are many components that a writing task can be assessed, sometimes it might be difficult for students to give specific feedback.



#### 2.6.4.4 Insufficient Linguistic Knowledge

Peer feedback might be difficult for students who may not have sufficient linguistic knowledge to comment on grammar, vocabulary, morphology, and syntax. Also, students may not know how to express feedback linguistically if they are required to use only second/foreign language in their comments (Liu & Hansen, 2002; Topping, 1998).

#### 2.6.5 Benefits of Peer Feedback

##### 2.6.5.1 Metacognitive/Cognitive Enhancement

According to Peng (2010), in peer feedback process, students need to be involved in the discussion and creation of assessment criteria and form of rubrics, so it can promote the metacognitive and cognitive benefits. To clarify, peer feedback requires at least three levels of student involvement. At the lowest level, students check their peer's work against a number of criteria set by a teacher. At the middle level, students are engaged in developing assessment criteria and in constructing answers to the teacher's or their own developed criteria. At the highest level, they are empowered to critically discuss and analyze the assessment criteria and reflect on the experience. Similarly, peer feedback encourages reflexive learning and foster deeper understanding of the nature of writing, especially if students themselves create the assessment criteria. That is, creating their own assessment criteria can also help them understand what high-quality work means, as it fosters higher order thinking process when they review, reflect, and comment on their peers' work. Also, peer feedback can help learners develop autonomy and independent problem-solving skills (Liu & Hansen, 2002; Topping, 1998).

##### 2.6.5.2 Reducing Teacher's Assessment Time

Since peer feedback gives an important role for students to provide feedback to their peers' work, a teacher has become a person who facilitates and monitors learners when they do the activity. So, peer feedback can reduce the time the teacher spends dealing with assessment, and it can reduce the teacher's assessment workload (Falchikov, 2005).

#### 2.6.5.3 Positive Affective Influence

Peer feedback motivates students as it empowers them through the assessment process. It also enables them to take ownership and personal responsibilities of both learning and assessment, to improve self-confidence, and to reduce stress (Falchikov, 2005; Topping, 2010).

#### 2.6.5.4 Social Interaction Development

Peer feedback encourages responsibility as well as learner independence and active participation in one's own learning process. It also creates opportunities for students to develop negotiation and collaboration skills, and interaction (Falchikov, 2005; Topping, 2010; Tsai et al., 2001).

#### 2.6.5.5 Development of Second Language (L2) Writing Ability

In the context of second language writing, there has been claimed that peer feedback can significantly improve EFL/ESL students' writing ability (e.g., Afrasiabi & Khojasteh, 2015; Grami, 2010; Kamimura, 2006). However, as peer feedback is a two-way interactive activity between assessors-those who review papers and give feedback and assesseees-those who receive feedback and make a revision, results from several empirical studies have uncovered that the feedback givers' writing ability has significantly improved more than the feedback receivers. Specifically, students who only reviewed and gave feedback to their peers' writing made more significant progress in their own writing than did the students who only received the feedback and made a revision. One plausible explanation for this phenomenon is that feedback givers know what aspects of writing should be focused. In addition, as a role of readers, they learn more from the feedback they give than writers can learn from the feedback they receive (Lundstrom & Baker, 2009; Rouhi & Azizian, 2013; Sotoudehnama & Pilehvari, 2016).

In conclusion, peer feedback is beneficial for both students and teachers in many aspects. On the other hand, it also has some drawbacks and limitations which can be minimized through careful planning, as well as by appropriate training students to do peer feedback.

### 2.6.6 Principles and Procedures of Peer Feedback Implementation

For almost two decades, the role of peer feedback or peer review training in a second language writing class has become a crucial focus in the area of peer feedback research. It has been found that some of the previous empirical studies have been conducted in order to provide guiding principles and identify the effective procedures and strategies for training ESL/EFL learners in providing feedback to their peers' writing.

#### 2.6.6.1 Principles of Peer Feedback Implementation

One of the previous studies aiming at providing guiding principles of peer feedback training in a writing class has been proposed by Hansen and Liu (2005). In their paper, Hansen and Liu suggested that when a writing teacher is conducting the peer feedback training, some major principles need to be considered before, during, and after the training. Before the training session, the teacher has to: (a) plan when peer feedback should be introduced in the writing process, (b) decide when to incorporate teacher's comments in the writing process, (c) discuss students' prior experiences with peer response and group work, (d) create a comfortable environment for students to establish peer trust, (e) select the mode of peer feedback, (f) create purposeful and appropriate peer response sheets for a given task, genre, and purpose, (g) model the peer response process, (h) give students enough time to become familiar with peer response procedures, (i) let students decide on grouping and group rules, (j) discuss strategies for turn-taking, (k) instruct students how to ask the right questions, and (l) set up a mock peer response activity. During peer feedback process, the teacher has to encourage students to negotiate meaning on various peer comments and monitor students and group progress. After peer feedback process, the teacher can: (a) get students to list their comments on a piece of paper, and then indicate whether they will revise based on each comment and why, (b) link peer response to other classroom activities, (c) re-group students in the peer response group to read each other final's draft, and (d) discuss the peer response activity with the whole class together.

#### 2.6.6.2 Procedures of Peer Feedback Implementation

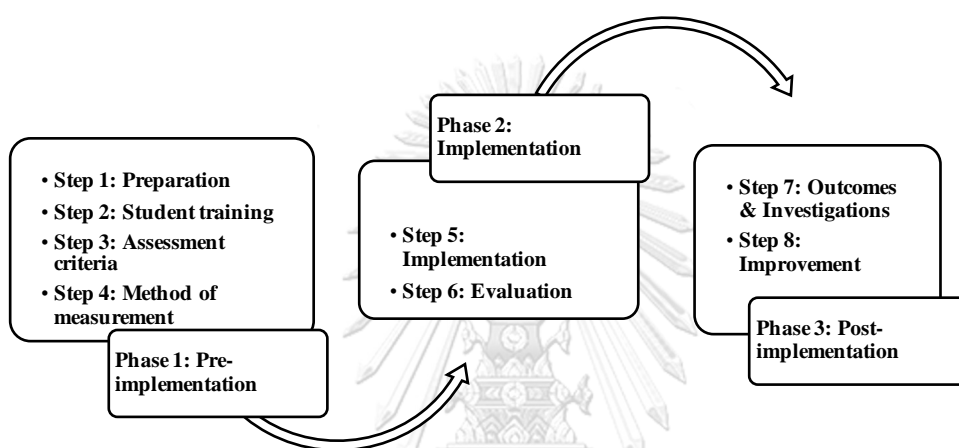
Stanley (1992) proposed two main sessions of peer feedback implementation, namely, the training session and implementation session. With respect to the training session, it consists of several steps. First, sample essays composed by former students at different stages of revision are given to students. Next, students are asked to give comments and identify any parts that cause communicative problems. Signs of revisions are then introduced to the class. After that, students together discuss the strengths or weaknesses of each essay and contemplate how best to communicate their feedback to the writer. Later, two students pretending to be a writer and a reader giving comments in front of the class. Finally, the rest of students in the class are asked to comment on which strategies are most effective. Concerning the second session, students are assigned to compose essays at home and bring to the class. In class, students read peers' essay and provide comments in pairs.

Berg (1999) suggested 11 peer feedback activities to be implemented in a writing class. The first activity concerns promoting comfortable classroom atmosphere and trust among students by having students to know each other via both in-class and out-of-class pair and group activities. The second activity involves the explanation of benefits that students can get from peer feedback. The third activity deals with showing students to see how peer response can be useful for professional writers. In the fourth activity, the teacher shows the authentic revisions of his/her writing demonstrating how the 1<sup>st</sup> draft differs from the final draft when peer response is implemented. In the fifth activity, the teacher asks the whole class to respond to an unknown ESL student's writing and discuss appropriate revision. The sixth activity relates to a discussion about appropriate vocabulary and expressions. In the seventh activity, the teacher introduces peer response sheet to the class. In the eighth activity, students work in pairs or groups of three and respond to a draft written by another pair of groups. In the ninth activity, writers, reviewers, and the teacher talk about their collaborative paragraph, the peer response, and revisions they made. Students are also encouraged to ask questions. Issues and obstacles that students have are then discussed. In the tenth activity, students receive guidelines and strategies how to

revise their writing using comments from peers. Finally, the whole class viewing two examples of peer response ends the peer response process.

Falchikov (2005) suggests that there are 3 phases necessary for implementing peer feedback in the class. They include pre-implementation, implementation, and post-implementation (see Figure 2.3). Each phase consists of several stages needed.

**Figure 2.3** A Cyclic Scheme for Peer Feedback Proposed by Falchikov (2005)



#### Phase 1: Pre-implementation

Pre-implementation focuses on preparation, student training, assessment criteria and percentage discussion, and methods of measurement agreement.

1. *Preparation.* Peer feedback begins with a preparation stage in which the teacher chooses a general type of peer feedback to be used in the class such as group peer feedback.

2. *Student training.* In the training process, the teacher needs to clearly explain the benefits, concepts, and purposes of peer feedback and gives students opportunities to practice to help familiarize this assessment method. There are three main phases of a training cycle: pre-training, training during the task, and post-training activities.

Training before the peer feedback task is the most important part of the overall peer feedback training cycle. The activities should include training toward developing reflexivity, asking intelligent questions, questioning, prompting,

and scaffolding in order to develop the cognitive skills of the assessors (Topping, 1998, p. 255, as cited in Edwards, 2014). It should contain a discussion of the reason and purpose of the peer feedback. Also, a clear overview of the task itself and of the expectations of the teachers in terms of how students should complete the task should be explained. Teacher modeling of the peer feedback task, using authentic students writing samples; videos of oral presentation and peer feedback discussion; and CMC transcripts may be used to show students the best and the worst elements and practices.

During the peer feedback task, the teacher should discuss any concerns and issues arising during the activity, observe students to ensure they are on task, and remind them to cooperate and to ask questions and response from peers.

For the final stage, post-training, the activities should include a discussion of how to use peers' comments effectively for revision. Also, other students should be invited to evaluate the ratings and comments made by their peers. And the video of the oral discussion should be viewed and the transcripts from the CMC peer feedback sessions should be read.

3. *Assessment criteria and percentage.* In this stage, the teacher and students discuss and negotiate assessment criteria and percentage together. The teacher provides an example of assessment criteria, and asks students to give their opinions or even ask students to create their own criteria.

4. *Methods of measurement.* In this stage, the teacher makes decisions about a measurement method with students, for instance, forms, checklists, and rating scales, as well as provides an example of Peer Evaluation and Feedback Form.

## Phase 2: Implementation

Implementation focuses on the implementation of peer feedback and evaluation sessions.

1. *Implementation.* The teacher demonstrates how to conduct peer feedback to strengthen students' confidence as well as lower their anxiety. Then, the teacher monitors the peer feedback process and makes adjustments as necessary. After that, both the teacher and students discuss issues and concerns that

might emerge from the peer feedback process and provides solutions. Finally, the teacher monitors the quality of peer feedback.

2. *Evaluation.* The students discuss with their peers about their work, assess their peers' work by emphasizing on giving constructive feedback such as identifying areas for further improvements.

### 3. Post-implementation

Post-implementation focuses on outcomes and investigations of peer feedback process.

The teacher examines the relationship between teacher and student grades for reliability concerns. Then the teacher interviews some students and analyzes the perceived benefits and weaknesses of the students. Lastly, the teacher makes improvements and modifications to schemes by identifying problems and striving for better results for future peer feedback implementation.

Furthermore, Min (2005) proposed peer feedback activities including training session and implementation session. Regarding the training session, the teacher firstly gives students essays composed by former students. Then, the teacher models students the four-step procedure of how to make comments. In the first step-clarifying the writer's intention-the teacher demonstrates how to ask a question in order to clarify the writer's intention. In the second step, how to identify the problem is shown. In the third step, how to explain the nature of the problem found is demonstrated. Lastly, the teacher shows how to make specific suggestions toward the discovered problem. Next, students are assigned to practice peer review with other two sample drafts in class by following the teacher's modeling. In relation to the implementation session, the teacher gives students a guidance sheet and assigns each student to review two compositions composed by two classmates. The teacher then monitors students to ensure they apply the four-step procedure of how to make comments.

In addition, in 2006, Hu also conducted a research study in Singapore in order to investigate the impact of peer feedback training on EFL university students' academic writing improvement and attitudes. In his research, Hu implemented six different kinds of peer feedback training activities to all samples.

The first activity is called “awareness raising” which covers three steps. First, he asked students to discuss benefits of peer feedback in a small group. Then he presented and explained research findings about the potential benefits and problems of peer review and recommended solutions. Finally, he showed examples of how writers benefit from peer response.

The second activity concerns demonstration which consists of two steps. First, he gave students two drafts (1<sup>st</sup> and revised draft) of a sample essay composed by a previous student and written peer comments and asked students to discuss how comments from peers can help revision. After that, he showed a sample of an essay on the screen and demonstrated how to comment via using the think aloud technique.

The third activity is practice which involves four main steps. First, he showed another short draft written by a previous student and asked the whole class to give comments both rhetorical issues and language use. Next, he wrote down comments on the board and asked the whole class to discuss about the appropriateness and usefulness of comments. Then he grouped students into small groups and revised the sample draft based on comments on the board. Finally, he asked students to form new groups and share their revised drafts.

The fourth activity is reflection and instruction. The whole class discussed appropriate types of response and polite response behavior together. And he showed students examples of inappropriate comments. Then he presented vocabulary and expressions used for effective responses before having students practice in pairs.

The fifth activity is called “procedural explanation”. He explained the components of the writing cycle for each writing assignment and general steps for doing peer feedback. He then gave each student a copy of guiding questions for response and explained its usage.

The last activity concerns pre-response review. He briefly reviewed procedures to be followed as well as useful strategies to apply before the actual peer feedback conducted to the whole class.

After the training session, Hu implemented peer feedback in the class. First, he asked students to work in pairs and exchange 1<sup>st</sup> draft of their own writing. Then he provided each student with a list of macro-level questions addressing



global issues (idea development and organization), a list of micro-level questions concerning language use, and a list of language errors. Next, he assigned students to read their peers' writing carefully. Finally, students were asked to respond to macro and micro issues to their peers' 1<sup>st</sup> drafts.

In addition, Topping (2010) has proposed 10 steps of peer feedback implementation.

1. The teacher determines criteria on which the assignment will be assessed. This can be done by the teacher alone, or preferably by co-constructing a checklist or rubric with students.

2. The teacher groups students into small peer feedback groups. Two to four students can be grouped based on ability level.

3. The teacher models effective peer feedback for students by taking an assignment and asking clarifying questions, stating what she values about the assignment, listing what concerns her about it, and ultimately making suggestions (not mandates) that may be used to improve. The Ladder of Feedback protocol can be used as a guideline for clarifying questions.

- 1) *Ask clarifying questions they have about the work.* Some ideas may seem unclear, or information may be missing. This step helps peers gather relevant information before they give feedback.

- 2) *State what they value, or comment on the strengths of the work.* Expressing appreciation for ideas is fundamental to the process of constructive feedback. Stressing the positive points of the work sets a supportive tone during the feedback session, and helps people to identify strengths in their work they might not have recognized otherwise.

- 3) *Raise any concerns they may have about the work.* During this step, honest thoughts and concerns are raised in a constructive, non-threatening way. "What I wonder about is . . ." and "Have you considered . . .?" are examples of how concerns may be framed.

- 4) *Make suggestions about how the work could be improved.* Give suggestions, based on problems identified in the concerns step, that can help the student use the feedback to revise his work and make improvements.

There is no guarantee the learner will use the suggestions. Suggestions are just that-suggestions, not mandates.

4. Students receive a checklist or document that reminds them how to deliver effective peer feedback.
5. The teacher clarifies the assignment for the students. Clarification includes performance to be peer assessed and the timeline for that assessment.
6. The teacher actively monitors the progress of peer feedback groups. Students will need a lot of support when they are first introduced to peer feedback, and less as they become accustomed to it.
7. The teacher monitors the quality of feedback. The teacher ensures that her students are using the constructive feedback protocol.
8. Peer feedback is checked for reliability. The teacher may compare his/her feedback on an assignment with a student's feedback to check for alignment and provide further support and instruction if needed.
9. The teacher provides feedback to students on the effectiveness of their peer assessment.
10. After students have generated effective peer feedback, it should be used to guide student revisions of works-in-progress.

Lam (2010) discovered three main stages for effective peer feedback training: (a) modeling stage, (b) exploring stage, and (c) consciousness-raising stage. With respect to the first stage, the researcher discussed the purpose of peer review in a class, explained rational of training workshop, introduced four steps procedures, introduced types of errors and how to correct them, and demonstrated how to attend to both content and language errors with reference to scoring rubrics. Concerning the second stage, students practiced peer review procedures and four steps procedures. Students also discussed the quality of rehearsed peer marking. The teacher then presented peer review process as well as cleared up students' misunderstandings and resolved uncertainties. Regarding the last stage, the teacher prepared a mini-essay for practice and taught students how to analyze peer feedback. Also, the teacher needed to teach students how to analyze the effectiveness of peer feedback in terms of

cooperation rate and reasons why some feedback is not adopted. The teacher, finally, kept a peer review log for consciousness-raising purpose.

**Table 2.13** Procedures of Peer Feedback Training in ESL/EFL Contexts

| Models of peer feedback implementation |                | Pre-operation stage   | Operation stage  | Post-operation stage |
|--|----------------|---|--|----------------------|
| 1991-2000                              | Stanley (1992) | <ol style="list-style-type: none"> <li>1. Sample essays composed by former students at different stages of revision</li> <li>2. Identification of communicative problems</li> <li>3. Signs of revisions</li> <li>4. Consideration of the strengths or weaknesses of each essay</li> <li>5. A role-play of two students giving comments</li> <li>6. Comments from the whole class</li> </ol>   | <ol style="list-style-type: none"> <li>1. Essays composition</li> <li>2. Comments provided by peers</li> </ol> | -                    |
|  | Berg (1999)    | <ol style="list-style-type: none"> <li>1. Creating comfortable classroom atmosphere and trust among students</li> <li>2. The role of peer response in the writing process</li> <li>3. Professional writers using peer response</li> <li>4. The teacher using peer response</li> <li>5. Class peer response to writing</li> <li>6. Appropriate vocabulary and expressions</li> <li>7. The response sheet</li> <li>8. Response to a collaborative writing project</li> <li>9. Conversations among authors, responders, and the teacher</li> <li>10. Revision guidelines</li> <li>11. Sample peer response sessions</li> </ol> | -  | -                    |

**Table 2.13** Procedures of Peer Feedback Training in ESL/EFL Contexts (Cont.)

| Models of peer feedback implementation |                  | Pre-operation stage   | Operation stage   | Post-operation stage   |
|--|------------------|---|---|--|
| 2001-2010                              | Falchikov (2005) | Phase 1: Pre-implementation<br>Step 1: Preparation<br>Step 2: Student training<br>Step 3: Assessment criteria<br>Step 4: Method of measurement  | Phase 2: Implementation<br>Step 5: Implementation<br>Step 6: Evaluation   | Phase 3: Post-implementation<br>Step 7: Outcomes & Investigations<br>Step 8: Improvement |
|  | Min (2005)       | 1. Essays composed by former students<br>2. Modeling the four –step procedure how to make comments<br>Step 1: Clarifying the writer’s intention<br>Step 2: Identifying the problem<br>Step 3: Explaining the nature of the problem<br>Step 4: Making specific suggestions<br>3. Peer review practice with other two sample drafts in class by following the teacher’s modeling  | 1. Guidance sheet<br>2. Reviewing two compositions composed by two classmates<br>3. Monitoring the whole class giving feedback  |  |
|  | Hu (2006)        | 1. Awareness raising<br>2. Demonstration<br>3. Practice<br>4. Reflection and instruction<br>5. Procedural explanation<br>6. Pre-response review   | 1. Pair works and 1 <sup>st</sup> draft exchange<br>2. List of macro-level questions, a list of micro-level questions, and a list of language errors<br>3. Reading and responding to macro and micro issues | -  |
|  | Lam (2010)       | 1. Modeling stage<br>1.1 Purposes discussion<br>1.2 Explanation of rational of training<br>1.3 Introducing four-step procedures<br>Step 1: Clarifying the writer’s intention<br>Step 2: Identifying the problem<br>Step 3: Explaining the nature of the problem<br>Step 4: Making specific suggestions<br>1.4 Introducing types of errors and how to correct them<br>1.5 Demonstration of how to attend to both content and language errors with reference to scoring rubrics<br>2.Exploring stage<br>2.1 Practice of peer review procedures and four-step procedures<br>2.2 Presenting peer review process, clearing up students’ misunderstandings and resolving uncertainties<br>3.Consciousness-raising stage<br>3.1 Preparation of a mini-essay for practice<br>3.2 Instruction on analysis of peer feedback | -   | -  |

**Table 2.13** Procedures of Peer Feedback Training in ESL/EFL Contexts (Cont.)

| <b>Models of peer feedback implementation</b> | <b>Pre-operation stage</b>  | <b>Operation stage</b>  | <b>Post-operation stage</b>   |
|---|---|---|---|
| Topping (2010)                                | 1. Criteria consideration<br>2. A small group work<br>3. Modeling effective peer feedback | 1. A checklist or evaluation form<br>2. Assignment clarification<br>3. Monitoring the progress of peer feedback groups<br>4. Monitoring the quality of feedback | 1. Reliability check<br>2. Feedback on the effectiveness of peer feedback |

In conclusion, peer feedback involves three main phases: pre-operation, operation, and post-operation. For the first phase, its main objective is to prepare learners to be familiar with peer feedback approach in terms of concepts, purposes, training, criteria, and methods of measurement. For the second phase, it is when learners implement peer feedback technique in the class, and the teacher monitors the activity. For the final phase, it focuses on reliability checking and the teacher provides feedback on the effectiveness of peer feedback technique. Usually, the last phase will be performed outside the class due to time constraint in the class.

#### 2.6.7 Characteristics of Effective Peer Feedback

Although there are a number of research studies conducted to investigate the effectiveness of peer feedback, some studies have specifically focused on how students provide comments to their peers. That is, only some researchers have conducted studies in order to figure out the most effective characteristics of peer feedback.

In their study, Gielen et al. (2010) suggested criteria used for “good” peer feedback, and those criteria include 7 aspects. First, comments must be correlated to the target assessment criteria. It means that before giving comments students have to be familiar and clearly understand all elements of assessment criteria. Second, students have to specify his/her judgment in relation to specific assessment criteria. That is, they have to specify their areas of judgment to their friends. Third, students have to justify their judgment. Simply put, they have to explain how those specified areas might cause comprehension. Fourth, some suggestions for improvement need to be given after identifying some problematic areas. Fifth, both positive and negative

comments have to be offered to students' writing. Sixth, thought-provoking questions must be formed in order to make more understanding towards the writer's intention. Lastly, the comments must be clearly formulated; they should be in complete sentences rather than key words.

In terms of giving feedback, Cheng et al. (2015) studied types of feedback students provided to their peers' work. The three types of feedback include 1) cognitive feedback, 2) affective feedback, and metacognitive feedback. Regarding cognitive feedback, students may give comments to their peers' work through 3 methods, namely direct correction, personal opinion, and guidance. Direct correction is comments that focus on the correctness of the work (e.g., "You are not allowed to copy data from the Internet."). Personal opinion refers to comments that emphasize on general advice or personal opinion without specifying concrete corrections to revise (e.g., "I think the information and relevant graphics in this report are insufficient."). Guidance means comments that provide suggestions, concepts, or approaches for improvement (e.g., "You can add personal comments to complete the writing."). The second main type of peer feedback is related to affective feedback which covers both supportive and opposing feedback. Supportive comments contain support and praise (e.g., "The topic is interesting and well-written."). Opposing comments reveal negative feelings towards the work (e.g., "This job sucks."). The final type of feedback deals with metacognitive feedback which consists of two elements-evaluating feedback and reflecting feedback. Evaluating feedback covers comments about verification of knowledge, skills, and strategies (e.g., "Compared with other reports on the topic of eagles."). Reflecting feedback contains comments that challenge the work for the writer to reflect on or think thoroughly (e.g., "Things easily get mildewed in our county. Since the phenomenon is associated with our life, it is suggested that you introduce how to prevent it.>").

In addition, Gielen and De Wever (2015) have proposed two characteristics of comments provided by peers. They are verification and elaboration. In terms of verification, it refers to evaluative comments that express positive (e.g., The intention of the study is well formulated!), negative (e.g., I cannot find your limitations in the draft!), and neutral (e.g., "In your abstract, you refer to the methodology.") remarks on past performance, based on initial criteria. Elaboration refers to informative and

suggestive comments that build further on verification or remark expressed as a question, a confirmation, a suggestion or a justification. Informative feedback refers to comments which give more details about a previous evaluative statement without activating the student to adapt his work (e.g., “Your intro is well formulated! (Pos. Verification) . . . Particularly, I like how your abstract deals with the shift from the intention of the study towards the problem statement.”). Suggestive feedback means comments that give more details about a previous evaluative statement with the purpose to activating the student to adapt his work (e.g., “In your final version, you should integrate the limitations, which you can find on page 9.”).

Moreover, in 2016, Min suggested four steps of peer feedback in her Mastering Model, the demonstration method used in her peer feedback training. The four steps are arranged in orders. The first step is called “clarifying the writer’s intention.” Its main intention is to solve the problem occurred when the reader might misinterpret the writer’s intention and produce unclear or unrelated comments. The second step is “identifying the problem.” Students have to point out problematic areas such as words, sentences, content, organization, etc. that may cause comprehension. After that, “explaining the nature of the problem” which is the third step will be performed. Students have to explain the reasons why and how those identified problems may cause comprehension. Then students have to make specific suggestions to fix the identified and explained problems as the last step.

Furthermore, Beltran et al. (2018) have proposed criteria of effective peer feedback. In their study, they found that peer feedback should contain six criteria. First, students have to ask about clarification or confirmation questions about peer’s writing. Students then make complement by giving positive comments on peers’ writing. After that, students may analyze their peers’ work. They may express negative comments or disagreement with peer’s language choices. Students then may provide metalinguistic explanation, explain perceptions of peer’s writing, and explain actions in the writing or revision process. Later, students can make corrections on their peers’ language use. Finally, suggestions focusing on language use, content, organization, and mechanics can be added.

**Table 2.14** Characteristics of Effective Peer Feedback

| <b>Gielen et al. (2010)</b>   | <b>Cheng, Liang, and Tsai (2015)</b>                                    | <b>Gielen and De Wever (2015)</b>               | <b>Min's (2016) Mastering Model</b>  | <b>Beltran, Chen, and Guzman (2018)</b> |
|---|---|---|--|---|
| Presence of both positive and negative comments   | Affective feedback<br>1. Supporting<br>2. Opposing                      | Verification<br>Positive<br>Negative<br>Neutral | -  | Compliment                              |
| -Presence of thought-provoking questions<br>-Clear formulation<br>-Explanation of judgment 1:<br>Reference to specific behaviour (Specificity)<br>-Comment related to assessment criteria | Metacognitive<br>1. Evaluating  | -   | Step 1:<br>Clarifying the writer's intention<br>Step 2:<br>Identifying the problem | Ask questions                           |
| Explanation of judgment 2:<br>Justification   | Metacognitive<br>2. Reflecting  | Elaboration<br>Informative                      | Step 3:<br>Explaining the nature of the problem                                    | Criticize<br>Give information           |
| Presence of suggestions for improvement   | Cognitive<br>1. Direct correction<br>2. Personal opinion<br>3. Guidance | Elaboration<br>Suggestive                       | Step 4: Making specific suggestions  | Make corrections<br>Make suggestions    |

## 2.7 Self-Regulated Learning

### 2.7.1 Definition of Self-Regulated Learning

Self-regulation affects motivation, emotions, selection of strategies, and efforts and leads to an increase in self-efficacy as well as improves academic achievement (Bembenutty, 2011). It can be seen that self-regulated learning is considered as one crucial component for academic success, especially in higher education, where students are expected to have responsibility for their own learning and where a variety of courses and activities may require various types of engagement. Due to its significant role in learning, many scholars have studied and defined the meaning of “self-regulated learning” in a similar direction.

According to Pintrich (1995), self-regulated learning involves “the active, goal-directed, self-control of behavior, motivation, and cognition for academic tasks



by an individual student” (p. 5). To elaborate, there are three main characteristics that are core elements of self-regulated learning. Firstly, self-regulation behavior involves *the active control of the various resources* that are available to students such as their time, their study environment, and their use of others such as peers to help them. Secondly, self-regulation of motivation and affect involves *controlling and changing motivational beliefs* such as efficacy and goal orientation, so that students can adapt to the demands of a course. Also, students can learn how to *control their emotions and affect* such as anxiety in ways that improve their learning. Finally, self-regulation of cognition involves *the control of various cognitive strategies* for learning such as the use of deep processing strategies that result in better learning and performance than students showed previously.

As proposed by Zimmerman (2000), self-regulation refers to “the process in which learners establish standards, set academic goals, regulate their beliefs and motivation, select learning strategies to be used, monitor their academic progress, and evaluate their progress toward goal completion” (as cited in Bembenuity, 2011, p. 5).

As defined by Goetz and Hall (2013), self-regulated learning is “a form of acquiring knowledge and skills in which the learners are independent and self-motivated.” In other words, learners independently set their own learning goals and learning strategies that will enhance them to reach their target goals. When learners evaluate the effectiveness of their present performances with their set goal, their learning can be modified through their motivation. As a result, learners require at least four competencies for becoming self-regulated learners. That is, learners need to have (1) ability to independently target appropriate learning goals, (2) diagnostic skills in order to accurately determine the discrepancy between one’s present performances and one’s target learning goals, (3) knowledge and skills used to minimize the particular discrepancy, and (4) motivation to maintain optimal learning (Goetz & Hall, 2013, p. 76).

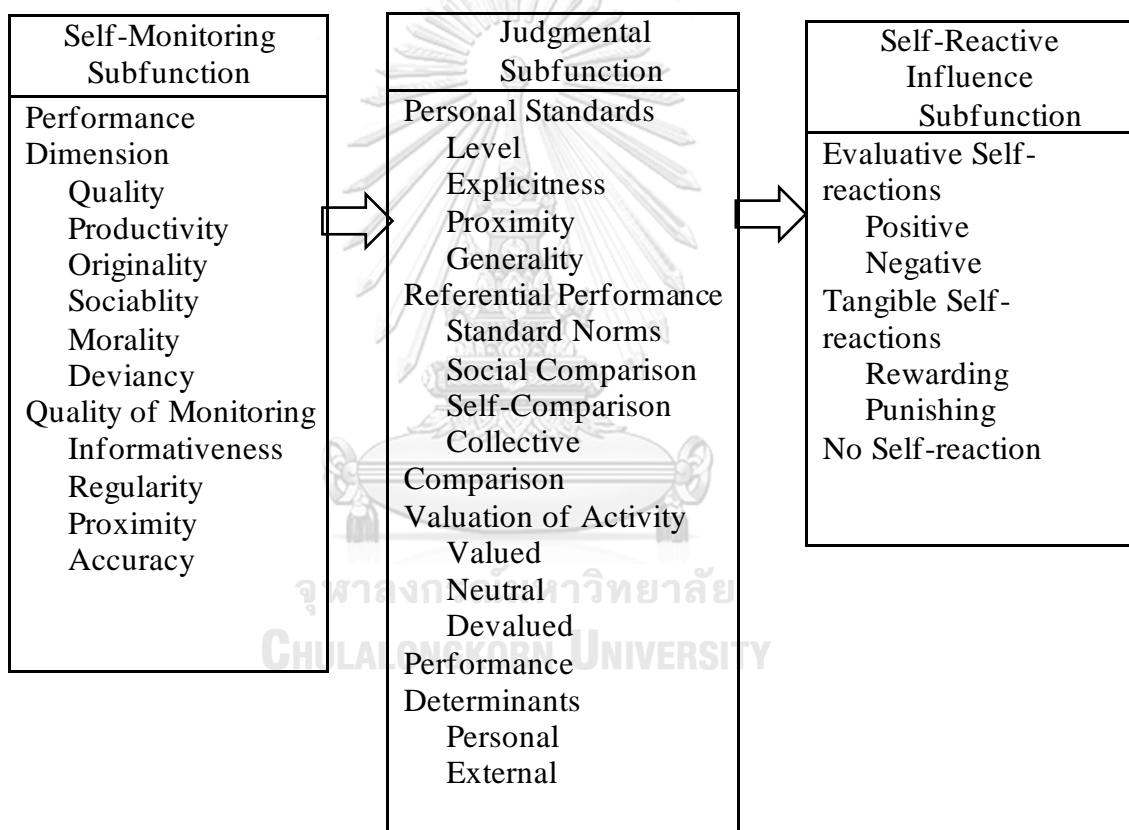
In short, it is apparently seen that “self-regulated learning” has been variously defined; however, they have some common features involved. That is, self-regulated learning involves “setting goals” for one’s learning activities, “acting” in accordance with these goals, “monitoring” the progress one makes, and “evaluating” the degree of one’s goal achievement.

## 2.7.2 Theoretical Frameworks of Self-Regulated Learning

### 2.7.2.1 Bandura's Three Stages of Subfunctions of Self-Regulation

According to Bandura (1991), self-regulation operates through a set of psychological subfunctions that must be developed and mobilized for self-directed change. Subfunctions include (1) self-monitoring of one's behavior, (2) judgment of one's behavior, and (3) affective self-reaction. The components of subfunctions are presented in Figure 2.4.

**Figure 2.4** The Constituent Subfunctions in the Exercise of Self-Regulation Through Self- Reactive Influence



*Note.* Retrieved from “Social Cognitive Theory of Self-Regulation,” by A. Bandura, 1991, *Organizational Behavior and Human Decision Processes*, 50(2), p. 249. Copyright 1991 by Elsevier Inc. Retrieved with permission.

#### 1) Self-monitoring subfunction

Self-monitor refers to a mechanism in which people closely pay their attention to their performances. Humans' motivation and actions are driven by an amount of their attention paid on their performances; hence, one can be successful in

self-regulated learning if he/she has sufficient self-observation on their performance. There are two main components of self-observation that take part in self-regulation: self-diagnostic function and self-motivating function. Regarding self-diagnostic function, it is believed that when people regularly observe their thoughts, emotional reactions, behaviors, and conditions under these reactions, they will see the recursive patterns which can lead them to identifying the psychologically significant features of their social environments that cause them the way they think, behave, and react. Then people will begin to know how to change their behaviors for a corrective change. With respect to self-motivating function, it is believed that when people pay closely to their performances, they automatically tend to set their goals for progressive improvement. Goal setting involves evaluative self-reactions that empower people to reach their goal accomplishment.

## 2) Judgmental subfunction

As stated by Bandura (1991), personal standards for judging and guiding one's behaviors play a significant role in the exercise of self-regulation. There are four factors that affect the way people judge their performances: (1) personal standards, (2) social referential comparison, (3) valuation of activity, and (4) perceived performance determinants. For personal standards, one will see his/her performances positively or negatively depends on the personal standards constructed by him/herself or standards set by social environment. That is, besides a personal standard's construction, the other influential factor that can have an impact on one's personal standards is related to their influential persons in their social environment. For example, if a student knows that when he/she gets the highest-grade point average he/she will be well-known among friends and teachers. With respect to social referential comparison, when a student compares his/her performances in relation to a successful student, he/she will begin to judge his/her performances. Another way that people use to judge their performances concerns valuation of activity. It is believed that the preferred activities can have an effect on self-regulation. That is, the more relevant performances are to one's value preferences, the more likely self-evaluative reactions are to be figured out in the activity. Finally, perceived performance determinants can have an effect on self-regulation. It is believed that self-reaction

depends on how one perceives the determinants of their behaviors. For example, people will feel prouder on their success that comes from their own efforts rather than the one that comes from other people's help.

### 3) Self-reactive influence subfunction

Self-reaction refers to a mechanism in which people evaluate and react to their performances. Self-evaluation will give directions to behaviors and create motivators for it. Motivators or self-incentives can be both self-evaluative and tangible reactions. Regarding self-evaluative reaction, for example, if students believe that they are making progress and satisfied with the achievement, the self-efficacy and motivation will be higher. However, negative self-evaluation does not decrease motivation if students believe that they can improve. For tangible reactions, students may react to reward of the progress rather than the result itself.

#### 2.7.2.2 Winne and Hadwin's Model of Self-Regulated Learning

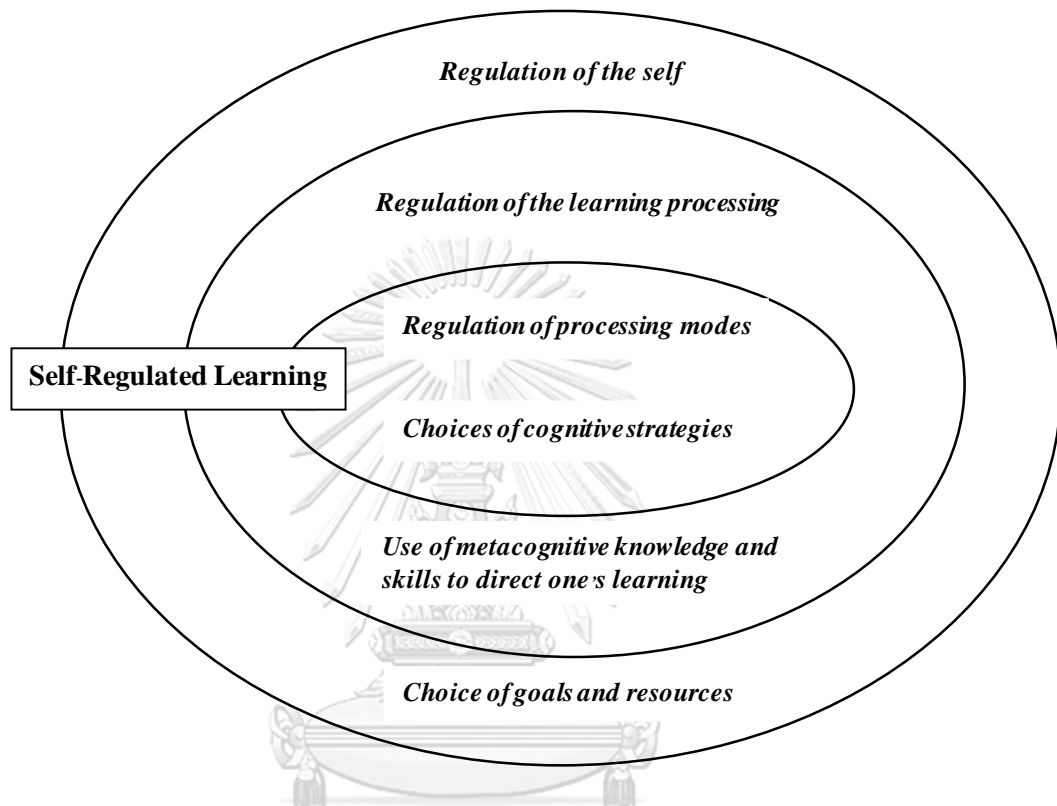
In 1998, Winne and Hadwin had proposed a self-regulated learning model which has a basis on the Information Processing Theory, a theoretical framework that particularly explores the cognitive and metacognitive aspects of self-regulated learning. In this proposal, a student's learning is driven through four connected phases of self-regulation. These four phases are open, recurrent, and comprehended in a feedback loop. They include (1) task definition, (2) goal setting and planning, (3) enacting study tactics and strategies, and (4) metacognitively adapting studying. Simply put, learners try to make an understanding toward the task that they are going to perform as the first step. Then, learners set their learning goals and plan in order to reach them. Next, learners act in accordance with those set goals. Finally, when the main process of learning has completed, learners begin to decide on making long-term changes in their motivations, beliefs, and strategies for the future.

#### 2.7.2.3 Boekaerts' Three-Layered Model of Self-Regulated Learning

Another well-known model for self-regulated learning is "The three-layered model of self-regulated learning" proposed by Boekaerts (1999). The three levels of self-regulation consist of (1) the regulation of processing modes, (2) the learning process, and (3) the self. All three levels are to be evaluated in order to

provide a comprehensive analysis of one's ability to engage in self-regulated learning. The model is shown in Figure 2.5.

**Figure 2.5** Boekaerts' Three-Layered Model of Self-Regulated Learning.



*Note.* Retrieved from "Self-regulated learning: where we are today," by M. Boekaerts, 1999, *International Journal of Educational Research*, 31(6), p. 449. Copyright 1999 by Elsevier B.V. Retrieved with permission.

#### 1) Regulation of processing modes

In this layer, its main focus is on a core ability-the capacity to use and regulate one's cognitive process-which is considered as a basic capacity that is related to fundamental cognitive strategies used for the learning process. For this level, students should be taught many basic cognitive strategies that are necessary for more complicated self-regulatory processes.

#### 2) Regulation of the learning process

In Boekaerts' (1999) proposal, the learning process which metacognitive processes are involved is a cognitive core of the self-regulated learning.

It involves metacognitive strategies (higher-order learning strategies) used in the learning process. For example, at this level, learners use a planning strategy by deciding on choosing appropriate activities that might lead them to their target learning goals (e.g., planning a study schedule for test preparation). Additionally, learners use a monitoring strategy in order to observe their learning progress compared to their set learning goals and identify obstacles occurred during their learning process. Monitoring, therefore, can be seen as the ongoing assessment in which learners can evaluate the effectiveness of the use of various learning strategies in order to achieve their specific learning goals and then modify those learning strategies if necessary.

### 3) Regulation of the self

For the last layer-regulation of the self-it deals with an overall learning-related motivation of learners. Learners know how to choose their learning goals, understand the value and importance of their target goals, and know their level of capacity needed to achieve their set goals. Moreover, they need the ability to select and initiate current and future activities that match their desires, needs, expectations, and resources. Also, learners need to avoid influences and behaviors unrelated to their goals (e.g., the ability to begin and finish their writing tasks before using social media).

#### 2.7.2.4 Zimmerman's Cyclical Self-Regulated Learning Model

In Zimmerman's (2000) self-regulated model, self-regulation of learning consists of three cyclical phases: setting valuable academic goals, selecting learning strategies, and assessing the feelings and motivational beliefs necessary to achieve the goals. With regard to setting valuable academic goals or forethought phase, learners take part in self-setting goals, strategic planning, intrinsic interest on tasks, and maintaining self-efficacy beliefs. Pertaining to selecting learning strategies or performance phase, learners initiate actions by which they enact volitional control and use strategies such as self-instruction, imagery, self-monitoring, and attention control. Finally, for assessing the feelings and motivational beliefs necessary to reach the goals or self-reflective phase, learners reflect their satisfaction compared to task completion and evaluate their performances compared to task completion itself. In

other words, learners evaluate their performance, examine their attributions and self-reactions, and adapt their performances according to their successes or failures (Zimmerman, 2000).

**Table 2.15** Zimmerman's (2000) Phase Structure and Subprocesses of Self-Regulation

| <b>Cyclical Self- regulatory phases</b> |                                |                     |
|---|--------------------------------|---------------------|
| Forethought                             | Performance/volitional control | Self-reflection     |
| Task analysis                           | Self-control                   | Self-judgment       |
| Goal setting                            | Self-instruction               | Self-evaluation     |
| Strategic planning                      | Imagery                        | Casual attribution  |
|   | Attention focusing             |                     |
|   | Task strategies                |                     |
| Self-motivation beliefs                 | Self-observation               | Self-reaction       |
| Self-efficacy                           | Self-recording                 | Self-               |
| Outcome expectations                    | Self-experimentation           | satisfaction/affect |
| Intrinsic interest/value                |                                | Adaptive-defensive  |
| Goal orientation                        |                                |                     |

Note. Retrieved from Chapter 2 - Attaining Self-Regulation: A Social Cognitive Perspective (p. 16), by B. J. Zimmerman, 2000. Copyright 2000 by Elsevier Inc. Retrieved with permission.

#### 2.7.2.5 Pintrich's General Framework of Self-Regulated Learning

In his self-regulated learning model, Pintrich's (2000) four main components are categorized: cognition, motivation and affect, behavior, and context. All of these components operate in time ordered-sequence through four phases: (1) forethought, planning, and activation, (2) monitoring, (3) control, and (4) reaction and reflection.

**Table 2.16** Pintrich's (2000) Phases and Areas of Self-Regulated Learning

| Phases                                | Areas of Regulation  |  |   |   |
|---------------------------------------|--|--|---|---|
|                                       | Cognition  | Motivation and Affect  | Behavior  | Context   |
| Forethought, planning, and activation | -Target goal setting<br>-Prior content knowledge activation<br>-Metacognitive knowledge activation | -Goal orientation adoption<br>-Efficacy judgments<br>-Ease of learning judgments<br>-Perception of task difficulty<br>-Task value activation<br>-Interest activation | -Time and effort planning<br>-Planning for self-observation of behavior                       | -Perception of task<br>-Perception of context           |
| Monitoring                            | -Metacognitive awareness and monitoring of cognition   | -Awareness and monitoring of motivation and affect   | -Awareness and monitoring of effort, time use, need for help<br>-Self-observation of behavior | Monitoring changing task and context conditions         |
| Control                               | -Selection and adaption of cognitive strategies for learning and thinking                          | -Selection and adaption of cognitive strategies for managing motivation and affect   | -Increase and decrease effort<br>-Persist/give up<br>-Help-seeking behavior                   | -Change or renegotiate task<br>-Change or leave context |
| Reaction and reflection               | -Cognitive judgments<br>-Attributions  | -Affective reactions<br>-Attributions  | - Choice behavior   | -Evaluation of task<br>-Evaluation of context           |

*Note.* Reprinted from *Handbook of self-regulation* (p. 454), by P. R. Pintrich, 2000, San Diego, CA: Academic Press. Copyright 2000 by Academic Press. Reprinted with permission.

For the first phase-forethought, planning, and activation-it occurs when students set their learning goal and plan to reach their goal by using their background knowledge and metacognitive knowledge. At this phase, they also begin to adopt their goal, judge their proficiency and level of learning as well as task difficulty, task value, and their interest. Moreover, they also plan for time, effort, and self-observation. Finally, perception of tasks and contexts is also focused.



For the second phase, monitoring, it works when students recognize and monitor their metacognition, motivation, and affect. Also, awareness and monitoring of effort, time use, need for help, as well as self-observation of behavior can operate at this stage. Finally, students will also monitor the changing task and context conditions at this step.

With regard to the third phase-control-it can be operated when students decide and apply cognitive strategies for learning and thinking and for managing motivation and affect. At this stage, students also decide related to increasing and decreasing effort, persisting and giving up, and help-seeking. In addition, students will make a conclusion whether to change, to renegotiate task, or to leave context.

For the last phase, reaction and reflection, it operates when students assess their performances through judging, evaluating, and responding to their performance. Also, mobilizing efforts for motivational enhancement is also operated at this stage. Behaviors, tasks, and contexts are also evaluated and reacted at this level.

#### 2.7.2.6 Schmitz's Process Model of Self-Regulated Learning

A process-oriented model of self-regulation developed by Schmitz (2001) is divided into three main phases, namely the preactional phase, actional phase, and postactional phase. These three phases are assumed to occur in sequence and to have an effect on each other. In this model, a complete learning process is a result of the completion of several cycles of learning that leads learners to progressively come to reach their target learning goals.

##### 1) Preactional phase

At the first phase, learners will be given a task to be completed, such as homework, in which the physical learning environment or context (e.g., textbooks) and the variables of the learning task (e.g., time allotment) can have an impact on the way in which the task is completed. Both the task itself and the context can further have an effect on learners' emotions, motivation, and their learning goals. For instance, if the learner thinks that the assigned homework is too difficult to finish on time, he/she tends to have negative emotions such as anxiety and hopeless, set a less challenging goal, and is less motivated to complete the task. Then these three

psychosocial variables-emotions, goal setting, and motivation-can influence the types of strategies the learner chooses to complete the task. For example, if the learner has a negative emotion, he/she tends to use more superficial learning strategies, such as rehearsal or repetition. On the other hand, if the learner has a positive emotion, he/she tends to use higher-order learning strategies such as cognitive elaboration-strategies that enhance the learner to actively connect new information with existing knowledge structures.

## 2) Actional phase

At this phase, there are three important variables for task completion involved: learning strategies, time, and volition. Regarding learning strategies and time, it is when learners use those learning strategies they have chosen at the previous phase, and those selected learning strategies should be used effectively in accordance with the time allotted. Apart from learning strategies and time allotment-volition or the effectiveness of learners in maintaining their attention on learning without being distracted by unrelated factors to make the task completed-is also crucial for the task completion. These three factors are impacted by the effectiveness of the monitoring process learners have paid attention on them throughout the learning process. The monitoring process can be seen when the learner compares his/her current state of proficiency with the target learning goal, then figure out the difficulties he/she faces during the learning process. It is clear that monitoring is crucial for effective self-regulation since it allows the learner to appropriately apply their learning strategies by exploring ineffective learning strategies and then modifying them in order to attain the learning goals.

## 3) Postactional phase

For the last phase, it is when the learners evaluate their achieved performances in reference to their target learning goals. To evaluate their performances against their learning objectives, there are three factors to be considered: quantitative factor, qualitative factor, and subjective factor. Quantitative factor involves the number of the task completion, while qualitative factor deals with the effectiveness of the new material learned and elaborated. Subjective factor is related to emotions such as anxiety or satisfaction. The results of the evaluation can

have an effect on subsequent learning process. For instance, the learner tends to use similar learning strategies with the future learning tasks if they are workable and efficient. On the other hand, if the learner is not successful in completing a task, he/she tends to change his/her learning strategies and slow down the pace of the learning process in order to easily find the learning problems. To exemplify, the learner may change their learning environment (e.g., studying with peers), set more realistic goals (e.g., pass the cut-score points), try other more effective learning strategies (e.g., experiment), and change the learning schedule (e.g., study two weeks before the test date).

#### 2.7.2.7 Oxford's the Strategic Self-Regulation (S<sup>2</sup>R) Model

Oxford (2011) defines self-regulated L2 learning strategies as “deliberate, goal-directed attempts to manage and control efforts to learn the L2” (p. 12). In Oxford's (2011) taxonomy of self-regulated learning strategies called the Strategic Self-Regulation (S<sup>2</sup>R) Model, it consists of three main strategic domains: Cognitive Strategies, Affective Strategies, and Sociocultural-Interactive (SI) strategies. Each main dimension comprises of mental processes that help the learner control and manage the use of each learning strategy called Metacognitive Strategies, Meta-affective Strategies, and Meta-SI Strategies, respectively.

1) *Cognitive strategies*. They help the learner construct, transform, and apply L2 knowledge. The S<sup>2</sup>R Model includes six cognitive strategies. They are 1) Using the Senses to Understand and Remember, 2) Activating Knowledge, 3) Reasoning, 4) Conceptualizing with Details, 5) Conceptualizing Broadly, and 6) Going beyond the Immediate Data (Oxford, 2011, p. 46).

2) *Metacognitive strategies*. They are used by the learner in order to control cognitive strategy use. There are eight metacognitive strategies in this model. They include 1) Paying Attention to Cognition, 2) Planning for Cognition, 3) Obtaining and Using Resources for Cognition, 4) Organizing for Cognition, 5) Implementing Plans for Cognition, 6) Orchestrating Cognitive Strategy Use, 7) Monitoring Cognition, and 8) Evaluating Cognition (Oxford, 2011, p. 45).

3) *Affective strategies*. They provide the learner some help with creating positive feelings and manner, and keep motivated. There are two affective

strategies in the S<sup>2</sup>R Model: 1) Activating Supportive Emotions, Beliefs, and Attitudes and 2) Generating and Maintaining Motivation (Oxford, 2011, p. 64).

4) *Meta-affective strategies*. They help the learner to control of affective strategy use. L2 learners are considered as both being cognitive information-processing mechanisms and having certain feelings, beliefs, attitudes, and motivations. The eight meta-affective strategies are included in the model. They are 1) Paying Attention to Affect, 2) Planning for Affect, 3) Obtaining and Using Resources for Affect, 4) Organizing for Affect, 5) Implementing Plans for Affect, 6) Orchestrating Affective Strategy Use, 7) Monitoring Affect, and 8) Evaluating Affect (Oxford, 2011, p. 63).

5) *Sociocultural-interactive (SI) strategies*. They help the learner with communication, sociocultural contexts, identity, and power. They enable learners to interact and collaborate with others, ask for help, maintain social interaction when knowledge gaps occur as well. Three strategies in the model include 1) Interacting to Learn and Communicate, 2) Overcoming Knowledge Gaps in Communicating, and 3) Dealing with Sociocultural Contexts and Identities (Oxford, 2011, p. 88).

6) *Meta- sociocultural-interactive (SI) strategies*. They facilitate the learner to control SI strategy use. There are eight sociocultural-interactive (SI) strategies including 1) Paying Attention to Contexts, Communication, and Culture, 2) Planning for Contexts, Communication, and Culture, 3) Obtaining and Using Resources for Contexts, Communication, and Culture, 4) Organizing for Contexts, Communication, and Culture, 5) Implementing Plans for Contexts, Communication, and Culture, 6) Orchestrating Strategies for Contexts, Communication, and Culture, 7) Monitoring for Contexts, Communication, and Culture, and 8) Evaluating Contexts, Communication, and Culture (Oxford, 2011, p. 87).

**Table 2.17** Oxford's (2011) Metastrategies and Strategies in the Strategic Self-Regulation (S<sup>2</sup>R) Model of L2 Learning

| <b>Metastrategies and strategies</b>   | <b>Purpose</b>   |
|--|--|
| Eight Metastrategies<br>(metacognitive, meta-affective, and<br>metasociocultural-interactive): <ol style="list-style-type: none"> <li>1) Paying Attention</li> <li>2) Planning</li> <li>3) Obtaining and Using Resources</li> <li>4) Organizing</li> <li>5) Implementing Plans</li> <li>6) Orchestrating Strategy Use</li> <li>7) Monitoring</li> <li>8) Evaluating</li> </ol> | Managing and controlling L2<br>learning in a general sense,<br>with a focus on understanding<br>one's own needs and using<br>and adjusting the other<br>strategies to meet those needs |
| Six strategies in the cognitive dimension: <ol style="list-style-type: none"> <li>1) Using the Senses to Understand<br/>and<br/>Remember</li> <li>2) Activating Knowledge</li> <li>3) Reasoning</li> <li>4) Conceptualizing with Details</li> <li>5) Conceptualizing Broadly</li> <li>6) Going Beyond the Immediate<br/>Data</li> </ol>  | Remembering and processing<br>the L2 (constructing,<br>transforming, and applying<br>L2 knowledge)   |
| Two strategies in the affective dimension: <ol style="list-style-type: none"> <li>1) Activating Supportive Emotions,<br/>Beliefs, and Attitudes</li> <li>2) Generating and Maintaining<br/>Motivation</li> </ol>   | Handling emotions, beliefs,<br>attitudes, and motivation in<br>L2 learning   |
| Three strategies in the sociocultural-<br>interactive dimension: <ol style="list-style-type: none"> <li>1) Interacting to Learn and<br/>Communicate</li> <li>2) Overcoming Knowledge Gaps in<br/>Communicating</li> <li>3) Dealing with Sociocultural<br/>Contexts<br/>and Identities</li> </ol>   | Dealing with issues of<br>contexts, communication, and<br>culture in L2 learning   |

*Note.* Reprinted from *Teaching and Researching Language Learning Strategies* (p. 16), by R. L. Oxford, 2011, New York: Routledge. Copyright 2011 by Taylor & Francis. Reprinted with permission.

#### 2.7.2.8 Andrade and Evans' Self-Regulated Learning Framework

In their framework, Andrade and Evans (2013) suggest that self-regulation comprises four main categories: cognition, metacognition, behavior, and

motivation. Cognition means strategies used to understand and remember information, meanwhile metacognition refers to strategies used to control the learning strategies used. They are planning, setting goals, monitoring, and evaluating. Behavior is related to help-seeking and creating a positive learning environment for learning task, while motivation means one's capability to self-motivate, shouldering responsibility for successes and failures and enhancing self-efficacy (p. 12).

Apart from the four domains mentioned, Andrade and Evans (2013) add that there are six dimensions that are related to those four categories. They are motive, methods of learning, time, physical environment, social environment, and performance (p. 13). Each dimension has different purpose to be used by a learner.

1) *Motive*. It deals with the reason for learning, setting goals, examining self-talk, and managing emotion of the learner.

2) *Methods of learning*. It is related to cognitive strategies that the learner selects in order to accomplish the task. The learning strategies can be summarizing, note-taking, asking questions, rehearsing information, and using visual presentation.

3) *Time*. This dimension focuses on the learner's management of time in order to complete the task or assignment. It is also related to a metacognitive strategy (e.g., when students monitor and evaluate their use of time) and a behavior (e.g., set and follow the timeline).

4) *Physical environment*. It deals with the learner's awareness of the learning surroundings that can have an impact on their learning or completing tasks. This dimension is related to behavior and metacognition when the learner monitors how effective of the environment that facilitates his/her learning. The learner then evaluates the results. That is, if the environments do not support his/her learning, the learner may move to a different place, for example.

5) *Social environment*. This dimension means that the learner is able to seek and evaluate help. When he/she has difficulty during the learning process, the learner should be able to ask help from friends or teachers and then evaluate that help. This dimension, therefore, is related to metacognition and behavior.

6) *Performance*. It involves the motive, metacognitive, and behavioral features of self-regulated learning to examine what is learned. In other words, when they have acquired the knowledge or skill, learners then observe their actions, reflect on outcomes, evaluate performance, and revise goals.

#### 2.7.2.9 Teng and Zhang's Self-Regulated Learning Framework

Teng and Zhang (2018) assert that self-regulation can be divided into four main aspects. First, it is called “cognitive strategies” which are strategies learners use in order to do the task such as text processing and course memory. Metacognitive strategies are the second aspect of self-regulation. They are strategies learners use to plan and monitor their learning strategies. They can be, for instance, idea planning or goal-oriented monitoring. Next, it is called “social behavior strategies” which are strategies that learners use by seeking help from others such as peers or teachers. Motivational regulation strategies are considered as the last aspect of self-regulation. They are strategies used by learners in order to motivate them to complete the task. They include performance self-talk, mastery self-talk, emotional control, environment structuring, and interest enhancement.

In conclusion, self-regulated learning consists of four main dimensions: cognitive regulation, metacognitive regulation, social and behavioral regulation, and motivational regulation. Concerning cognitive regulation, it refers to learning strategies that learners use in order to accomplish the task. The strategies can be, for instance, information processing, brainstorming, practicing, or revising. With reference to metacognitive, it means strategies used by learners in order to control and monitor their learning strategies. That is, learners need to generate and set their specific learning objectives that they need to accomplish as well as plan in order to attain the goals by examining the task in terms of its difficulty, the physical environment, time allotment, and cognitive learning strategies needed. For the second phase, learners need to monitor their actions when they apply the selected cognitive learning strategies and compare their performance with their target goals as well as identify the obstacles occurred during the learning process. For the last phase, learners need to evaluate their achieved outcomes from the learning process in terms of the effectiveness of their performances in reference to the choices they have

planned. They also need to reflect what they may maintain and change for the next learning process in order to accomplish their target learning goals. With respect to social and behavioral regulation, it can be related to social environment when learners seek help from friends, teachers, or learning resources. It can also refer to physical environment in which learners select their own learning places as they prefer when doing the task. It also covers time management in which learners set and manage the learning time by themselves. On the subject of motivational regulation, it deals with motivation as reinforcement learners use in order to complete the tasks.





**Table 2.18** Self-Regulated Learning Models

| <b>Bandura's Three Stages of Subfunctions of Self-regulation (1986)</b> | <b>Winne and Hadwin's Model of Self-regulated Learning (1998)</b>                              | <b>Boekaerts' Three-layered Model of Self-regulated Learning (1999)</b>   | <b>Zimmerman's Cyclical Self-regulated Learning Model (2000)</b>   | <b>Pintrich's General Framework of Self-regulated Learning (2000)</b> | <b>Schmitz's Process Model of Self-regulated Learning (2001)</b>                            |
|---|--|---|--|---|---|
|   | 1. Task definition<br>2. Goal setting and planning<br>3. Enacting study tactics and strategies | 1. Regulation of processing modes<br>- Choices of cognitive strategies<br>2. Regulation of the learning process<br>- Planning strategy<br>3. Regulation of the self<br>- Choosing their learning goals<br>- Understanding the value of their target goals | 1. Forethought<br>1.1 Task analysis<br>- Goal setting<br>- Strategic planning  | 1. Forethought, planning and activation                               | 1. Preactional phase<br>- Goal setting, and motivation<br>- Types of strategies             |
|   |  | 3. Regulation of the self<br>- Knowing their level of capacity needed to achieve their set goals  | 1. Forethought<br>1.2 Self-motivation beliefs<br>- Self-efficacy<br>- Outcome expectations<br>- Intrinsic interest/value<br>- Goal orientation |   |   |
| 1. Self-monitoring subfunction  | 4. Metacognitively adapting studying   | 2. Regulation of the learning process<br>- Monitoring strategy  | 2. Performance/volitional control<br>2.1 Self-control<br>2.2 Self-observation  | 2. Monitoring Control   | 2. Actional phase<br>- Learning strategies, time, and volition<br>- Monitor process         |
| 2. Judgmental subfunction   |  | 3. Self-reflection<br>3.1 Self-judgment<br>Self-evaluation<br>Casual attribution  |  |   | 3. Postactional phase<br>- Evaluation of achieved performances against target learning goal |
| 3. Self-reactive influence subfunction                                  |  | 3.2 Self-reaction<br>Self-satisfaction/affect<br>Adaptive-defensive   |  | 3. Reaction and reflection  |   |

**Table 2.18** Self-Regulated Learning Models (Cont.)

| Oxford (2011)  | Andrade and Evans (2013)   | Teng and Zhang (2018)  |
|--|--|--|
| <b>Strategies in cognitive dimension</b><br>-Using the Senses to Understand and Remember<br>-Activating Knowledge<br>-Reasoning<br>-Conceptualizing with Details<br>-Conceptualizing Broadly<br>-Going Beyond the Immediate Data | <b>Cognition</b> (strategies to understand and remember information)   | <b>Cognitive strategies</b><br>(skills students use to process the information or knowledge in completing a task)<br><i>-Text Processing</i><br><i>-Course Memory</i>  |
| <b>Metastrategies</b><br>-Paying Attention<br>-Planning<br>-Obtaining and Using Resources<br>-Organizing<br>-Implementing Plans<br>-Orchestrating Strategy Use<br>-Monitoring<br>-Evaluating                                     | <b>Metacognition</b> (planning, setting goals, monitoring, and evaluating)   | <b>Metacognitive strategies</b><br>(skills used to control and regulate learners' own cognition and the cognitive resources they can apply to meet the demands of particular tasks)<br><i>-Idea Planning</i><br><i>-Goal-oriented Monitoring</i>   |
| <b>Strategies in sociocultural-interactive dimension</b><br>-Interacting to Learn and Communicate<br>-Overcoming Knowledge Gaps in Communicating<br>-Dealing with Sociocultural Contexts and Identities                          | <b>Behavior</b><br>(help-seeking and creating a positive learning environment for learning task)   | <b>Social behavior strategies</b><br>(individuals' attempts to control their learning behavior under the influence of contextual and environmental aspects)<br><i>-Peer Learning (PL)</i><br><i>-Feedback Handling (FH)</i>  |
| <b>Strategies in affective dimension</b><br>-Activating Supportive Emotions, Beliefs, and Attitudes<br>-Generating and Maintaining Motivation  | <b>Motivation</b> (one's capability to self-motivate, shouldering responsibility for successes and failures and enhancing self-efficacy) | <b>Motivational regulation strategies</b><br>(the procedure or thoughts that students apply purposefully to sustain or increase their willingness to engage in a task performance)<br><i>-Interest Enhancement</i><br><i>-Performance Self-talk</i><br><i>-Mastery Self-talk</i><br><i>-Emotional Control</i><br><i>-Environment Structuring</i> |

### 2.7.3 Importance of Self-Regulated Learning for Learning and Teaching Contexts

Pintrich (1995) states that self-regulated learning 'has very important implications for both college students and faculty' (p. 3). He identifies four main advantages that both college students and faculty can get from self-regulated learning. All details of the four benefits will be explained as follows.

1) *Students can learn to be self-regulated.* Pintrich (1995) explains that self-regulation is a skill that one can learn; it is not ‘genetically based or formed early in life so that students are “stuck” with it for the rest of their lives’ (p. 8). He also adds that time and kinds of class may have an effect of the effectiveness of being self-regulated learners. However, all students can learn how to be self-regulated learners, regardless of age, gender, ethnic background, actual ability level, prior knowledge, or motivation (p. 8).

2) *Self-regulated learning is controllable.* Pintrich (1995) asserts that self-regulated learning is a way to achieve academic tasks that students can control. That is, students can learn how to control their own learning by themselves. For example, students can control their behavior, motivation and affect, and cognition in order to improve their academic learning and progress.

3) *Self-regulated learning is appropriate to the college context.* Pintrich (1995) argues that most college students have a great deal of control over their own time management and schoolwork schedules as well as over how they actually go about studying and learning when compared to K-12 education. However, they sometimes have difficulty managing this freedom in terms of the quantity of time they devote to learning as well as the quality of cognitive effort they put into learning. If students can learn to control their study time and learning, they will better adapt to the academic demands of the college classroom and will better balance those demands with the social demands of college life (p. 8).

4) *Self-regulated learning is teachable.* Pintrich (1995) claims that self-regulated learning is a set of skills that teachers can teach students by using various strategies. Additionally, self-regulated learning can be taught in any type of classroom context; they can be taught both in separate courses or programs and general study and learning skills programs. It can also be taught in any types of courses such as mathematics, science, social sciences, and humanities courses.

#### 2.7.4 Methods of the Assessment of Self-Regulated Learning

On the subject of assessment, several effective methods for assessing varied aspects of self-regulated learning have been proposed and used. The following

methods can be a guideline as a tool to investigate if a learner has achieved self-regulated learning.

#### 2.7.4.1 Questionnaire

Questionnaires seem to be a basic instrument used to collect quantitative data. Questionnaires can be used as a self-report both in open-ended or structured response formats. Examples of effective questionnaires in relation to self-regulated learning include (1) Learning and Study Strategies Inventory (LASSI) created by Weinstein et al. (1987), (2) Motivated Strategies for Learning Questionnaire (MSLQ) proposed by Pintrich et al. (1991), and (3) Leuven Executive Regulation Questionnaire (LERO) suggested by Minnaert and Janssen (1997).

#### 2.7.4.2 Interview

In order to gain more insightful data, interviews can be one method to be implemented. Interviews can be used as a self-report which interviewees provide oral responses to questions about how they think, feel, and act in the learning processes. Guidelines for structured interviews are proposed, such as the Self-Regulated Learning Interview Schedule (SRLIS) developed by Zimmerman and Martinez-Pons (1986).

#### 2.7.4.3 Thinking Aloud

Thinking aloud can be another choice of method if the data tend to be qualitative. Thinking aloud can also be used as a self-report in which participants' verbal utterances during the learning process are recorded, transcribed, and coded for content. Participants explicitly describe their thoughts, strategies, motivation, and emotions during the learning process.

#### 2.7.4.4 Learning Diary

Apart from interviews and thinking aloud, learning diary is also used for qualitative data collection. Students write down their planned learning activities in a diary, then reflect about their planned activities they have done. It is used as a self-report which enables the continuous assessment of learning, and may also serve as an intervention in stimulating reflection (e.g., metacognition) concerning the learning process.

#### 2.7.4.5 Experience Sampling

Experience sampling can be used as a self-report in which participants answer multiple short questionnaires concerning their actual learning behaviors after being signaled on multiple occasions during a real-life learning situation. This method may also serve as an intervention in stimulating greater reflection about the learning process in real-world learning situations (Nett et al., 2012).

#### 2.7.4.6 Behavioral Observation

Behavioral observation can be an effective method since it reflects real life situations. The teacher observes learners' behaviors during the learning process and use checklists or questionnaires to provide more details found.

#### 2.7.4.7 Analysis of Documents

Analysis of documents can be used when a teacher needs to evaluate learners' learning behaviors. To do so, the teacher will analyze materials prepared by the learners for evaluative purposes, such as homework, exams, and portfolios.

#### 2.7.4.8 Analysis of Log Files

The assessment of learning activities completed using a computer through the evaluation of log files containing detailed records of participants' engagement with learning materials and tasks (e.g., type, duration, sequencing) can be used as an alternative method if technology can be accessed at a particular context.

In brief, there are several methods including questionnaires, interviews, diaries, experience sampling, log file analysis, or behavioral observations that can be adapted and used in evaluating learners' self-regulated learning. The implementation of these methods depends on the theoretical framework and aspects of self-regulation to be assessed. For qualitative data collection, questionnaires seem to be the most appropriate to use, while interviews and think aloud, for instance, are suitable for collecting data qualitatively.

### 2.7.5 Self-Regulated Learning Strategies Mostly Measured

Among the four dimensions of self-regulation: cognitive, metacognitive, behavioral, and motivational regulation, many scholars are interested in measuring motivational regulation. Simply put, many researchers have worked to develop valid

assessments of students' regulation of motivation. For example, in 1991, Pintrich et al. created the Motivated Strategies for Learning Questionnaire (MSLQ) as a self-report instrument. This model consists of 6 motivation subscales and 9 learning strategies scales. The main purpose of this developed measurement is to measure college students' motivational orientations and their use of various learning strategies.

Later, in 2007, Zimmerman and Kitsantas developed Self-Efficacy for Learning Form (SELF) in order to be used as an instrument to measure college students' self-efficacy beliefs regarding their use of specific self-regulatory processes in various areas of academic functioning. Moreover, in 2011, Mango developed the Academic Self-regulated Learning Scale with the Motivated Strategies for Learning Questionnaire (MSLQ) and Learning and Study Strategies Inventory (LASSI) in which he gave three questionnaires to 755 college students from different universities in the National Capital Region in the Philippines.

In addition, Schwinger and Pelster (2012) proposed a new model of regulation named "Motivational Regulation Model." Participants were 301 twelfth grade high school students who were surveyed with respect to their use of motivational regulation strategies while preparing for an exam. The finding revealed that motivational regulation strategies were positively related to students' current learning effort, which in turn was associated with better exam grades. Later, Wolters and Benzon (2013) conducted a study aiming to designing a self-report instrument used to measure regulation of motivation strategies used by college students. From their research results, it was found that the developed instrument provided a reliable and valid method for assessing six motivational regulation strategies in a college population.

Recently, in 2018, Kim et al. developed and validated a brief scale called "the Brief Regulation of Motivation Scale" which was designed to assess college students' regulation motivation (see Table 2.19). The researchers claimed that this scale is more manageable and intuitive to interpret than previous scales. The results of this study showed that there was stronger support for the validity of regulation of motivation scale, by itself, as an indicator of students' general tendency to self-regulate their motivation.

**Table 2.19** The Brief Regulation of Motivation Scale Developed and Validated by Kim et al. (2018)

| Items  |
|--|
| Factor 1. Regulation of motivation   |
| I use different tricks to keep myself working, even if I don't feel like studying.           |
| If I lose interest in an assignment, I have ways to boost my effort to get it done.          |
| If I feel like stopping before I'm really done, I have strategies to keep myself studying.   |
| Even when studying is hard, I can figure out a way to keep myself going.                     |
| It's easy for me to make myself study, even if I would rather be doing something else.       |
| If what I am studying seems unimportant, I can still convince myself to stick with it.       |
| If I need to, I have ways of convincing myself to keep working on a tough assignment.        |
| If studying gets too boring, I find a way to make it fun.                                    |
| Factor 2. Willpower  |
| Even if a reading seems pretty pointless, I still push myself to keep going till it is done. |
| If a reading is difficult, I still find a way to stick with it and finish the job.           |
| I push myself to keep working even when a reading is really dull.                            |
| I can force myself to keep reading, even if I feel like giving up.                           |

*Note.* Retrieved from “Development and validation of the brief regulation of motivation scale,” by Y. Kim, A. C. Brady, and C. A. Wolters, 2018, Learning and Individual Differences, 67, p. 261. Copyright 2018 by Elsevier Inc. Retrieved with permission.

#### 2.7.6 Self-Regulated Learning in Online Learning Environments

Self-regulated learning is a crucial skill for success in online learning environments. When students engage in remote learning, they must take responsibility for their own learning processes, set goals, monitor their progress, and adjust their strategies accordingly. The strategies for self-regulated learning in online learning environments (Burns, 2020; Harris et al., 2011; Wandler & Imbriale, 2017) can be promoted as follows:

1) *Goal setting*: Encourage students to set clear and specific goals for their online learning. These goals should be realistic, achievable, and measurable. Breaking down long-term goals into smaller, manageable tasks can help maintain motivation and provide a sense of accomplishment.

2) *Planning and organization*: Teach students to create a study schedule or timetable that outlines their daily or weekly tasks and activities. This helps them stay organized and ensures they allocate sufficient time for each subject or learning task.

Encourage them to use digital tools such as calendars or task management apps to help with planning.

3) *Time management*: Online learning requires students to manage their time effectively. Advise students to prioritize their tasks, allocate specific time slots for studying, and eliminate distractions during these dedicated study periods. They should also take regular breaks to prevent burnout and maintain focus.

4) *Self-monitoring and reflection*: Students should regularly reflect on their learning progress and evaluate their understanding of the material. Encourage them to self-assess their strengths and weaknesses, identify areas that need improvement, and adjust their learning strategies accordingly. Encourage the use of self-assessment tools, such as quizzes or practice tests, to gauge their comprehension.

5) *Metacognitive strategies*: Teach students metacognitive strategies such as self-questioning, summarizing information, and concept mapping. These techniques help students actively engage with the material, monitor their understanding, and make connections between different concepts. Metacognition promotes deeper learning and enhances critical thinking skills.

6) *Active participation*: Online learning can sometimes feel isolating, so it's important for students to actively participate in the learning process. Encourage students to engage in discussions, ask questions, and collaborate with peers through online platforms, discussion boards, or video conferencing tools. Active participation fosters a sense of community and promotes a deeper understanding of the subject matter.

7) *Seek support*: Remind students that seeking support is a sign of strength, not weakness. Encourage them to reach out to their teachers, classmates, or online support services when they encounter difficulties or have questions. Virtual office hours, discussion forums, or online tutorials can provide additional guidance and clarification.

8) *Self-reflection and evaluation*: Encourage students to regularly reflect on their learning experiences and evaluate the effectiveness of their strategies. They can consider questions such as "What worked well for me?", "What challenges did I face?", and "How can I improve my learning process?" Self-reflection helps students



refine their approaches and make necessary adjustments to optimize their learning experience.

By promoting self-regulated learning strategies, students can take ownership of their online learning experience and develop essential skills that extend beyond the virtual classroom.

## **2.8 The Relationship Between Peer Feedback and Self-Regulated Learning**

In the traditional approaches to assessment in the classroom, assessment of learning or summative assessment has been using by teachers for many decades. This type of assessment is normally carried out by teachers. Generally, assessment of learning is done at the end of a course or unit of instruction when teachers assign students to do a test or take an examination. The main purposes of assessment of learning are to check whether students can meet the learning objectives set at the beginning of the course and to assign grades to report students' achievement and failure (Brown & Abeywickrama, 2010).

However, Black and Wiliam (2010), the first scholars who explicitly connected self-regulated learning theory to classroom assessment and formative assessment practices, argued that the students' progress is the key of the teaching and it can be promoted at all stages of the teaching and learning process through feedback giving. For this reason, assessment for learning or formative assessment which focuses on students' active parts in a class has played a significant role in the classroom assessment context. The main purposes are to reflect the effectiveness of the teacher's teaching as well as to determine where students are in the learning process and where to go next. Black and Wiliam (2010) also claimed that students can get various benefits from the use of formative assessment. One of the major advantages is that students can become self-regulated learners when they are assigned to work through peer interaction (p. 34). This assumption is also supported by Wiliam (2014) who mentions that peer-assessment which is one type of formative assessment can enhance students' self-regulated learning skills because students can have the opportunity to practices self-regulated learning skills through the means of providing feedback to peers (Wiliam, 2014).

Peer interaction can be performed through various activities. One of the well-known approaches is called “peer-assessment.” It is sometimes called peer feedback, peer review, and peer response. Although they are different in terms of their specific terms called, they are used in the formative assessment context for the same purposes. Put simply, students will be given a role as active learners when they can take control over their own learning. Also, more skilled students can have a chance to help less skilled peers to overcome their learning difficulties.

In their article, Panadero et al. (2016) claim that peer-assessment or peer feedback has a strong relationship to self-regulated learning. Panadero et al. (2016) link a Vygotskian perspective on learning and development and peer feedback to the development of self-regulated learning. They explain that:

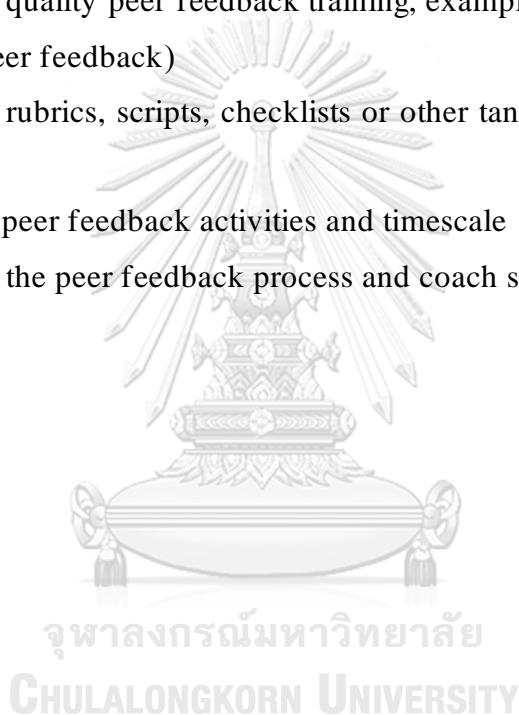
Co-regulation through interaction with peer aligns well with the Vygotskian notion of the zone of proximal development (ZPD), which delineates what the student can do with some scaffolding and help from others. In PA, the peer acts as a source of such help and thus as a co-regulator of learning by the student who receives the PA. Naturally, this hinges on the quality of the PA provided as well as whether the assessee agrees with the PA and uses the suggestions (Panadero et al., 2016, p. 9).

It implies that self-regulated learning skills can be emerged when students assess and provide feedback to their peers’ work.

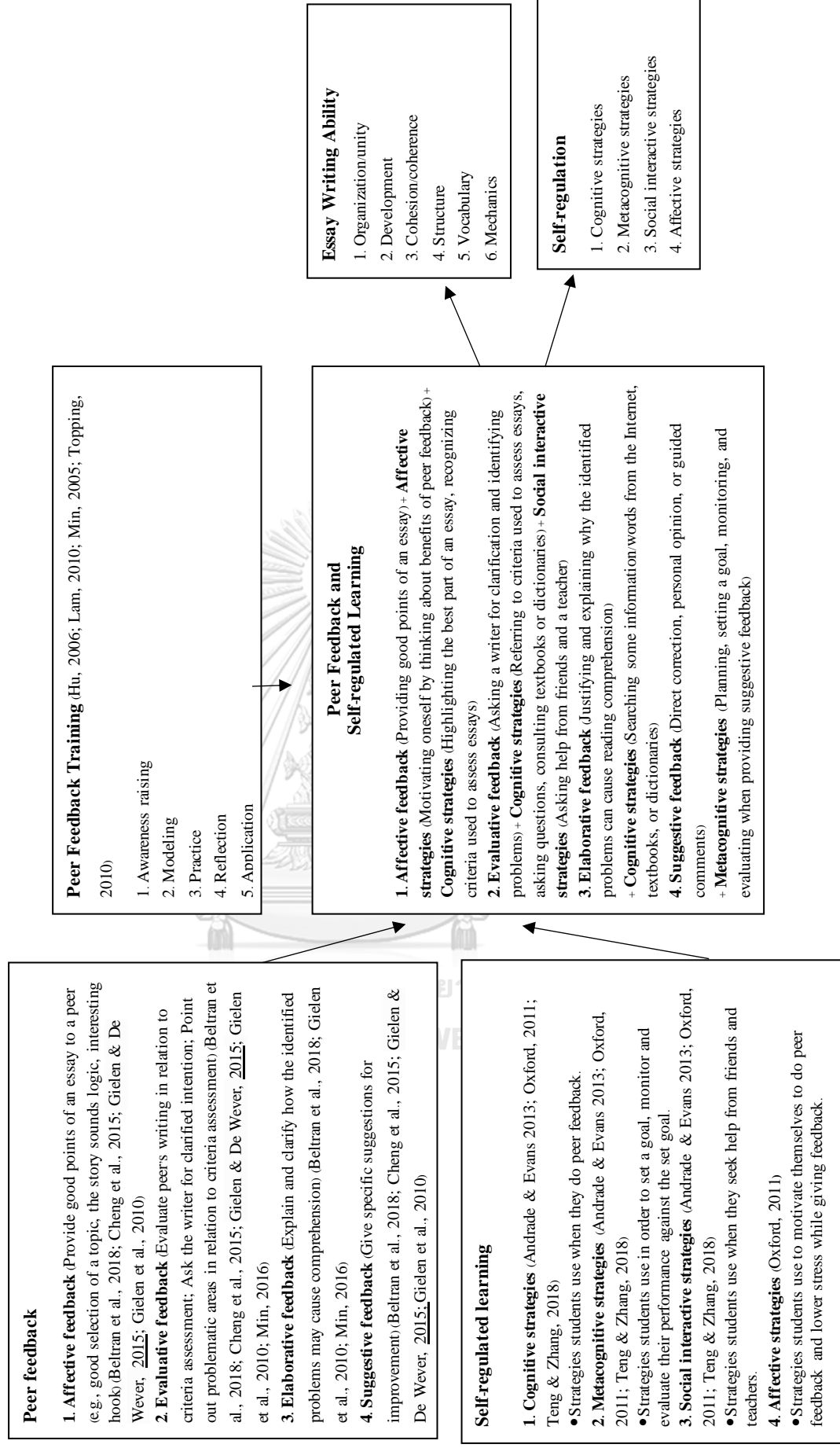
Panadero et al. (2016) also state that the role of the peers in self-regulated learning can be divided into two orientations: Co-regulated learning and Shared regulated learning. Co-regulated learning refers to situations where a temporary coordination of regulation occurs between the student and his/her peer. That is, the student’s interaction with others allows the student to internalize regulatory processes. Shared regulated learning or socially shared regulation of learning, on the other hand, can be seen when the regulatory processes are interdependent among the students who are participating in a collaborative task (Hadwin et al. 2011, as cited in Panadero et al., 2016, p. 9).

In terms of the implication of peer feedback that can promote self-regulated learning in the teaching and learning context, Panadero et al. (2016, p. 10) propose eight effective techniques.

- 1) Clarify the purpose of peer feedback, its rationale and expectations to the students
- 2) Involve students in developing and clarifying assessment criteria
- 3) Match participants (e.g., individuals, groups) in a way that fosters productive peer feedback
- 4) Determine the peer feedback format (e.g., rating with or without comments) and mode of peer feedback interaction (e.g., face-to-face or online)
- 5) Provide quality peer feedback training, examples and practice (including feedback about peer feedback)
- 6) Provide rubrics, scripts, checklists or other tangible scaffolding for peer feedback
- 7) Specify peer feedback activities and timescale
- 8) Monitor the peer feedback process and coach students



**Figure 2.6** A Summary of the Conceptual Framework of Peer Feedback and Self-Regulated Learning



As presented in the framework, there are four types of peer feedback used, including affective feedback, evaluative feedback, elaborative feedback, and suggestive feedback. Affective feedback focuses on the positive aspects of the peer's work. It aims to provide encouragement and highlight the strengths of the essay or writing. Affective feedback may include mentioning the good selection of a topic, logical ideas, or an interesting hook. The purpose is to motivate and boost the confidence of the peer. Evaluative feedback involves assessing the peer's writing in relation to specific criteria or standards. It includes providing an evaluation of the work based on predetermined assessment criteria. Evaluative feedback may ask the writer for clarification regarding their intentions and point out problematic areas in the writing, highlighting where improvements can be made based on the established criteria. Elaborative feedback aims to explain and clarify how identified problems or issues in the writing may impact the reader's comprehension. It goes beyond simply pointing out errors and provides a deeper understanding of why those issues may affect the overall understanding or effectiveness of the work. Elaborative feedback helps the peer gain insight into the potential impact of their writing choices on the reader. Suggestive feedback involves providing specific suggestions or recommendations for improvement. Suggestive feedback goes beyond identifying problems and provides actionable solutions to address them. It may include offering ideas for restructuring sentences, improving clarity, enhancing the flow of ideas, or suggesting alternative approaches to strengthen the writing.

In terms of self-regulated learning, four dimensions are employed, namely cognitive strategies, metacognitive strategies, social interactive strategies, affective strategies. Affective strategies involve using motivational techniques, such as thinking about the benefits of receiving feedback from peers, to enhance one's own motivation and engagement in the feedback process. Cognitive strategies involve referring to the criteria used to assess essays, asking questions, and consulting resources like textbooks or dictionaries to ensure accurate evaluation. Cognitive strategies also involve searching for additional information or words from the Internet, textbooks, or dictionaries to provide accurate and comprehensive explanations. Metacognitive strategies come into play here, where the feedback provider engages in planning, setting goals, monitoring the progress of the feedback process, and evaluating the

effectiveness of their suggestions. Social interactive strategies can also be employed by seeking help from friends or a teacher, facilitating a collaborative learning environment.

When peer feedback and self-regulated learning are incorporated into a writing class, students are instructed on managing their emotions and motivation to promote learning. They learn to use affective strategies, such as recognizing the benefits of receiving feedback from peers, to stay motivated and engaged during the feedback process. Specific techniques are taught to enhance learning and comprehension, such as identifying the strengths of an essay and understanding the assessment criteria. Students also learn how to plan, monitor, and evaluate their learning progress. In the case of providing suggestive feedback, metacognitive strategies come into play, involving goal-setting, planning feedback approaches, monitoring progress, and assessing feedback effectiveness. Additionally, students are encouraged to interact with others to support their learning, seeking assistance from friends or teachers when providing evaluative feedback. This fosters collaboration and ensures the accuracy and effectiveness of the feedback process. By incorporating peer feedback and self-regulated learning strategies, students can strengthen their essay writing abilities across six key areas: organization/unity, development, cohesion/coherence, structure, vocabulary, and mechanics as they receive valuable input, develop critical thinking skills, and take ownership of their learning, resulting in improved self-regulation.

## **2.9 Theories Related to Attitudes**

### **2.9.1 Definition of Attitudes**

According to Eagly and Chaiken (1993), the word ‘attitude’ is a psychology tendency that can be expressed by evaluating a particular entity with some degree of likes or dislikes. In addition, as defined by Hornby and Turnbull (2010), the term ‘attitude’ refers to the way that a person thinks and feels about somebody or something. Similarly, in the field of psychology, an attitude can be referred to a set of emotions, beliefs, and behaviors about a particular object, person, thing, or event. It is apparent that an attitude can be defined as an individual’s personal thoughts, feelings, beliefs, and behaviors about a particular thing, person, or event.

### 2.9.2 Components of Attitudes

As suggested by Eagly and Chaiken (1998), there are three main components of attitudes: affect component, behavior component, and cognition component. Affect component refers to the feelings of a person about an object. Behavior component means the intention of a person towards an object. And cognition component is the thoughts and beliefs that a person has about an object.

Apart from Eagly and Chaiken's (1998) suggestion, Schiffman and Kanuk (2004) mentioned that attitudes can be constructed around three main components: a cognitive component, an affective component, and a conative component. A cognitive component refers to a person's beliefs towards a subject. An affective component means a person's feelings towards a subject. And a conative component is a person's behavior.

Additionally, Jain (2014) divided attitudes into three main components: affective component, behavioral component, and cognitive component. Affective component refers to a person's feelings (likes/dislikes) and emotions towards an attitude object. Behavioral component can be responses or actions a person has about an attitude object. And cognitive component is beliefs or evaluation that a person has about an attitude object.

All in all, as proposed by various scholars, it is accepted that attitudes consist of three main dimensions. The first dimension is called an affection which refers to an individual's feelings and emotions about someone, something, or an event. The second dimension is a behavior referring to an individual's responses or actions towards someone, something, or an event. Finally, a cognition refers to an individual's beliefs and thoughts about someone, something, or an event.

### 2.9.3 Importance of Attitudes Towards Language Learning

In terms of language learning, Oroujlou and Vahedi (2011) argued that students' attitudes have a vital role in enhancing their language learning proficiency and efficiency. There is a direct relationship between the efficiency of the students in language classes and their attitudes. That is, language learners' success does not come from their cleverness. However, the most successful language learners are those who have positive attitudes towards the learning process.

In addition, Şen (2013) has claimed that attitudes towards learning are important factors on the learners' levels of goal setting, problem solving abilities, their beliefs towards learning, their inner and external motivations in the process of learning and all the academic performances they perform.

It can be concluded that students' ability and willingness to learn can be directed by their attitudes. If students have positive attitudes towards their learning, it is likely that they become successful learners. On the other hand, if students have negative attitudes towards their learning, they may tend to be less successful learners.

#### 2.9.4 Students' Attitudes Towards Peer Feedback Activity

Several studies have conducted in order to investigate students' attitudes towards peer feedback activity in a composition class. For example, Yastıbaş and Yastıbaş (2015) examined the perceptions of Turkish EFL university students towards peer feedback activity in a writing course. Diaries, interviews, and a questionnaire were used to collect the data. Research results indicated that students had a positive attitude towards writing and peer feedback activity as they believed that peer feedback decreased their writing anxiety, increased their confidence, and improved their writing by collaborating with and learning from each other.

Additionally, in 2017, Gambhir and Tangkiengsirisin explored Thai EFL university students' attitudes towards the implementation of peer feedback activity in a composition class. A questionnaire was used to elicit the data. The findings revealed that students had a positive attitude towards the use of peer feedback activity in a writing class. In other words, the act of giving and receiving feedback to their peers' composition can improve their writing performance.

Furthermore, Yu and Hu (2017) also investigated two Chinese EFL university students' peer feedback practices in a composition class. By using interviews, video recordings, stimulated recalls, and texts, they have found that one important factor that has an influence on the peer feedback activity is students' beliefs or attitudes. That is, students' attitudes can have an important role reinforcing them to do peer feedback activity.

In short, it is obviously seen that if students have a positive attitude towards the use of peer feedback in the composition class, it seems to be that their writing



ability will be improved. Simply put, when students see the benefits they can gain from the use of peer feedback activity, their anxieties will be reduced and their confidence will be increased which will have a positive effect on their writing development.

## **2.10 Previous Studies Related to Peer Feedback and Writing Ability**

### **2.10.1 Previous Studies Related to the Effects of Peer Feedback on Writing Ability Outside Thai Context**

Many previous research studies have been conducted to investigate the effectiveness of peer feedback on writing improvement, and it has been revealed that peer feedback provides both positive and negative impacts on learners' writing performance.

Peer feedback can enhance learner's writing performance as a result of the correlation between the writing process (e.g., reviewing, editing) and the process of peer feedback (e.g., evaluating, improving). Richer, in 1992, compared two methods of giving feedback in a writing class, peer directed feedback and teacher-based feedback. Two groups of 87 first year college students were taught to write 5 essays, but they were given different feedback methods. One group applied peer feedback method, while the other used teacher feedback method. Their pretest and posttest essays were holistically scored. The finding revealed that using peer feedback can enhance freshmen's writing skills and improve their learning achievement. Similar findings can be seen in the research study conducted in 1999 by Paulus who compared the quality of students' writing using teacher feedback and peer feedback. Eleven ESL student essays were analyzed. The findings revealed that while the majority of revisions that students made were surface-level revisions, the changes they made as a result of peer and teacher feedback were more often meaning-level changes than those revisions they made on their own. It can be assumed that peer feedback can be implemented in a writing class in order to enhance the students' writing ability.

Additionally, in 2004, Plutsky and Wilson conducted a quasi-experimental research study aiming at comparing three methods for teaching and evaluating writing, namely faculty review, group review, and Calibrated Peer Review (CPR) in order to determine whether significant differences exist in the writing performance of

students. Three groups of students were given teaching and evaluating methods differently. The pretest and posttest were used to measure the score differences among groups. The findings revealed that although students who had the faculty review method of evaluation scored higher, but that peer feedback helped them become proficient writers. Similarly, Xiao and Lucking, in 2008, compared the effects of two peer assessment methods, namely, a rating-plus-qualitative-feedback peer assessment method and a rating-only peer assessment method on university students' academic writing performance and their satisfaction with peer assessment. The samples were two hundred and thirty-two predominantly undergraduate students who were selected by convenience sampling during the fall semester of 2007. The results indicated that students in the experimental group demonstrated greater improvement in their writing than those in the comparison group, and the findings revealed that students in the experimental group exhibited higher levels of satisfaction with the peer assessment method both in peer assessment structure and peer feedback than those in the comparison group.

Similar findings derived from Hu and Lam's research study in 2010. They conducted a study on 20 L2 university students in Singapore and showed, through a quantitative analysis of peer comments and revisions, that improvement of written drafts could be linked to peer feedback. They further showed that out of all the suggestions pupils offered during peer feedback, 74.58% were valid, as in correct and useful feedback.

Moreover, Tsagari and Meletiadiou (2015) investigated whether peer assessment could improve the writing skills of 60 adolescent EFL students. The results showed that peer assessment had a significantly positive impact on students' writing performance. The researcher concluded that peer assessment plays the important role in the development of students' writing skills. Furthermore, Ayachi, in 2017, conducted a research study aiming to compare the effectiveness of peer and teacher assessment on writing performance of advanced university students in English. During the semester, the participants wrote an essay on a topic suggested by the teacher. A blind correction was carried by their peers who graded the essays using Jacobs et al.'s composition profile as a descriptor grading model. Then the essays were corrected and graded by the teacher. T-test was used to investigate the difference

between the peer and the teacher's corrections. The results suggested that there was a significant difference between peer and teacher corrections of the compositions. The findings also revealed that the participants enjoyed such a practice as being aware of their peers' mistakes was helpful in improving their writing skill. Similarly, in the same year, Ghahari and Farokhnia (2017) conducted an experimental study to cross-compare the effect of two formative assessments, namely peer assessment (PA) and teacher assessment (TA), with summative assessment (SA) on the improvement of language learners' writing skill and self-efficacy. Areas of writing to be assessed were focused on grammar, word choices, and cohesion and coherence. The results revealed that PA group significantly improved in the writing skill, but TA and SA groups did not.

However, peer feedback practiced in the classroom showed that not all students who received peer feedback outperformed those who did not receive peer feedback. For examples, Birkeland (1986) compared the effects of three kinds of feedback-self feedback, peer feedback and teacher feedback-on students' writing skills with 76 adult technician students. The results showed that no significant differences existed between gained scores of those in the teacher feedback group and in the self-evaluation group, between those in the self-evaluation group and in the peer peer-feedback group, and between those in the teacher feedback group and in the peer peer-feedback group. It can be inferred that peer feedback might not have an impact on the students' writing improvement. A similar finding was derived from a study conducted in 2006 by Miao et al. who examined the effects of peer feedback in a writing class by examining two groups of students at a Chinese University writing essays on the same topic, one receiving feedback from the teacher and one from their peers. Textual and questionnaire data from both groups and video recordings and interviews from 12 individual students revealed that students used teacher and peer feedback to improve their writing but that teacher feedback was more likely to be adopted and led to greater improvements in the writing. However, the researcher concluded that peer feedback was associated with a greater degree of student autonomy, and so even in cultures that are said to give great authority to the teacher, there is a role for peer feedback. Also, in 2013, Hancock et al. conducted a research study with the purpose of investigating the effectiveness of the implementation and

evaluation of a collaborative peer assessment and self-assessment learning and teaching (L&T) initiative on the improvement of students' writing. The finding showed that it was not possible to attribute the improvements entirely to the collaborative peer assessment initiative. Additionally, in 2016, Vasu et al. investigated ESL students' perceptions toward teacher feedback, peer feedback and self-assessment in students' writing process. Questionnaires, adapted from the instruments in the literature, were administered to 107 randomly selected students in a private local university in Malaysia. It was also found that students perceived feedback from teacher, peers and self-assessment all as highly useful. Additionally, the results indicated that while there was no significant difference between the students' perceptions toward teacher feedback and self-assessment, they were both perceived as significantly more useful than peer feedback.

#### 2.10.2 Previous Studies Related to Effects of Peer Feedback on Writing Ability in Thai Context

In the Thai context, there are some studies that investigate the effects of peer feedback on Thai students writing ability. For example, Puegphrom and Chiramanee (2011) investigated the effectiveness of implementing peer assessment on students' writing proficiency. The study was conducted with 24 grade 11 students enrolled in The English Gifted Program of Triam Udom Suksa School of the South. They were taking the Creative Writing course offered in the 1st semester of 2010 academic year. The finding indicated that after experiencing the writing instruction with peer assessment and being assessed by peer the subjects' writing ability improved significantly. Similar results derived from a research study conducted in 2012 by Kulsirisawad. The researcher investigated how Thai university students perceive the use of peer feedback on grammatical errors based on their regular experience and practice in a writing classroom over a semester (16 weeks). Twenty EFL English majors at a Thai university were asked to complete the questionnaire and participated in a face-to-face interview. The findings revealed that 95% of students had positive perceptions toward peer feedback activity. It was perceived by students as very useful and enjoyable activity. They accepted and valued grammatical feedback from their peers and they were willing to improve their work based on their peer's suggestions.

Furthermore, the students showed a strong preference for peer feedback activity and they supported the use of peer feedback in future writing classes. Additionally, Srichanyachon, in 2012, investigated university EFL students' attitudes toward two types of revision methods, namely, peer feedback and teacher feedback. Data are collected using students' self-report questionnaires and face-to-face semi-structured interviews. The samples are 174 undergraduate students enrolled in Fundamental English course. Results showed that the students have a neutral attitude toward the two revision methods. Most of the respondents choose teacher feedback as a more effective and preferable revision method. However, peer review should be introduced as an important complementary source of feedback in EFL classrooms because students will receive other benefits such as enhancing their awareness of what makes writing successful, developing critical thinking and encouraging more responsibility for their writing. Likewise, in 2013, Kulprasit and Chiramanee investigated the effects of peer assessment on Thai high school students' journal writing performance. The results indicated that apart from the increase of the students' writing ability, the students had positive attitudes toward both journals writing and peer feedback. This pedagogically spotlights a great start to employ this writing technique to cultivate collaborative learning and student-centred learning in the EFL context, particularly in the Asian academic writing setting.

Form the previous studies aforementioned above, it can be apparently seen that peer feedback can be one alternative assessment apart from the traditional teacher feedback, as peer assessment can enhance students' writing proficiency, increase positive attitudes towards writing class, and most importantly it promotes active, cooperative, and autonomous learning. However, due to a limited number of research studies conducted in the Thai context, more research studies should be conducted, particularly in a specific topic regarding its effect on writers' self-regulated learning.

## **2.11 Previous Studies Related to Self-Regulated Learning and Language Achievement**

Many research studies have yielded a significant relationship between self-regulated learning and language achievement of all levels of language learners. For instance, in 2012, Ghanizadeh and Mirzaee studied the relationship between Iranian

EFL learners' self-regulation and their language accomplishment. In this study, the convenience samples were asked to complete “Self-Regulation Trait Questionnaire.” The findings showed that Iranian EFL learners’ self-regulation can predict about 53% of their language achievement. It can be implied that self-regulated learning can lead learners to their successful accomplishment of their language study. Similarly, in 2014, Abbasian and Hartoonian explored the relationship between self-regulated learning strategies and students’ language proficiency with Iranian EFL university students. Participants were asked to do TOEFL test and filled out Self-Regulated Learning Strategies Questionnaire. The findings indicated that self-regulated learning can be a major predictor affecting language learners’ performance. Due to its significant role, the researchers also have suggested both teachers and learners to implement self-regulated learning in a language class. Moreover, Fatemipour and Najafgholikhani (2015) conducted a quasi-experimental study aiming at determining the impact of self-regulated strategy development (SRSD) on vocabulary learning of students’ English as a foreign language (EFL). In the study, an experimental group received additional training using self-regulated strategy development in their vocabulary instruction, meanwhile a control group was taught by a traditional method. It has been found that self-regulated strategy development (SRSD) can have a significantly positive impact on the vocabulary learning of Iranian intermediate EFL learners and this impact does not differ among male and female EFL learners. The researchers also suggested that self-regulated strategy development should be used in English language classes in order to teach vocabulary. Another interesting research on self-regulation and language achievement has been conducted by Somaye and Shahla (2016). Participants who study English as foreign language (EFL) were assigned to complete Metacognitive Strategy Questionnaire by Item Type (MSQIT) and Self-Regulated Learning Strategy Questionnaire (SRLSQ), and then they took Final English Achievement Test. It has been found that metacognitive and self-regulated learning had a positive impact on EFL learners’ language achievement. Therefore, the researchers suggested language teachers to apply metacognitive and self-regulated learning strategies in order to promote L2 learning achievement to EFL learners. In addition, in 2017, Adıgüzel and Orhan conducted a research study investigating the relationship between English language learners’ self-regulation, metacognitive skills,

and their English academic achievement. Students were asked to complete two data collection instruments, Self-Regulated Learning Scale and Metacognition Scale. Moreover, students' grades in the first mid-term exam were used to determine their academic achievements. Results indicated that there was a positive and significant relationship between students' self-regulation and English language achievement, but there was no significant correlation between metacognitive skills and academic achievements. Likewise, in 2018, Kanat and Kozikoğlu explored the relationship between 8th grade secondary school students' motivational strategies and their English language achievements. Participants were assigned to complete "Motivational Strategies for Learning Questionnaire" and "Attitude Scale for English Course" as data collection tools. The findings showed that there is a positive and significant relationship between students' English achievement and self-regulation, cognitive strategy, and self-efficacy.

Although there are many studies that have confirmed a positive and significant role of self-regulated learning and language achievement, some studies have discovered opposite results regarding the relationship between the two variables. For example, Mahmoodi et al. (2014) examined the relationship between self-regulated learning, motivation, and language achievement of Iranian EFL learners. All participants were assigned to answer self-regulation and motivation questionnaires. The results of the study indicated that there was a significant relationship between motivation and self-regulated learning, but significant relationship between self-regulation and second language achievement was not found. The researchers concluded that it might be possible that there must be some other factors such as educational system, materials, and teachers that might affect these learners' academic behaviors and educational goals than self-regulated learning strategies.

## **2.12 Previous Studies Related to the Relationship between Self-Regulated Learning and Writing Ability**

Several previous studies have examined the relationship between self-regulation and writing performance among English as a Foreign Language (EFL) learners. The majority of the studies have reported a significant correlation between self-regulation and writing performance, indicating that effective self-regulation

strategies positively impact students' writing abilities. Nami et al. (2012) explored the correlation between self-regulation approaches and learning approaches in English writing tasks among 123 EFL university students in Golestan Province in Iran. The findings indicate a positive relationship between self-regulation and learning approaches. Students who exhibit effective self-regulation strategies also tend to adopt more efficient learning approaches, leading to improved writing performance. Moreover, in 2013, Soureshjani explored the relationship between 80 Persian EFL college learners' self-regulation and motivation levels and their writing performance. The researcher collected data through questionnaires and writing assessments. The findings of the study indicate a significant positive correlation between self-regulation, motivation, and writing achievement. Learners who demonstrated higher levels of self-regulation and motivation tended to achieve better results in their writing. This suggests that the ability to regulate one's learning process and maintain high levels of motivation are key factors in successful writing performance.

Additionally, Sadik (2014) studied the correlation between cognitive writing strategies and students' writing performance. The main objective of the research is to determine whether these two variables are related and to assess the strength of their relationship. The study focuses on students at a moderate level and selects a sample of 80 students from the English department at Hasanuddin University during the 2008-2009 academic year. The students are divided into three groups based on their achievement test results, and 37 students are categorized as being at the moderate level. Findings showed that there was a positive correlation between cognitive writing strategies and students' writing performance. Students who utilized effective cognitive strategies, such as planning, organizing ideas, and revising, demonstrated higher-quality written work compared to those who did not employ these strategies. Recently, Farahani and Faryabi (2017) examined how self-regulated learning capacities influence students' abilities to perform well in argumentative writing tasks. The study focuses on a group of 44 Iranian EFL undergraduates and assesses their self-regulated learning capacities through surveys. The self-regulated learning capacities include goal setting, planning, self-monitoring, self-evaluation, and strategy use. The participants' argumentative writing task performance is evaluated based on objective measures of their written work. The findings reveal a positive relationship



between self-regulated learning capacities and argumentative writing task performance. A combination of resource management strategies and the value component accounted for 56.9% of the grammatical accuracy in the writing task. Furthermore, the same set of factors, including resource management strategies, value, and expectancy components, accounted for 56.5% of the lexical complexity in the writing task. Lastly, the fluency of the writing task was predicted by cognitive and metacognitive strategies, expectancy, and value components, which explained 55.2% of the variance.

While several studies support the positive relationship, a few studies have shown a non-significant correlation between self-regulation and writing performance. Farsani et al. (2014) examined the relationship among three variables: self-regulated learning, goal-oriented learning, and academic writing performance. Iranian EFL university students completed a goal-oriented questionnaire developed and employed by the researchers, and the Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich et al. (1991). The research results demonstrated that there was no significant relationship between self-regulated learning and writing performance, but there was a negative relationship between students' use of cognitive and metacognitive strategies and their writing performance. There was no notable correlation found between the strategies students employ to manage their resources and their performance in writing. Similarly, there was no significant association observed between goal-oriented learning and performance in writing. In their study, Csizér and Tankó (2015) examined how English language undergraduates at a Hungarian university employed self-regulatory strategies. The findings showed that the students reported moderate levels of self-regulatory strategy use. Interestingly, there was no direct relationship between strategy use and writing achievement. However, the use of control strategies was found to be directly associated with motivation, writer anxiety, and self-efficacy. Based on these findings, Csizér and Tankó (2015) concluded that the relatively low levels of self-regulatory strategy use among the participants might be attributed to a lack of awareness regarding the importance of employing such strategies or difficulties in implementing them in actual academic writing tasks. In a separate study by Syafitry (2019), the correlation between students' self-regulation and writing skills was explored among eleventh-

grade students at State Senior High School 1 Tambusai Utara. Questionnaires and writing test were used to elicit the data. Findings showed that there was no correlation between students' self-regulation and their writing skills.

## **2.13 Previous Studies Related to Self-Regulated Learning and Second Language Writing Performance**

### **2.13.1 Previous Studies Related to the Effects of Self-Regulated Learning on Second Language Writing Performance Outside Thai Context**

With reference to second language or foreign language writing, there have been some studies examining the effects of self-regulated learning on learners' writing performance. As stated by Silva (1993), writing in an L2 requires writers' active regulation of cognition, metacognition, behavior, and motivation to sustain their efforts in the writing process. Many empirical studies which focus on motivational regulation, cognitive regulation, metacognitive regulation, and behavioral regulation have reported a positive effect of self-regulated learning on second or foreign language learners' writing performance.

Bakry and Alsamadani (2015) conducted an experimental study aiming to investigate the effect of self-regulated strategy development (SRSD) on persuasive essay writing of students studying Arabic as a foreign language. In their study, it has been found that the experimental group receiving self-regulated strategy development (SRSD) as an instruction in an essay writing class performed better than the control group taught by a traditional teaching method. The researchers concluded the findings that self-regulated strategy development (SRSD) can improve students' writing ability, especially skills relevant to paragraph writing, ideas development, organization, clarity of position, sentence structures, and vocabulary. Moreover, Samanian and Roohani (2018) conducted an experimental study investigating the impact of self-regulated strategy development (SRSD) on Iranian EFL learners' descriptive writing and reflective thinking skills. Subjects were divided into two groups: experimental group and control group. Experimental group was taught to write descriptive essays through self-regulated strategy development (SRSD) method while the other group was taught by a traditional method. Both groups were assigned to write descriptive essays and complete a reflective thinking questionnaire twice:

before and after the experiment. The different mean scores between pre-test and post-test scores of descriptive essays of both groups revealed that students with self-regulated strategy development (SRSD) method outperformed in their descriptive essays in terms of completeness, length, and overall quality of descriptive essays. Moreover, Harris et al. (2015), explored the effectiveness of self-regulated strategy development (SRSD) implemented by 11 second grade teachers with their two groups of students: experimental group and control group. Students in experimental group received a self-regulated strategy development (SRSD) as a teaching method while the control group was taught by a traditional method. All students then were asked to write a story. The inclusion of genre elements and story quality, generalization to personal narrative, and teacher perceptions of intrinsic motivation and effort for writing were assessment criteria used to assess students' writing. Findings demonstrated that significant effects were found for inclusion of genre elements and story quality at both posttest and maintenance. The intervention also resulted in significant generalization to personal narrative.

In terms of motivational regulation—an integral component of self-regulated learning- many studies have been conducted with a main purpose of finding the impact of motivational self-regulation strategies use on learners' writing outcomes. Recently, in 2018, Teng and Zhang have conducted a research study in order to examine the effects of motivational regulation strategies on Chinese EFL university students' writing performance. Data were collected through self-report questionnaires and an English writing test, and the results revealed that motivational regulation strategies not only enhance students' writing outcomes but also significantly correlated with their reported use of self-regulated learning strategies relating to cognition, metacognition, and social behavior.

#### 2.13.2 Previous Studies Related to the Effects of Self-Regulated Learning on Second Language Writing in Thai Context

In Thailand, by applying frameworks of self-regulated learning strategies in teaching English writing, a few studies have been conducted in order to investigate the effects of self-regulated learning model on Thai EFL students' writing development. Besides, some of the previous studies have been conducted to survey

writing strategies employed by Thai EFL learners in a writing course and explore the relationship between the use of writing strategies and Thai EFL learners' writing performance.

In 2003, Utthangkorn applied metacognitive strategies in his writing lessons in order to find out the effects of metacognitive strategies on Thai EFL university students' writing improvement. In his study, the eight lesson plans using metacognitive strategies were implemented during one semester. The results showed that metacognitive strategies could develop students' writing ability, and the mostly used metacognitive strategy employed by the students in writing was the focus on the content of the writing strategy.

Iamla-ong (2014) conducted a study surveying 396 EFL university students' English writing strategies. The questionnaire based on Oxford's self-regulated learning strategies model was used to collect the data. The research findings indicated that all learning strategies were used at a moderate level. The researcher also concluded that the most frequently employed strategies were metacognitive, social, compensation, cognitive, memory, and affective respectively.

In 2016, Nopmanotham conducted a survey study applying self-regulated learning strategies framework in order to explore writing strategies used by 80 Thai EFL high school students. In this study, writing strategies included cognitive strategies, metacognitive strategies, affective strategies, and social strategies. The participants were divided into two main groups based on their English proficiency: low and high English proficiency. The results revealed that there was no statistically significant difference of writing strategies used between the two groups. However, the researcher suggested that writing strategies should be explicitly taught and implemented at the beginning of the writing class. Similarly, Paengsri (2016) adopted Oxford's six categories of learning strategies in her study with the purpose of comparing writing strategies used by grade nine students who had low and high English writing proficiency. Based on an analysis of the questionnaire and interview, the results revealed that social strategies were mostly used by all students when they composed writing assignments. The findings also showed that high English writing proficient students not only used learning strategies more frequently but also employed more types of strategies in their writing work.

In addition, Pothitha (2017) also applied Oxford's six categories of learning strategies in order to discover the writing strategies used by Thai EFL university students majoring in English at Buriram Rajabhat University. The participants were divided into high achievers and low achievers based on their English writing ability. Writing strategies questionnaire and semi-structured interview were used to collect the data. The findings uncovered that affective strategies were mostly used by the students in their composition class. The results also showed that high achievers used metacognitive strategies more often than low achievers did. Furthermore, Boonyarattanasoontorn (2017) did a survey study finding writing strategies used by Thai university students at Bangkok University. Wenden's Cognitive and Metacognitive strategies framework was adopted, and the questionnaire was used to collect the data. The researcher concluded the findings that cognitive strategies, especially resourcing strategies, were mostly used by the students. The researcher also found out that there was no correlation between students' writing strategies usage and their writing ability. The researcher suggested that writing strategies should be taught to students to facilitate them when they face writing problems.

## **2.14 Previous Studies Related to Peer Feedback and Self-Regulated Learning**

### **2.14.1 Previous Studies Related to Peer Feedback and Self-Regulated Learning Outside Thai Context**

Self-regulation or autonomous learning is considered as one crucial element in a language learning context. That is, if learners know how to learn the language by themselves or they can take control of their own language learning, it can be predicted that they will become more successful language learners. In terms of writing skills, they are skills that learners acquire through teaching, training, practicing, and getting feedback from teachers. By providing feedback, a writing teacher is a key person who can facilitate learners to produce a piece of writing. However, the significant role of the writing teachers has been claimed as one weakness of teacher feedback in a writing class. That is, it does not promote self-regulation to learners as students always depend on teachers. To close this gap, the role of peers has been shifted as an important person in providing feedback. It is believed that it can promote self-regulation. There are many research studies that support this evidence.

In their study, Liu et al. (2001) investigated the effectiveness of web-based learning strategy and peer review used by computer science undergraduate students at a Taiwanese university. From the data analysis, the researchers found that peer review could develop learners' learning strategies. In other words, when reviewing peers' work, students had to use many cognitive strategies such as reading strategies, making comparison, questioning ideas, suggesting modification, and reflecting on how good their own works when compared to their friends' work. In addition, it was also found that while reviewing their peers' work students also planned, monitored, regulated and thought critically towards the task. These findings indicated that implementing peer review can be beneficial for the increase of self-regulated learning.

Likewise, Moussaoui (2012) studied the effects of peer evaluation in enhancing Algerian students' writing autonomous and positive affect. In terms of writing autonomous effect, the results of this study revealed that peer evaluation has increased students' self-regulation. That is, the process of reading, rethinking, and revising has enabled students to try writing tasks on their own and develop their writing autonomy.

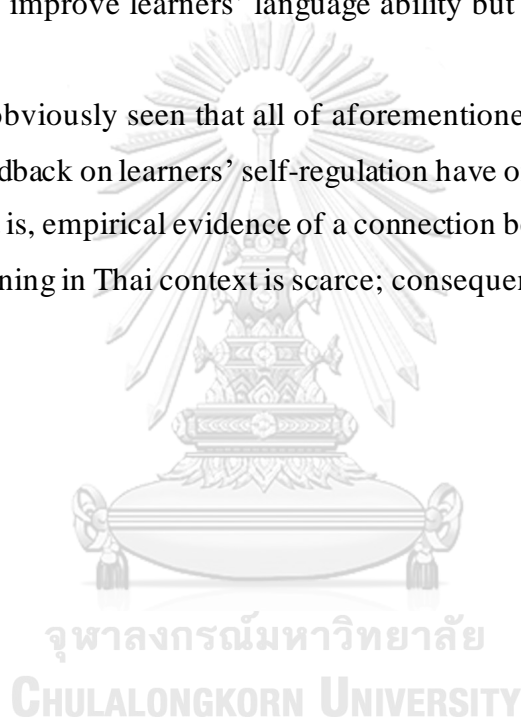
Furthermore, Nicol et al. (2014) explored the cognitive processes that are activated when students engage in reviewing activities. From data analysis, it was found that learners develop their cognitive skills while doing peer review activities. The skills included the ability to engage with and take ownership of evaluation criteria, to make informed judgments about the quality of the work of others, to formulate and articulate these judgments in written form and, fundamentally, the ability to evaluate and improve one's own work based on these processes. As the results shown, it can be seen that peer review has a significant role in increasing self-regulated learning.

Similarly, in 2015, Lee conducted a project investigating Chinese junior secondary students' perspective on teacher feedback and peer feedback in a second language writing class. The findings indicated that peer feedback could more significantly foster mastery goal orientations and trigger task interest than teacher feedback did. It can be implied that peer feedback can be beneficial for students in developing their self-regulated learning.

In addition, Fathi et al. (2017) conducted an experimental study examining the impact of self-assessment and peer-assessment on Iranian students' self-regulation in a writing course. The findings revealed that apart from self-assessment, peer-assessment had a significant role in learners' self-regulated learning.

All in all, it can be observed that peer feedback which is considered as formative assessment can significantly enhance learner's self-regulation. To elaborate, when reviewing their peers' work, learners employ several self-regulated learning strategies, especially cognitive, metacognitive, and motivational strategies. These strategies not only improve learners' language ability but also promote autonomous learners.

It can be obviously seen that all of aforementioned studies investigating the effects of peer feedback on learners' self-regulation have only been conducted outside Thai context. That is, empirical evidence of a connection between peer feedback and self-regulated learning in Thai context is scarce; consequently, this topic needs to be explored more.



## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter describes the research design, population and samples, research instruments, data collection, data analysis, and ethical consideration.

#### **3.1 Research Design**

The present study used a one-group pretest-posttest design, which means that a single group of participants was assessed twice, once before an intervention (pretest) and once after the intervention (posttest). The study also used both quantitative and qualitative research approaches.

Quantitative data were collected through three instruments:

1) Essay writing scores from students' pretest and posttest: The scores were used to measure the effectiveness of the intervention in improving students' writing skills.

2) Self-regulation questionnaire scores: The scores were used to measure the impact of the intervention on students' self-regulated learning skills.

3) Questionnaire on students' attitudes towards the integration of peer feedback and self-regulated learning: The scores were used to assess students' opinions about the usefulness of peer feedback and self-regulated learning in improving their writing skills and self-regulation.

Qualitative data were collected through a semi-structured interview. The purpose of the interview was to gain in-depth insights into the participants' experiences with the intervention and to explore any factors that may have influenced the effectiveness of the intervention.

Overall, the study used a mixed-methods approach, which allowed the researchers to triangulate the findings from the different data sources and gain a more comprehensive understanding of the intervention's effectiveness.

#### **3.2 Population and Participants**

The population consisted of 35 third-year students majoring in Business English at Nakhon Pathom Rajabhat University (NPRU). The subjects were the entire population as there was one intact group, consisting of 29 females and 6 males. The



average age of the subjects was 21, and all of them were taking a required academic writing course, "Essay Writing in Business," in the second semester of the academic year 2020 (January-April 2021). This course was a 3-credit course that was only offered to the subjects in the second semester of every academic year. The course lasted for 12 weeks, with 3 hours of instruction per week. Due to the pandemic crisis, the course was conducted online.

All of the subjects had completed the prerequisite course entitled "Paragraph Writing in Business" in the first semester of the academic year 2020. This course focused on teaching students the key elements of writing an effective paragraph, including its components and the various patterns of paragraph development. The main objective was to enhance their ability to generate and shape ideas or information, enabling them to create well-crafted paragraphs that are both analytical and creative in a business context. Additionally, they had an English proficiency level between pre-intermediate (A2) and intermediate (B1), as reported by the Language Institute of the university. It's worth noting that all of the subjects had completed all of the tests (the pretest and the posttest) and the questionnaires (the self-regulation questionnaire and the attitudes questionnaire) as part of the study.

### 3.3 Research Instruments

Four research instruments were used to elicit information from students to answer four research questions as shown in Table 3.1.

**Table 3.1** Research Instruments

| Research Questions   | Research Instruments  |
|--|---|
| <b>Research Question 1:</b> What are the effects of the integration of peer feedback and self-regulated learning on Thai EFL university students' essay writing ability?                                     | Essay writing test  |
| <b>Research Question 2:</b> What are the effects of the integration of peer feedback and self-regulated learning on Thai EFL university students' self-regulation?   | Self-regulation questionnaire<br>Semi-structured interview  |
| <b>Research Question 3:</b> Is there any relationship between students' essay writing ability and their self-regulation after students receive the integration of peer feedback and self-regulated learning? | Essay writing test<br>Self-regulation questionnaire   |
| <b>Research Question 4:</b> What are the attitudes of Thai EFL university students towards the integration of peer feedback and self-regulated learning?   | A questionnaire on students' attitudes towards the integration of peer feedback and self-regulated learning |

### 3.3.1 Essay Writing Test for the Pretest and the Posttest

The essay writing test was adapted from one sample of TOEIC writing task 2 (Educational Test Service, 2020), requiring test takers to write an opinion essay. The essay question asked students to select the best way to find a job. The sample essay prompt was selected purposefully to align with the students' field of study, which is Business English. Moreover, the essay task required test takers to write a five-paragraph opinion essay with a minimum of 300 words in 60 minutes, which is a standard format and length for writing tasks on standardized tests such as TOEIC, TOEFL, and IELTS. It is worth noting that an opinion essay is a common type of essay that students encounter on standardized tests. This type of essay asks test takers to express their opinion on a given topic and provide reasons to support their viewpoint. Writing an opinion essay requires the use of critical thinking, analytical skills, and the ability to organize and present ideas in a coherent and structured manner.

#### 3.3.1.1 Validation of the Essay Writing Test

Before implementing the essay writing test in an actual class, there was a validation process in order to verify the content and construct validity of the writing task. The researcher conducted the two main steps of validation process: experts' validation and the pilot study.

##### 1) Experts' validation

Three experts in the fields of writing evaluated the essay writing test in relation to the course's objectives. The three experts received evaluation forms with a three-point rating scale, -1 = rejected, 0 = not sure, and 1 = accepted. Mean scores from the experts were calculated and the items which did not score between 0.50 to 1.00 were revised in accordance with the experts' suggestions. Further comments were also included in the forms and the comments were used to revise the test.

### Results of the Validation of the Essay Writing Test by Experts

**Table 3.2** Results of the Validation of the Essay Writing Test by Experts

| Criteria   | Mean | Results  |
|--|------|----------|
| 1. The task is relevant to the course objective.<br><i>Note:</i> One objective of the course is that students are able to write a five-paragraph essay expressing personal opinions towards a topic.                                     | 1    | Accepted |
| 2. The task is relevant to the students' field.<br><i>Note:</i> Students' major is Business English.   | 1    | Accepted |
| 3. The task is relevant to the students' levels of English proficiency.<br><i>Note:</i> The students are in their third-year study, and their English proficiency levels are between pre-intermediate (A2) and intermediate (B1) levels. | 1    | Accepted |
| 4. The time allotment to complete the task is appropriate.   | 1    | Accepted |
| 5. The instructions are clear and understandable.  | 1    | Accepted |

Table 3.2 shows means score obtained from the experts' validation. It can be seen that all criteria obtained 1, meaning that all experts strongly agreed that the Essay Writing Test used as the pretest and posttest in this study are acceptable in terms of the course objective, students' field, time allotment, and the test's instructions. Also, there was no suggestion for the adjustment of the test provided. As a result, there was no change for the Essay Writing Test.

#### 2) The pilot study of the essay writing test

To confirm content and construct validity, the essay writing test was pilot tested with 32 English major students who had also studied Essay Writing course in the first semester of the academic year 2020. That is, scores from students' essay writing test were used to find out its validity using the index of item discrimination and the index of item difficulty respectively.

#### Index of Item Discrimination

In order to find out if the test can sort proficient students from those who are non-proficient, students were arranged with the highest overall scores at the top and the lowest scores at the bottom. Then, students were divided into two groups based on their essay scores. Eight students who got the highest overall scores were in the first group (proficient students). Another eight students who got the lowest overall scores were in the second group (non-proficient students). To measure the value of the

index of item discrimination, the formula proposed by Whitney and Sabers (1970) was used. It was found that the index of item discrimination of the essay writing test was 0.70, meaning that the writing test was suitable for use with the subjects in the main study.

#### Index of Item Difficulty

The difficulty level of the test item was measured to ensure that it is appropriate (not too difficult or too easy) for use with the samples in this study. After students were arranged with the highest overall scores at the top and the lowest scores at the bottom, students were divided into two groups based on their essay scores. Eight students who got the highest overall scores were in the first group (proficient students). Another eight students who got the lowest overall scores were in the second group (non-proficient students). Scores from both groups were calculated using the formula for the difficulty level proposed by Whitney and Sabers (1970). Results showed that the value of the difficulty index was 0.60, indicating that the test was appropriate for the subjects in the main study (Khan et al., 2015).

In addition, students from the pilot study suggested that the time allotment for the test should be extended to 90 minutes and there should be a Thai-translated version to make sure that all students understood the same question. As a result, the essay writing test used in the main study allowed the test takers to complete the test within 90 minutes, and there was a Thai-translated version included (see Appendix A).

#### 3.3.1.2 Essay Writing Test Rubric

To assess students' essays from both the pretest and the posttest, two writing teachers who have experience in teaching writing more than five years had rated all of the essays composed by the students. They were trained by the researcher/teacher how to assess students' essays by using the Essay Scoring Rubric proposed by Paulus (1999) which is analytic rating scales. There are a few reasons why this rubric has been selected. Firstly, this rubric has been used by several experts in the field of writing research (e.g., Lundstrom & Baker, 2009; Sotoudehnama & Pilehvari, 2016), so it can be assumed that this rubric is reliable to be applied. Secondly, the analytic scoring rubric is appropriate in this current study which is done

in a classroom context. As pointed out by Barkaoui (2011, as cited in Cushing, 2018, p. 4), ‘...analytic scoring is more useful for classroom assessment and for more fine-grained decisions, such as diagnostic assessment.’ This means that by using analytic scoring rubric teachers can identify a specific aspect of writing skills that each student can or cannot perform well. Finally, by using analytic assessment, both the global (organization/unity, development, and cohesion/coherence) and the local (structure, vocabulary, and mechanics) aspects of writing are all be assessed.

In this essay scoring rubric, six main components were assessed, namely, organization/unity (effective organization of the introduction, the body, and the conclusion paragraphs and relevant content and ideas), development (solid examples and supports), cohesion/coherence (ideas connection using appropriate transitions), structure (accurate use of grammar and syntactic structures), vocabulary (accuracy and appropriateness of words used), and mechanics (capitalization, spelling, punctuation, and general formatting). The rubric is a ten-point scale in which the rater has to choose from 1 (the lowest) to 10 (the highest) for each of the six aspects of essay writing. Those six features of essay writing and the descriptors of each rating scale can be seen in Table 3.3.



**Table 3.3** Paulus' (1999) Essay Scoring Rubric (p.276)

| Criteria           | Rating Scales | Descriptors  |
|--------------------|---------------|--|
| Organization/unity | 10            | Appropriate native-like standard written English   |
|                    | 9             | Highly effective organizational pattern for convincing, persuasive essay; unified with clear position statement; content relevant and effective  |
|                    | 8             | Definite control of organization; may show some creativity; may attempt implied thesis; content clearly relevant, convincing; unified; sophisticated; uses organizational control to further express ideas; conclusion may serve specific function   |
|                    | 7             | Essay format under control; appropriate paragraphing and topic sentences; hierarchy of ideas present; main points include persuasive evidence; position statement/thesis narrowed and directs essay; may occasionally digress from topic; basically unified; follows standard persuasive organizational patterns |
|                    | 6             | Clear introduction, body, conclusion; beginning control over essay format, focused topic sentences; narrowed thesis approaching position statement; some supporting evidence, yet ineffective at times; hierarchy of ideas present without always reflecting idea importance; may digress from topic             |
|                    | 5             | Possible attempted introduction, body, conclusion; obvious, general thesis with some attempt to follow it; ideas grouped appropriately; some persuasive focus, unclear at times; hierarchy of ideas may exist, without reflecting importance; some unity   |
|                    | 4             | Organization present; ideas show grouping; may have general thesis, though not for persuasion; beginning of hierarchy of ideas; lacks overall persuasive focus and unity   |
|                    | 3             | Some organization; relationship between ideas not evident; attempted thesis, but unclear; no paragraphing/ grouping; no hierarchy of ideas; suggestion of unity of ideas   |
|                    | 2             | Suggestion of organization; no clear thesis; ideas listed or numbered, often not in sentence form; no paragraphing/grouping; no unity  |
|                    | 1             | No organization evident; ideas random, related to each other but not to task; no paragraphing; no thesis; no unity   |
| Development        | 10            | Appropriate native-like standard written English   |
|                    | 9             | Well-developed with concrete, logical, appropriate supporting examples, evidence and details; highly effective/convincing; possibly creative use of support  |
|                    | 8             | Each point clearly developed with a variety of convincing types of supporting evidence; ideas supported effectively; may show originality in presentation of support; clear logical and persuasive/convincing progression of ideas   |
|                    | 7             | Acceptable level of development; concreteness present and somewhat consistent; logic evident, makes sense, mostly adequate supporting proof; may be repetitive   |
|                    | 6             | Partially underdeveloped, concreteness present, but inconsistent; logic flaws may be evident; some supporting proof and evidence used to develop thesis; some sections still undersupported and generalized; repetitive  |
|                    | 5             | Underdeveloped; some sections may have concreteness; some may be supported while others are not; some examples may be appropriate supporting evidence for a persuasive essay, others may be logical fallacies, unsupported generalizations   |
|                    | 4             | Underdeveloped; lacks concreteness; examples may be inappropriate, too general; may use main points as support for each other  |
|                    | 3             | Lacks content at abstract and concrete levels; few examples  |
|                    | 2             | Development severely limited; examples random, if given.   |
|                    | 1             | No development   |

**Table 3.3** Paulus' (1999) Essay Scoring Rubric (Cont.)

| Criteria           | Rating Scales | Descriptors   |
|--------------------|---------------|---|
| Cohesion/coherence | 10            | Appropriate native-like standard written English  |
|                    | 9             | Coherent and convincing to reader; uses transitional devices/referential ties/logical connectors to create and further a particular style   |
|                    | 8             | Coherent; clear persuasive purpose and focus; ideas relevant to topic; consistency and sophistication in use of transitions/ referential ties; effective use of lexical repetition, derivations, synonyms; transitional devices appropriate/ effective; cohesive devices used to further the progression of ideas in a manner clearly relevant to the overall meaning   |
|                    | 7             | Mostly coherent in persuasive focus and purpose, progression of ideas facilitates reader understanding; successful attempts to use logical connectors, lexical repetition, synonyms, collocation; cohesive devices may still be inconsistent/ ineffective at times; may show creativity; possibly still some irrelevancy  |
|                    | 6             | Basically coherent in purpose and focus; mostly effective use of logical connectors, used to progress ideas; pronoun references mostly clear; referential/anaphoric reference may be present; command of demonstratives; beginning appropriate use of transitions   |
|                    | 5             | Partially coherent; shows attempt to relate ideas, still ineffective at times; some effective use of logical connectors between/within groups of ideas/paragraphs; command of personal pronoun reference; partial command of demonstratives, deictics, determiners  |
|                    | 4             | Partially coherent, main purpose somewhat clear to reader; relationship, relevancy, and progression of ideas may be apparent; may begin to use logical connectors between/ within ideas/paragraphs effectively; relationship between/ within ideas not evident; personal pronoun references exist, may be clear, but lacks command of demonstrative pronouns and other referential ties; repetition of key vocabulary not used successfully |
|                    | 3             | Partially coherent; attempt at relationship, relevancy and progression of some ideas, but inconsistent or ineffective; limited use of transitions; relationship within and between ideas unclear/non-existent; may occasionally use appropriate simple referential ties such as coordinating conjunctions   |
|                    | 2             | Not coherent; ideas random/ unconnected; attempt at transitions may be present, but ineffective; few or unclear referential ties; reader is lost.   |
|                    | 1             | Not coherent; no relationship of ideas evident  |
| Structure          | 10            | Appropriate native-like standard written English  |
|                    | 9             | Mostly error-free; frequent success in using language to stylistic advantage; idiomatic syntax; non-English patterns not evident  |
|                    | 8             | Manipulates syntax with attention to style; generally error-free sentence variety; meaning clear; non-English patterns rarely evident   |
|                    | 7             | Meaning generally clear; increasing distinctions in morpho-syntactic system; sentence variety evident; frequent successful attempts at complex structures; non-English patterns do not inhibit meaning; parallel and consistent structures used   |
|                    | 6             | Some variety of complex structures evident, limited pattern of error; meaning usually clear; clause construction and placement somewhat under control; finer distinction in morpho-syntactic system evident; non-English patterns may occasionally inhibit meaning  |
|                    | 5             | Systematic consistent grammatical errors; some successful attempts at complex structures, but limited variety; clause construction occasionally successful, meaning occasionally disrupted by use of complex or non-English patterns; some nonparallel, inconsistent structures   |
|                    | 4             | Relies on simple structures; limited command of morpho-syntactic system; attempts at embedding may be evident in simple structures without consistent success; non-English patterns evident   |
|                    | 3             | Meaning not impeded by use of simple sentences, despite errors; attempts at complicated sentences inhibit meaning; possibly uses coordination successfully; embedding may be evident; non-English patterns evident; non-parallel and inconsistent structures  |
|                    | 2             | Uses simple sentences; some attempts at various verb tenses; serious unsystematic errors, occasional clarity; possibly uses coordination; meaning often obliterated; unsuccessful attempts at embedding may be evident  |
|                    | 1             | Attempted simple sentences; serious, recurring, unsystematic grammatical errors obliterate meaning; non-English patterns predominate  |

|            |    |   |
|------------|----|---|
| Vocabulary | 10 | Appropriate native-like standard written English  |
|            | 9  | Meaning clear; sophisticated range, variety; often idiomatic; often original, appropriate choices; may have distinctions in nuance for accuracy, clarity  |
|            | 8  | Meaning clear; fairly sophisticated range and variety; word usage under control; occasionally unidiomatic; attempts at original, appropriate choices; may use some language nuance  |
|            | 7  | Meaning not inhibited; adequate range, variety; basically idiomatic; infrequent errors in usage; some attention to style; mistakes rarely distracting; little use of circumlocution   |
|            | 6  | Meaning seldom inhibited; adequate range, variety; appropriately academic, formal in lexical choices; successfully avoids the first person; infrequent errors in morpheme usage; beginning to use some idiomatic expressions successfully; general command of usage; rarely distracting |
|            | 5  | Meaning occasionally inhibited; some range and variety; morpheme usage generally under control; command awkward or uneven; sometimes informal, unidiomatic, distracting; some use of circumlocution   |
|            | 4  | Meaning inhibited by somewhat limited range and variety; often uses inappropriately informal lexical items; systematic errors in morpheme usage; somewhat limited command of word usage; occasionally idiomatic; frequent use of circumlocution; reader distracted                      |
|            | 3  | Meaning inhibited; limited range; some patterns of errors may be evident; limited command of usage; much repetition; reader distracted at times   |
|            | 2  | Meaning severely inhibited; very limited range; relies on repetition of common words; inflectional/derivational morphemes incorrect, unsystematic; very limited command of common words; seldom idiomatic; reader greatly distracted  |
|            | 1  | Meaning obliterated; extremely limited range; incorrect/unsystematic inflectional, derivational morpheme use; little to no knowledge of appropriate word use regarding meaning and syntax   |
| Mechanics  | 10 | Appropriate native-like standard written English  |
|            | 9  | Uses mechanical devices for stylistic purposes; may be error-free   |
|            | 8  | Uses mechanical devices to further meaning; generally error-free  |
|            | 7  | Occasional mistakes in basic mechanics; increasingly successful attempts at sophisticated punctuation; may have systematic spelling errors  |
|            | 6  | Basic mechanics under control; sometimes successful attempts at sophistication, such as semi-colons, colons   |
|            | 5  | Paragraph format evident; basic punctuation, simple spelling, capitalization, formatting under control; systematic errors   |
|            | 4  | May have paragraph format; some systematic errors in spelling, capitalization, basic punctuation  |
|            | 3  | Evidence of developing command of basic mechanical features; frequent, unsystematic errors  |
|            | 2  | Some evidence of command of basic mechanical features; error-ridden and unsystematic  |
|            | 1  | Little or no command of spelling, punctuation, paragraphing, capitalization   |

### 1) Validation of the essay writing test rubric

In order to measure the content validity of the essay writing test rubric, three experts in the fields of writing evaluated the rubric in relation to the criteria, rating scales, and descriptors. The three experts received evaluation forms with a three-point rating scale, -1 = rejected, 0 = not sure, and 1 = accepted. Mean scores from the experts were calculated and the items which did not score between 0.50 to 1.00 were revised in accordance with the experts' suggestions. Further comments were also included in the forms and the comments were used to revise the test.



### Results of the Validation of the Essay Writing Test Rubric by Experts

**Table 3.4** Results of the Validation of the Essay Writing Test Rubric by Experts

| Criteria   | Mean | Results  |
|--|------|----------|
| <b>I. Criteria for assessing an opinion essay</b>                                  |      |          |
| 1. 'Organization/unity' is an essential criterion when assessing an opinion essay. | 1    | Accepted |
| 2. 'Development' is an essential criterion when assessing an opinion essay.        | 1    | Accepted |
| 3. 'Cohesion/coherence' is an essential criterion when assessing an opinion essay. | 1    | Accepted |
| 4. 'Structure' is an essential criterion when assessing an opinion essay.          | 1    | Accepted |
| 5. 'Vocabulary' is an essential criterion when assessing an opinion essay.         | 1    | Accepted |
| 6. 'Mechanics' is an essential criterion when assessing an opinion essay.          | 1    | Accepted |
| <b>II. Rating scales</b>   |      |          |
| 1. Rating scales (1-10) used to assess each criterion are appropriate.             | 0.67 | Accepted |
| <b>III. Descriptors</b>  |      |          |
| 1. Descriptors used for explaining each rating scale are clear and understandable. | 1    | Accepted |
| 2. Descriptors can differentiate one rating scale from others.                     | 1    | Accepted |

Table 3.4 shows means score obtained from the experts' validation. It is obvious that most items obtained 1. Only one item got 0.67. This indicates that all experts strongly agreed that the Essay Writing Test Rubric used to assess students' essays in this study are acceptable in terms of the criteria, rating scales, and descriptors.

#### 2) Inter-rater reliability

Two inter-raters who are experienced L2 writing instructors were trained to assess the essays. The training session lasted 4 hours to ensure that they were consistent in marking participants' essays. Both of them hold a master's degree in English instruction. For the main study, they had to assess the participants' essays both from the pre- and post-tests. Essay owners' identity was not shown on the paper to avoid bias. Inter-rater reliability was tested through the use of the Pearson Correlation Coefficient. For the pre- and post- tests, the inter-rater reliability between

the two raters was  $r = .93$  and  $r = .91$ , respectively. In other words, the scores obtained from the two raters were reliable and consistent.

### 3.3.2 Self-Regulation Questionnaire

Self-regulation questionnaire adapted from Habok and Magyar (2018), Köksal and Dündar (2017), and Teng and Zhang (2016) were used in this study. The questionnaire consisted of 30 items which were divided into four main dimensions: Cognitive Strategies (Items 1-6), Metacognitive Strategies (Items 7-15), Social Interactive Strategies (Items 16-21), and Affective Strategies (Items 22-30). Students were asked to respond by choosing one of the four choices: 1 = Never, 2 = Sometimes, 3 = Usually, and 4 = Always. The total score that was obtained from the scale was 120; scores higher than 90: high strategy users; scores between 60-90: moderate strategy users; scores below 60: low strategy users. The questionnaire had been translated into Thai and all explanations and instructions to follow had been given in the samples' first language (Thai) to avoid any possible confusion or misunderstanding (see Appendix B).

#### 3.3.2.1 Validation of the Self-Regulation Questionnaire

After developing the self-regulation questionnaire, the two main stages were performed in order to verify validity and reliability of the questionnaire. That is, the questionnaire was validated by the experts, and then it was pilot tested to check its reliability.

##### 1) Experts' validation

To verify its content and construct validity, the self-regulation questionnaire was validated by three experts based on self-regulated learning framework (Andrade & Evans, 2013; Oxford, 2011; Teng & Zhang, 2018). Evaluation forms with a three-point rating scale, -1 = rejected, 0 = not sure, and 1 = accepted, were provided to the three experts. Mean scores from the experts were calculated and the items which did not score between 0.50 to 1.00 were revised in accordance with the experts' suggestions. Further comments were also included in the forms and the comments were used to revise the questionnaire.

### Results of the Validation of the Self-Regulation Questionnaire by Experts

**Table 3.5** Results of the Validation of the Self-Regulation Questionnaire by Experts

| Item  | Mean | Results  |
|---|------|----------|
| <b>A. Cognitive Strategies</b>  |      |          |
| 1. In order to understand the contexts in which they are used, I search English words on the Internet when I assess my friend's essay.<br>ฉันค้นหาคำศัพท์ภาษาอังกฤษจากอินเทอร์เน็ตเพื่อทำความเข้าใจบริบทของการใช้คำศัพท์ เมื่อฉันประเมินงานเขียนเรียงความของเพื่อน  | 1    | Accepted |
| 2. If I am not sure about how to use English grammar, I consult the grammar book or the textbook when I assess my friend's essay.<br>ถ้าฉันไม่แน่ใจเกี่ยวกับการใช้ไวยากรณ์ภาษาอังกฤษ ฉันศึกษาค้นคว้าจากหนังสือไวยากรณ์หรือหนังสือเรียน เมื่อฉันประเมินงานเขียนเรียงความของเพื่อน  | 1    | Accepted |
| 3. When I assess my friend's essay, I pay attention to the scoring rubric used to assess an essay in class.<br>เมื่อฉันประเมินงานเขียนเรียงความของเพื่อน ฉันให้ความสำคัญกับเกณฑ์การให้คะแนนของการเขียนเรียงความที่อาจารย์ใช้ในชั้นเรียน   | 0.67 | Accepted |
| 4. When assessing my friend's essay, I check whether the topic and the content are clearly explained.<br>เมื่อฉันประเมินงานเขียนเรียงความของเพื่อน ฉันตรวจสอบว่าหัวข้อและเนื้อหาได้ถูกอธิบายอย่างชัดเจน   | 1    | Accepted |
| 5. I read the course material over and over again to help me remember them when I assess my friend's essay.<br>ฉันอ่านบททวนเนื้อหาที่เรียนซ้ำๆ เพื่อให้จำรายละเอียดได้เมื่อฉันประเมินงานเขียนเรียงความของเพื่อน   | 0.67 | Accepted |
| 6. When I give feedback to my friend's essay, I use Thai language in order to help him/her understand what I mean.<br>เมื่อฉันประเมินงานเขียนเรียงความของเพื่อน ฉันใช้ภาษาไทยในการให้ข้อมูลย้อนกลับเพื่อให้เขาเข้าใจในสิ่งที่ฉันต้องการสื่อสาร  | 0.67 | Accepted |
| <b>B. Metacognitive Strategies</b>  |      |          |
| 7. I pay attention to my friend's explanation.<br>ฉันให้ความสำคัญกับการอธิบายของเพื่อน  | 0.67 | Accepted |
| 8. I set a goal that my friend's revised essay has to be more efficient than the first draft after receiving my feedback.<br>ฉันตั้งเป้าหมายไว้ว่างานเขียนเรียงความของเพื่อนที่แก้ไขแล้วหลังจากที่ได้รับข้อมูลย้อนกลับจากฉันจะต้องมีประสิทธิภาพมากขึ้น  | 0.33 | Revised  |
| 9. I plan how I am going to provide the most effective feedback to my friend's essay. (i.e. I am going to provide direct correction, personal opinion, or guided suggestion.)<br>ฉันวางแผนว่าฉันจะให้ข้อมูลย้อนกลับที่มีประสิทธิภาพที่สุดให้กับงานเขียนเรียงความของเพื่อนอย่างไร เช่น ฉันจะแก้ไขให้โดยตรง ให้ข้อคิดเห็นส่วนตัว หรือให้ข้อเสนอแนะเพื่อเป็นแนวทาง | 1    | Accepted |
| 10. While assessing and providing feedback to my friend's essay, I focus on my set goal.<br>ขณะที่ฉันประเมินและให้ข้อมูลย้อนกลับให้กับงานเขียนเรียงความของเพื่อน ฉันมุ่งไปยังเป้าหมายที่ฉันได้ตั้งไว้   | 1    | Accepted |

**Table 3.5** Results of the Validation of the Self-Regulation Questionnaire by Experts  
(Cont.)

| Item   | Mean | Results  |
|--|------|----------|
| <b>B. Metacognitive Strategies</b>   |      |          |
| 11. While assessing and providing feedback to my friend's essay, I tell myself to follow my plan.<br>ขณะที่ฉันประเมินและให้ข้อมูลย้อนกลับให้กับงานเขียนเรียงความของเพื่อน ฉันบอกตัวเองให้ทำตามแผนที่วางไว้   | 1    | Accepted |
| 12. After providing feedback to my friend's essay, I ask my friend whether he/she understands my feedback.<br>หลังจากที่ฉันให้ข้อมูลย้อนกลับให้กับงานเขียนเรียงความของเพื่อน ฉันสอบถามเพื่อนว่าเขาเข้าใจข้อมูลย้อนกลับนั้นหรือไม่  | 1    | Accepted |
| 13. After my friend revises his/her essay based on the feedback I have given, I read my friend's revised essay in order to check whether the essay has been improved because of my feedback.<br>หลังจากที่เพื่อนแก้ไขงานเขียนเรียงความตามข้อมูลย้อนกลับที่ฉันให้ ฉันอ่านงานเขียนของเพื่อนฉบับที่แก้ไขแล้วเพื่อตรวจสอบว่างานเขียนดีขึ้นเพราะข้อมูลย้อนกลับของฉันหรือไม่ | 0.67 | Accepted |
| 14. After assessing one of my friends' essay, I figure out the opportunities of providing feedback to other friends' essays.<br>หลังจากประเมินงานเขียนเรียงความของเพื่อน ฉันหาโอกาสที่จะประเมินงานเขียนเรียงความให้กับเพื่อนคนอื่นๆต่อไป   | 0.67 | Accepted |
| 15. I provide feedback as much as I can to avoid getting low grades on Essay Writing in Business subject.<br>ฉันให้ข้อมูลย้อนกลับให้ได้มากที่สุดเพื่อให้ได้คะแนนดีในรายวิชาการเขียนเรียงความเชิงธุรกิจ   | 0.33 | Revised  |
| <b>C. Social Interactive Strategies</b>  |      |          |
| 16. I prefer to work with others while assessing my friend's essay.<br>ฉันชอบทำงานร่วมกับคนอื่นเวลาที่ฉันประเมินงานเขียนเรียงความของเพื่อน   | 0.33 | Revised  |
| 17. I ask the lecturer the meaning of a word I do not know in my friend's essay.<br>ฉันถามอาจารย์เกี่ยวกับความหมายของคำศัพท์ที่ฉันไม่ทราบในงานเขียนเรียงความของเพื่อน  | 0.67 | Accepted |
| 18. I ask a friend the meaning of a word I do not know in my friend's essay.<br>ฉันถามเพื่อนเกี่ยวกับความหมายของคำศัพท์ที่ฉันไม่ทราบในงานเขียนเรียงความของเพื่อน   | 0.67 | Accepted |
| 19. If I don't understand what is asked about the task we do, I ask help from my friends.<br>ฉันขอความช่วยเหลือจากเพื่อนเมื่อฉันไม่ทราบวิธีการทำงานที่ได้รับมอบหมาย  | 0.67 | Accepted |
| 20. When I do not understand my friend's explanations on his/her own essay, I pretend to understand to ensure continuity.<br>เมื่อฉันไม่เข้าใจคำอธิบายของเพื่อนเกี่ยวกับงานเขียนเรียงความของเขา/เธอ ฉันแกล้งทำเป็นว่าเข้าใจเพื่อให้การประเมินงานเขียนดำเนินต่อไป   | 0    | Revised  |
| 21. I discuss with my peers to have more ideas to provide feedback.<br>ฉันอภิปรายกับเพื่อนเพื่อให้ฉันมีความคิดเห็นในการให้ข้อมูลย้อนกลับเพิ่มมากขึ้น   | 1    | Accepted |

**Table 3.5** Results of the Validation of the Self-Regulation Questionnaire by Experts  
(Cont.)

| Item   | Mean | Results  |
|--|------|----------|
| <b>D. Affective Strategies</b>   |      |          |
| 22. When I can't find the right word, using an alternative word that I can think of at that moment makes me become less stressed.<br>เมื่อฉันไม่สามารถหาคำศัพท์ที่ต้องการได้ การใช้คำศัพท์ที่นึกขึ้นได้ ณ ตอนนั้น ทำให้ฉันรู้สึกเครียดน้อยลง | 0.33 | Revised  |
| 23. Using the reliable online dictionary for the word I need in English increases my confidence.<br>ฉันมีความมั่นใจมากขึ้นเมื่อใช้พจนานุกรมภาษาอังกฤษออนไลน์ที่เชื่อถือได้ในการค้นหาคำศัพท์ที่ต้องการ  | 1    | Accepted |
| 24. I tell myself that it is important to practice giving feedback for a better piece of writing.<br>ฉันบอกกับตัวเองว่าการให้ข้อมูลย้อนกลับมีความสำคัญต่อการเขียนงานที่ดีขึ้น  | 1    | Accepted |
| 25. I tell myself to practice giving feedback to my friend's essay to get good grades.<br>ฉันบอกกับตัวเองให้ฝึกการให้ข้อมูลย้อนกลับงานเขียนเรียงความของเพื่อน เพื่อที่ฉันจะได้คะแนนที่ดี   | 0.67 | Accepted |
| 26. I tell myself that I should keep on learning in giving feedback to become good at writing.<br>ฉันบอกกับตัวเองว่าฉันควรพยายามเรียนรู้ในการให้ข้อมูลย้อนกลับเพื่อที่ฉันจะได้เขียนได้ดีขึ้น   | 1    | Accepted |
| 27. I persuade myself to work hard in giving feedback to improve my writing skills and knowledge.<br>ฉันโน้มน้าวตัวเองให้ตั้งใจให้ข้อมูลย้อนกลับเพื่อพัฒนาทักษะการเขียนและความรู้  | 1    | Accepted |
| 28. I tell myself not to worry when giving feedback to my friend's essay.<br>ฉันบอกกับตัวเองไม่ให้งังวลขณะที่ฉันให้ข้อมูลย้อนกลับงานเขียนเรียงความของเพื่อน  | 1    | Accepted |

Table 3.5 presents mean scores obtained from the experts' validation. It is clearly seen that twenty-three out of twenty-eight items obtained mean scores higher than 0.5. This means that they were acceptable. However, there were five items that got mean scores lower than 0.5. Three items (Items 8, 15, 22) were relevant to self-regulation but need some revision. The other two items (Items 16, 20) were not relevant to self-regulation; as a result, they needed to be deleted according to experts' suggestions. The revised version of those three items and other accepted items but their wordings needed to be revised according to experts' suggestions can be seen from Table 3.6 below.

### Revised Version of the Self-Regulation Questionnaire According to Experts' Suggestions

**Table 3.6** Revised Version of the Self-Regulation Questionnaire according to Experts' Suggestions

| Original Version  | Revised Version<br>(Some Numbers of Items Are Rearranged.)  |
|---|---|
| Major Changes   |   |
| <p>8. I set a goal that my friend's revised essay has to be more efficient than the first draft after receiving my feedback.</p> <p>ฉันตั้งเป้าหมายไว้ว่างานเขียนเรียงความของเพื่อนที่แก้ไขแล้วหลังจากที่ได้รับข้อมูลย้อนกลับจากฉันจะต้องมีประสิทธิภาพมากขึ้น</p> | <p>8. If I feel that I did not do a good job on assessing my friend's essay, I set a goal to give more effective feedback when I assess my friend's essay the next time.</p> <p>ถ้าฉันรู้สึกว่าการตรวจงานเขียนเรียงความให้เพื่อนได้ไม่ดี ฉันจะตั้งเป้าหมายว่าฉันจะตรวจงานเขียนเรียงความครั้งหน้าให้มีประสิทธิภาพมากขึ้น</p>   |
| <p>15. I provide feedback as much as I can to avoid getting low grades on Essay Writing in Business subject.</p> <p>ฉันให้ข้อมูลย้อนกลับให้ได้มากที่สุดเพื่อให้ได้คะแนนดีในรายวิชาการเขียนเรียงความเชิงธุรกิจ</p>   | <p>15. In order to successfully give feedback to my friend's essay, I tried my best to meet that goal.</p> <p>ฉันพยายามอย่างสุดความสามารถเพื่อที่ฉันจะได้ให้ข้อมูลย้อนกลับให้กับงานเขียนของเพื่อน ดังที่ฉันตั้งเป้าไว้</p>  |
| <p>22. When I can't find the right word, using an alternative word that I can think of at that moment makes me become less stressed.</p> <p>เมื่อฉันไม่สามารถหาคำศัพท์ที่ต้องการได้ การใช้คำศัพท์ที่นึกขึ้นได้ ณ ตอนนั้น ทำให้ฉันรู้สึกเครียดน้อยลง</p>           | <p>20. When I'm giving feedback on my friend's essay and cannot think of the right wording, using or finding words that have similar meanings to what I want to convey/say makes me less stressed than not doing so at all.</p> <p>เมื่อฉันนึกคำพูดที่ฉันต้องการจะสื่อสารจริงๆ เพื่อให้คำแนะนำงานเขียนเรียงความของเพื่อนไม่ออก การใช้คำพูดที่ใกล้เคียงกับความหมายที่ฉันต้องการจะสื่อสารทำให้ฉันรู้สึกเครียดน้อยลง</p> |
| Minor Changes (Wordings)  |   |
| <p>5. I read the course material over and over again to help me remember them when I assess my friend's essay.</p> <p>ฉันอ่านบททวนเนื้อหาที่เรียนซ้ำๆ เพื่อให้จำรายละเอียดได้เมื่อฉันประเมินงานเขียนเรียงความของเพื่อน</p>  | <p>5. I read <u>a textbook</u> over and over again to help me remember them when I assess my friend's essay.</p> <p>ฉันอ่านบททวนเนื้อหาในหนังสือเรียนซ้ำๆ เพื่อให้จำรายละเอียดได้เมื่อฉันประเมินงานเขียนเรียงความของเพื่อน</p>  |
| <p>10. While assessing and providing feedback to my friend's essay, I focus on my set goal.</p> <p>ขณะที่ฉันประเมินและให้ข้อมูลย้อนกลับให้กับงานเขียนเรียงความของเพื่อน ฉันมุ่งไปยังเป้าหมายที่ฉันได้ตั้งไว้</p>  | <p>10. While assessing and providing feedback to my friend's essay, I focus on my set goal <u>as an assessor</u>.</p> <p>ขณะที่ฉันประเมินและให้ข้อมูลย้อนกลับให้กับงานเขียนเรียงความของเพื่อน ฉันมุ่งไปยังเป้าหมายที่ฉันได้ตั้งไว้ในฐานะผู้ประเมิน</p>  |

**Table 3.6** Revised Version of the Self-Regulation Questionnaire According to Experts' Suggestions (Cont.)

| Original Version  | Revised Version<br>(Some Numbers of Items Are Rearranged.)   |
|---|--|
| Minor Changes (Wordings)  |  |
| 12. After providing feedback to my friend's essay, I ask my friend whether he/she understands my feedback.<br>หลังจากที่ฉันให้ข้อมูลย้อนกลับให้กับงานเขียนเรียงความของเพื่อน ฉันสอบถามเพื่อนว่าเขาเข้าใจข้อมูลย้อนกลับนั้นหรือไม่ | 12. After providing feedback to my friend's essay, I ask my friend whether he/she understands my feedback <u>in order to check the effectiveness of my feedback</u> .<br>หลังจากที่ฉันให้ข้อมูลย้อนกลับให้กับงานเขียนเรียงความของเพื่อน ฉันสอบถามเพื่อนว่าเขาเข้าใจข้อมูลย้อนกลับนั้นหรือไม่ เพื่อตรวจสอบว่าข้อมูลย้อนกลับที่ให้นั้นมีประสิทธิภาพหรือไม่ |
| 17. I ask the lecturer the meaning of a word I do not know in my friend's essay.<br>ฉันถามอาจารย์เกี่ยวกับความหมายของคำศัพท์ที่ฉันไม่ทราบในงานเขียนเรียงความของเพื่อน   | 16. <u>If there are some unclear parts in the essay I am assessing</u> , I ask the lecturer <u>in the class</u> .<br>ถ้ามีบางประเด็นที่ฉันคิดว่าไม่ชัดเจนขณะที่ฉันประเมินงานเขียนเรียงความของเพื่อน ฉันถามอาจารย์ในห้องเรียน   |
| 18. I ask a friend the meaning of a word I do not know in my friend's essay.<br>ฉันถามเพื่อนเกี่ยวกับความหมายของคำศัพท์ที่ฉันไม่ทราบในงานเขียนเรียงความของเพื่อน  | 17. <u>If there are some unclear parts in the essay I am assessing</u> , I ask a friend <u>in the class</u> .<br>ถ้ามีบางประเด็นที่ฉันคิดว่าไม่ชัดเจนขณะที่ฉันประเมินงานเขียนเรียงความของเพื่อน ฉันถามเพื่อนในห้องเรียน  |
| 19. If I don't understand what is asked about the task we do, I ask help from my friends.<br>ฉันขอความช่วยเหลือจากเพื่อนเมื่อฉันไม่ทราบวิธีการทำงานที่ได้รับมอบหมาย   | 18. If I don't understand what is asked about the task we do <u>when doing peer feedback activities</u> , I ask help from my friends.<br>ฉันขอความช่วยเหลือจากเพื่อนเมื่อฉันไม่ทราบวิธีการทำงานที่ได้รับมอบหมายในกิจกรรมการให้ข้อมูลย้อนกลับโดยเพื่อน  |
| 21. I discuss with my peers to have more ideas to provide feedback.<br>ฉันอภิปรายกับเพื่อนเพื่อให้ฉันมีความคิดเห็นในการให้ข้อมูลย้อนกลับเพิ่มมากขึ้น  | 19. I discuss with my peers <u>in order to gain more ideas to provide feedback</u> .<br>ฉันอภิปรายกับเพื่อนเพื่อให้ฉันมีความคิดเห็นในการให้ข้อมูลย้อนกลับเพิ่มมากขึ้น  |
| 23. Using the reliable online dictionary for the word I need in English increases my confidence.<br>ฉันมีความมั่นใจมากขึ้นเมื่อใช้พจนานุกรมภาษาอังกฤษออนไลน์ที่เชื่อถือได้ในการค้นหาคำศัพท์ที่ต้องการ                             | 21. Using the reliable online dictionary for the word I need in English increases my confidence <u>when assessing my friend's essay</u> .<br>ฉันมีความมั่นใจมากขึ้นเมื่อใช้พจนานุกรมภาษาอังกฤษออนไลน์ที่เชื่อถือได้ในการค้นหาคำศัพท์ที่ต้องการ <u>ขณะที่ฉันประเมินงานเขียนเรียงความของเพื่อน</u>   |
| 24. I tell myself that it is important to practice giving feedback for a better piece of writing.<br>ฉันบอกกับตัวเองว่าการให้ข้อมูลย้อนกลับมีความสำคัญต่อการเขียนงานที่ดีขึ้น   | 22. I tell myself that it is important to practice giving feedback <u>so that my friend can have a better piece of writing because of my feedback</u> .<br>ฉันบอกกับตัวเองว่าการให้ข้อมูลย้อนกลับมีความสำคัญ <u>เพราะงานเขียนของเพื่อนจะดีขึ้นเพราะข้อมูลย้อนกลับที่ได้จากฉัน</u>  |

## 2) The pilot study of the self-regulation questionnaire

In order to measure its reliability, the self-regulation questionnaire was pilot tested with 32 English major students who had also studied Essay Writing course. Cronbach's alpha internal consistency ( $\alpha$ ) was used to find out its reliability. Results showed that all domains obtained high value of reliability ( $\alpha = .752$ ). Each domain also obtained high value of reliability (cognitive strategies ( $\alpha = .709$ ), metacognitive strategies ( $\alpha = .748$ ), social interactive strategies ( $\alpha = .753$ ), affective strategies ( $\alpha = .745$ ). It can be inferred that a set of items in each domain is closely related and they can be used to measure samples' regulation in the main study.

### 3.3.3 Semi-Structured Interview

In order to gain more in-depth information regarding their self-regulation, the interview adapted from Teng and Zhang's (2016) Guided Interview Questions (see Appendix C) aiming to collect students' self-regulated learning strategies used when they did peer feedback activity in an essay writing course was used in this study. There were eight questions focusing on students' cognitive strategies, metacognitive strategies, affective strategies, and social interaction strategies. The interview questions had been translated into Thai to avoid any possible confusion or misunderstanding.

#### 3.3.3.1 Validation of the Semi-Structured Interview

In order to verify the content and construct validity of the semi-structured interview questions, the researcher performed the two main steps: experts' validation and the pilot study.

##### 1) Experts' validation

Three experts validated the interview questions based on the self-regulated learning framework (Andrade & Evans, 2013; Oxford, 2011; Teng & Zhang, 2018). Evaluation forms with a three-point rating scale, -1 = rejected, 0 = not sure, and 1 = accepted, were provided to the three experts. Mean scores from the experts were calculated and the items which did not score between 0.50 to 1.00 were revised based on the experts' suggestions. Further comments were also included in the forms and the comments were used to revise the interview questions.



### Results of the Validation of the Self-Regulation Interview Questions by Experts

**Table 3.7** Results of the Validation of the Self-Regulation Interview Questions by Experts

| Item  | Mean | Results  |
|---|------|----------|
| 1. What strategies do you use when you assess your friends' essays and provide them some feedback? Please explain.<br>นักศึกษาใช้กลวิธีอะไรบ้าง ขณะที่ประเมินงานเขียนเรียงความของเพื่อนและเมื่อให้ข้อมูลย้อนกลับ กรุณาอธิบายรายละเอียด  | 0.33 | Revised  |
| 2. What strategies do you use before, during and after the peer feedback activity? Please explain.<br>นักศึกษาใช้กลวิธีอะไรบ้าง ก่อน ระหว่าง และหลังจากกิจกรรมการให้ข้อมูลย้อนกลับโดยเพื่อน กรุณาอธิบายรายละเอียด                       | 0.67 | Accepted |
| 3. How do you solve problems you faced during doing peer feedback activity? Please explain.<br>นักศึกษามีวิธีแก้ปัญหอย่างไรขณะที่ให้ข้อมูลย้อนกลับโดยเพื่อน กรุณาอธิบายรายละเอียด   | 1    | Accepted |
| 4. Do you plan before giving feedback? If yes, please explain the process.<br>นักศึกษามีการวางแผนก่อนการให้ข้อมูลย้อนกลับ โดยเพื่อนหรือไม่ ถ้ามี กรุณาอธิบายขั้นตอน   | 1    | Accepted |
| 5. Do you revise your essays after receiving feedback? If yes, please explain the process.<br>นักศึกษาแก้ไขเรียงความหลังจากได้ข้อมูลย้อนกลับโดยเพื่อนหรือไม่ ถ้ามี กรุณาอธิบายขั้นตอน   | 0.67 | Accepted |
| 6. Do you monitor and evaluate your peer feedback process and performance? If yes, please explain the process.<br>นักศึกษามีการตรวจสอบและประเมินกระบวนการและประสิทธิภาพของการให้ข้อมูลย้อนกลับโดยเพื่อนหรือไม่ ถ้ามี กรุณาอธิบายขั้นตอน | 0.67 | Accepted |
| 7. Would you seek help from others when you do peer feedback activity? How? Please explain.<br>นักศึกษาขอความช่วยเหลือจากผู้อื่นหรือไม่ขณะที่ทำกิจกรรมให้ข้อมูลย้อนกลับโดยเพื่อน อย่างไร กรุณาอธิบายรายละเอียด                          | 1    | Accepted |
| 8. How do you motivate yourself in the peer feedback activity? Please explain.<br>นักศึกษามีวิธีการสร้างแรงจูงใจอย่างไรขณะที่ให้ข้อมูลย้อนกลับโดยเพื่อน กรุณาอธิบายรายละเอียด   | 1    | Accepted |

As presented in Table 3.7, it can be seen that only the first item needed to be revised as its mean score was lower than 0.5. In this case, the experts suggested that Item No.1 was similar to Item No. 2; therefore, the first two items could be combined to be one and the wordings also needed to be revised. Other items were acceptable as their mean scores were higher than 0.5; however, based on experts' suggestions, they also needed to be revised in terms of wordings and orders. The revised version of the interview questions can be seen in Table 3.8.

### Revised Version of the Self-Regulation Interview Questions According to Experts' Suggestions

**Table 3.8** Revised Version of the Self-Regulation Interview Questions according to Experts' Suggestions

| Original Version  | Revised Version<br>(Some Numbers of Items Are Rearranged.)   |
|---|--|
| <p>1. What strategies do you use when you assess your friends' essays and provide them some feedback? Please explain.<br/>นักศึกษาใช้กลวิธีอะไรบ้าง ขณะที่ประเมินงานเขียนเรียงความของเพื่อนและเมื่อให้ข้อมูลย้อนกลับ กรุณาอธิบายรายละเอียด</p>  | <p>1. Please tell me the whole process starting from the beginning to the end when you did peer feedback activities. (Follow-up questions: How did you do that activity? Why did you do that activity? What were you thinking when you did that activity? How did you feel when you did that activity?)<br/>นักศึกษาช่วยเล่าขั้นตอนทั้งหมดตั้งแต่เริ่มต้นจนจบ ตอนที่นักศึกษาทำกิจกรรมให้ข้อมูลย้อนกลับให้กับงานเขียนของเพื่อน (คำถามที่อาจจะตามมา: ทำกิจกรรมนั้นอย่างไร ทำกิจกรรมนั้นทำไม ขณะที่ทำกิจกรรมนั้นคิดอะไรอยู่ และรู้สึกอย่างไรขณะทำกิจกรรมนั้น)</p> |
| <p>2. What strategies do you use before, during and after the peer feedback activity? Please explain.<br/>นักศึกษาใช้กลวิธีอะไรบ้าง ก่อน ระหว่าง และหลังจากกิจกรรมการให้ข้อมูลย้อนกลับโดยเพื่อน กรุณาอธิบายรายละเอียด</p>                       | <p>2. When doing peer feedback activities, did you <u>set a goal</u>? How? Please explain.<br/>ขณะที่นักศึกษาทำกิจกรรมให้ข้อมูลย้อนกลับให้กับงานเขียนของเพื่อน นักศึกษาได้<u>ตั้งเป้าหมาย</u>ไว้หรือไม่ อย่างไร กรุณาอธิบาย</p>  |
| <p>3. How do you solve problems you faced during doing peer feedback activity? Please explain.<br/>นักศึกษามีวิธีแก้ไขปัญหอย่างไรขณะที่ให้ข้อมูลย้อนกลับโดยเพื่อน กรุณาอธิบายรายละเอียด</p>   | <p>3. Did you <u>plan</u> before giving feedback in order to accomplish that set goal? If yes, please explain the process.<br/>นักศึกษามีการวางแผนก่อนการให้ข้อมูลย้อนกลับโดยเพื่อนหรือไม่ เพื่อให้บรรลุเป้าหมายที่ตั้งไว้ ถ้ามี กรุณาอธิบายขั้นตอน</p>  |
| <p>4. Do you plan before giving feedback? If yes, please explain the process.<br/>นักศึกษามีการวางแผนก่อนการให้ข้อมูลย้อนกลับโดยเพื่อนหรือไม่ ถ้ามี กรุณาอธิบายขั้นตอน</p>  | <p>4. When doing peer feedback activities according to your plans, did you face any problems? And how did you <u>solve those problems</u>? Please explain.<br/>ขณะที่นักศึกษาทำกิจกรรมให้ข้อมูลย้อนกลับโดยเพื่อนตามแผนที่วางไว้ นักศึกษาพบปัญหาหรือไม่ และมีวิธีการ<u>แก้ไข</u>ปัญหอย่างไร กรุณาอธิบาย</p>   |
| <p>5. Do you revise your essays after receiving feedback? If yes, please explain the process.<br/>นักศึกษาแก้ไขเรียงความหลังจากได้ข้อมูลย้อนกลับโดยเพื่อนหรือไม่ ถ้ามี กรุณาอธิบายขั้นตอน</p>   | <p>5. Would you <u>seek help from others</u> when you did peer feedback activities? How? Please explain.<br/>นักศึกษาขอความช่วยเหลือจากผู้อื่นหรือไม่ขณะที่ทำกิจกรรมให้ข้อมูลย้อนกลับให้กับงานเขียนของเพื่อน อย่างไร กรุณาอธิบายรายละเอียด</p>   |
| <p>6. Do you monitor and evaluate your peer feedback process and performance? If yes, please explain the process.<br/>นักศึกษามีการตรวจสอบและประเมินกระบวนการและประสิทธิภาพของการให้ข้อมูลย้อนกลับโดยเพื่อนหรือไม่ ถ้ามี กรุณาอธิบายขั้นตอน</p> |  |

**Table 3.8** Revised Version of the Self-Regulation Interview Questions according to Experts' Suggestions (Cont.)

| Original Version  | Revised Version<br>(Some Numbers of Items Are Rearranged.)   |
|---|--|
| <p>7. Would you seek help from others when you do peer feedback activity? How? Please explain.</p> <p>นักศึกษาขอความช่วยเหลือจากผู้อื่นหรือไม่ขณะที่ทำกิจกรรมให้ข้อมูลย้อนกลับโดยเพื่อน อย่างไร กรุณาอธิบายรายละเอียด</p> | <p>6. Did you feel anxious or worried when you did peer feedback activities? And how did you <u>motivate yourself</u> in order to complete the tasks? Please explain.</p> <p>นักศึกษารู้สึกเครียดหรือวิตกกังวลหรือไม่ขณะที่ทำกิจกรรมให้ข้อมูลย้อนกลับให้กับงานเขียนของเพื่อน และนักศึกษามีวิธีการสร้างแรงจูงใจอย่างไรเพื่อให้ทำงานให้เสร็จ กรุณาอธิบายรายละเอียด</p> |
| <p>8. How do you motivate yourself in the peer feedback activity? Please explain.</p> <p>นักศึกษามีวิธีการสร้างแรงจูงใจอย่างไรขณะที่ให้ข้อมูลย้อนกลับโดยเพื่อน กรุณาอธิบายรายละเอียด</p>                                  | <p>7. Did you <u>monitor and evaluate</u> your peer feedback process and performance? If yes, please explain the process.</p> <p>นักศึกษามีการตรวจสอบและประเมินกระบวนการและประสิทธิภาพของการให้ข้อมูลย้อนกลับโดยเพื่อนหรือไม่ ถ้ามี กรุณาอธิบายขั้นตอน</p>   |

## 2) The pilot study of the semi-structured interview

In order to confirm its content and construct validity, 9 students majoring in English who had also studied an essay writing course were asked to participate in the interview section. They were interviewed individually in a room. Each student was asked the 7 revised questions according to experts' suggestions. Their answers were recorded.

Findings revealed that each question can elicit students' use of self-regulation. That is, students set a goal (metacognitive strategies) when they did peer feedback activity. For example, one set goal is that students wanted their friends' essays to be developed and better than the first draft in terms of organization and language use. In addition, students planned (metacognitive strategies) in order to accomplish the set goal such as planning how to provide the most effective feedback for each problem. Students then acted according to their set plan (metacognitive strategies). Students also monitored their action and evaluated their friends' revised essays against their set goal (metacognitive strategies). Moreover, while they were evaluating their friends' essays, they faced some problems such as organization, language use, vocabulary, and lacking confidence. They solved these problems by consulting textbooks/dictionary and searching information from the Internet

(cognitive strategies), asking friends and the teacher (social interactive strategies), and telling themselves to continue evaluating their friends' essays in order that their friends' essays will be improved because of their feedback (affective strategies).

### 3.3.4 A Questionnaire on Students' Attitudes Towards the Integration of Peer Feedback and Self-Regulated Learning

To explore students' attitudes towards the implementation of the integration of peer feedback and self-regulated learning in a writing course, an attitude questionnaire developed by the researcher was used in this study. The questionnaire consisted of two main parts. The first part comprised 31 items which were divided into three main dimensions: Classroom Activities (Items 1-18), Instructional Materials (Items 19-26), and Evaluation and Assessment (Items 27-31). Students were asked to respond by choosing one of the five choices: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, and 5 = Strongly agree. The second part was open-ended questions asking students' suggestions and additional comments about the instruction (see Appendix D).

#### 3.3.4.1 Validation of a Questionnaire on Students' Attitudes Towards the Integration of Peer Feedback and Self-Regulated Learning

The researcher conducted the two stages of validation process in order to verify the validation and reliability of the attitudes questionnaire. Specifically, the questionnaire was validated by the experts, and it was then pilot tested.

##### 1) Experts' validation

Three experts validated the questionnaire based on peer feedback and self-regulated learning framework, instructional manual, and lesson plans. Evaluation forms with a three-point rating scale, -1 = rejected, 0 = not sure, and 1 = accepted, were provided to the three experts. Mean scores from the experts were calculated and the items which did not score between 0.50 to 1.00 were revised in relation to the experts' suggestions. Further comments were included in the questionnaire and the comments were used to revise the questionnaire.

### Results of the Validation of the Questionnaire on Students' Attitudes Towards the Integration of Peer Feedback and Self-Regulated Learning by Experts

**Table 3.9** Results of the Validation of the Questionnaire on Students' Attitudes towards the Integration of Peer Feedback and Self-Regulated Learning by Experts

#### *Section I: Students' opinions about the Integration of Peer Feedback and Self-Regulated Learning*

| Item   | Mean | Results  |
|--|------|----------|
| 1. Classroom Activities (กิจกรรมในชั้นเรียน)   |      |          |
| 1.1 Peer feedback activities (กิจกรรมเกี่ยวกับการให้ข้อมูลย้อนกลับโดยเพื่อน)   |      |          |
| 1.1.1 The stages and activities in the peer feedback training were easy to follow.<br>ขั้นตอนและกิจกรรมต่างๆในการฝึกให้ข้อมูลย้อนกลับโดยเพื่อนง่ายต่อการปฏิบัติตาม   | 1    | Accepted |
| 1.1.2 Peer feedback training could help me provide feedback more effectively.<br>การฝึกการให้ข้อมูลย้อนกลับโดยเพื่อนช่วยให้ฉันให้ข้อมูลย้อนกลับได้อย่างมีประสิทธิภาพมากขึ้น  | 0.67 | Accepted |
| 1.1.3 Peer feedback training is a necessary step in peer feedback activities.<br>การฝึกการให้ข้อมูลย้อนกลับโดยเพื่อนเป็นขั้นตอนที่สำคัญในกิจกรรมการให้ข้อมูลย้อนกลับโดยเพื่อน  | 0.67 | Accepted |
| 1.1.4 <b>Giving feedback</b> to my friends' essays helped me develop content and ideas when I composed an essay.<br>การให้ข้อมูลย้อนกลับให้กับงานเขียนเรียงความของเพื่อนช่วยให้ฉันพัฒนาเนื้อหาและความคิดเมื่อฉันเขียนเรียงความ | 0.67 | Accepted |
| 1.1.5 <b>Giving feedback</b> to my friends' essays enabled me to organize my essays in a systematic way.<br>การให้ข้อมูลย้อนกลับให้กับงานเขียนเรียงความของเพื่อนช่วยให้ฉันเรียบเรียงงานเขียนของฉันอย่างเป็นระบบ                | 0.67 | Accepted |
| 1.1.6 <b>Giving feedback</b> to my friends' essays developed my English grammar.<br>การให้ข้อมูลย้อนกลับให้กับงานเขียนเรียงความของเพื่อนช่วยให้ฉันพัฒนาความรู้ไวยากรณ์ภาษาอังกฤษ   | 0.67 | Accepted |
| 1.1.7 <b>Giving feedback</b> to my friends' essays enhanced my English vocabulary.<br>การให้ข้อมูลย้อนกลับให้กับงานเขียนเรียงความของเพื่อนช่วยให้ฉันพัฒนาคำศัพท์ภาษาอังกฤษ   | 0.67 | Accepted |
| 1.1.8 Peer feedback interaction assisted me to realize the role as a feedback giver.<br>ปฏิสัมพันธ์ในการให้ข้อมูลย้อนกลับโดยเพื่อนช่วยให้ฉันตระหนักถึงบทบาทของผู้ให้ข้อมูลย้อนกลับ   | 1    | Accepted |

**Table 3.9** Results of the Validation of the Questionnaire on Students' Attitudes towards the Integration of Peer Feedback and Self-Regulated Learning by Experts (Cont.)

| Item  | Mean | Results  |
|---|------|----------|
| 1. Classroom Activities (กิจกรรมในชั้นเรียน)  |      |          |
| 1.1 Peer feedback activities (กิจกรรมเกี่ยวกับการให้ข้อมูลย้อนกลับโดยเพื่อน)  |      |          |
| 1.1.9 <b>Receiving feedback</b> from my friends helped me develop content and ideas when I revised an essay.<br><u>การได้รับ</u> ข้อมูลย้อนกลับจากเพื่อนช่วยให้ฉันพัฒนาเนื้อหาและความคิดเมื่อฉันแก้ไขงานเขียน<br>เรียงความ  | 1    | Accepted |
| 1.1.10 <b>Receiving feedback</b> from my friends enabled me to organize my essays in a systematic way.<br><u>การได้รับ</u> ข้อมูลย้อนกลับจากเพื่อนช่วยให้ฉันเรียบเรียงงานเขียนของฉันอย่างเป็นระบบ   | 1    | Accepted |
| 1.1.11 <b>Receiving feedback</b> from my friends developed my English grammar.<br><u>การได้รับ</u> ข้อมูลย้อนกลับจากเพื่อนช่วยให้ฉันพัฒนาไวยากรณ์ภาษาอังกฤษ   | 1    | Accepted |
| 1.1.12 <b>Receiving feedback</b> from my friends enhanced my English vocabulary.<br><u>การได้รับ</u> ข้อมูลย้อนกลับจากเพื่อนช่วยให้ฉันพัฒนาคำศัพท์ภาษาอังกฤษ  | 1    | Accepted |
| 1.1.13 Peer feedback interaction assisted me to realize the role as a feedback receiver.<br>ปฏิสัมพันธ์ในการให้ข้อมูลย้อนกลับโดยเพื่อนช่วยให้ฉันตระหนักถึงบทบาทของผู้ได้รับข้อมูล<br>ย้อนกลับ   | 1    | Accepted |
| 1.1.14 Peer feedback activities are essential and useful in a composition course.<br>การให้ข้อมูลย้อนกลับโดยเพื่อนเป็นกิจกรรมที่จำเป็นและมีประโยชน์ในวิชาการเขียน   | 1    | Accepted |
| 1.2 Self-regulation activities (กิจกรรมเกี่ยวกับการเรียนรู้โดยการกำกับตนเอง)  |      |          |
| 1.2.1 I learned many techniques such as using prior background knowledge, consulting dictionaries, and searching information from the Internet, which helped me deal with some problems regarding language and ideas while I was assessing my friends' essays.<br>ฉันเรียนรู้กลวิธีที่หลากหลาย เช่น การใช้ข้อมูลความรู้เดิม การใช้พจนานุกรม การค้นหาข้อมูลผ่าน<br>อินเทอร์เน็ต ซึ่งช่วยให้ฉันแก้ไขปัญหาเกี่ยวกับภาษาและความคิด ขณะที่ฉันประเมินงานเขียน<br>เรียงความของเพื่อน | 1    | Accepted |
| 1.2.2 I learned to plan and set a goal, monitor my action, and evaluate my action against my set goal when I was assessing my friends' essays.<br>ฉันเรียนรู้ในการวางแผนและการตั้งเป้าหมาย เพื่อสังเกตการกระทำ และประเมินการกระทำเพื่อเทียบ<br>กับเป้าหมายที่ตั้งไว้ ขณะที่ฉันประเมินงานเขียนเรียงความของเพื่อน   | 1    | Accepted |
| 1.2.3 I learned to seek help from friends or teacher while I was assessing my friends' essays.<br>ฉันเรียนรู้ที่จะขอความช่วยเหลือจากเพื่อนหรืออาจารย์ ขณะที่ฉันประเมินงานเขียนเรียงความของ<br>เพื่อน  | 1    | Accepted |

**Table 3.9** Results of the Validation of the Questionnaire on Students' Attitudes towards the Integration of Peer Feedback and Self-Regulated Learning by Experts (Cont.)

| Item  | Mean | Results  |
|---|------|----------|
| <b>1.2 Self-regulation activities (กิจกรรมเกี่ยวกับการเรียนรู้โดยการกำกับตนเอง)</b>   |      |          |
| 1.2.4 I learned to motivate myself in order to lower my stress and anxieties while I was assessing my friends' essays.<br>ฉันเรียนรู้ที่จะสร้างแรงจูงใจให้ตนเองเพื่อที่จะได้ลดความเครียดและความวิตกกังวล ขณะที่ฉันประเมินงานเขียนเรียงความของเพื่อน | 1    | Accepted |
| <b>2. Instructional Materials (สื่อการเรียนการสอน)</b>  |      |          |
| <b>2.1 Lessons (บทเรียน)</b>  |      |          |
| 2.1.1 All activities in each lesson were relevant to the course objectives.<br>กิจกรรมทั้งหมดในแต่ละบทเรียนมีความสอดคล้องกับวัตถุประสงค์ของรายวิชา  | 1    | Accepted |
| 2.1.2 Activities in each lesson were not too difficult to complete.<br>กิจกรรมในแต่ละบทเรียนไม่ยากเกินในการทำใหสำเร็จ   | 0.67 | Accepted |
| 2.1.3 Time allotment of each activity was appropriate.<br>ระยะเวลาที่กำหนดให้ในการทำแต่ละกิจกรรมมีความเหมาะสม   | 0.67 | Accepted |
| 2.1.4 Instructions in each activity were clear to follow.<br>คำสั่งในแต่ละกิจกรรมชัดเจนต่อการปฏิบัติตาม   | 1    | Accepted |
| <b>2.2 Peer feedback forms (แบบฟอร์มการให้ข้อมูลย้อนกลับโดยเพื่อน)</b>  |      |          |
| 2.2.1 Peer feedback forms were useful when I evaluated my friend's essays.<br>แบบฟอร์มการให้ข้อมูลย้อนกลับโดยเพื่อนมีประโยชน์เมื่อฉันประเมินงานเขียนเรียงความของเพื่อน  | 1    | Accepted |
| 2.2.2 Peer feedback forms covered all aspects of an essay to be assessed.<br>แบบฟอร์มการให้ข้อมูลย้อนกลับโดยเพื่อนครอบคลุมทุกประเด็นของงานเขียนเรียงความ  | 1    | Accepted |
| 2.2.3 Language used in peer feedback forms was easy to comprehend.<br>ภาษาที่ใช้ในแบบฟอร์มการให้ข้อมูลย้อนกลับโดยเพื่อนง่ายต่อการเข้าใจ   | 1    | Accepted |
| 2.2.4 Peer feedback forms were easy to follow.<br>แบบฟอร์มการให้ข้อมูลย้อนกลับโดยเพื่อนง่ายต่อการปฏิบัติตาม   | 1    | Accepted |
| <b>3. Evaluation and Assessment (การวัดผลและประเมินผล)</b>  |      |          |
| 3.1 I thought that the evaluation criteria of the course were easy to comprehend.<br>ฉันคิดว่าเกณฑ์ในการประเมินของรายวิชานี้เข้าใจง่าย  | 0.67 | Accepted |
| 3.2 I thought that the evaluation criteria of the course were weighed reasonably.<br>ฉันคิดว่าน้ำหนักที่ให้แต่ละส่วนที่ระบุไว้ในเกณฑ์การประเมินของรายวิชานี้สมเหตุสมผล  | 0.67 | Accepted |
| 3.3 I thought that the methods of assessment and evaluation of the course were able to measure my essay writing ability.<br>ฉันคิดว่าวิธีการที่ใช้ในการวัดและประเมินผลของรายวิชานี้สามารถวัดความสามารถในการเขียนเรียงความของฉันได้                  | 0.67 | Accepted |

**Table 3.9** Results of the Validation of the Questionnaire on Students' Attitudes towards the Integration of Peer Feedback and Self-Regulated Learning by Experts (Cont.)

| Item   | Mean | Results  |
|--|------|----------|
| <b>3. Evaluation and Assessment (การวัดผลและประเมินผล)</b>   |      |          |
| 3.4 I thought that the methods of assessment and evaluation of the course were able to measure my self-regulation.<br>ฉันคิดว่าวิธีการที่ใช้ในการวัดและประเมินผลของรายวิชานี้สามารถวัดความสามารถในการเรียนรู้โดยการกำกับตนเองของฉันได้             | 0.67 | Accepted |
| 3.5 I thought that the evaluation criteria of the course were able to measure my learning outcomes according to the course objectives.<br>ฉันคิดว่าเกณฑ์ในการประเมินของรายวิชานี้สามารถวัดผลการเรียนรู้ของฉันที่ระบุไว้ในวัตถุประสงค์ของรายวิชาได้ | 0.67 | Accepted |
| <i>Section II: Suggestions and additional comments</i>   |      |          |
| Item   | Mean | Results  |
| 1. What do you like most about the instruction in this class?<br>นักศึกษาชอบสิ่งใดมากที่สุดในการจัดการเรียนการสอนของรายวิชานี้   | 1    | Accepted |
| 2. What do you dislike most about the instruction in this class?<br>นักศึกษาไม่ชอบสิ่งใดมากที่สุดในการจัดการเรียนการสอนของรายวิชานี้   | 1    | Accepted |
| 3. Please provide some additional comments regarding the instruction in this class.<br>กรุณาให้ข้อคิดเห็นเพิ่มเติมเกี่ยวกับการจัดการเรียนการสอนของรายวิชานี้   | 1    | Accepted |

As shown in Table 3.9, it can be obviously seen that all items obtained mean scores higher than 0.5. This means that they were considered as acceptable and valid items that could be used to elicit students' opinions towards the course in all aspects. Therefore, this opinions questionnaire was used in the further step, a pilot study, without any changes.

## 2) The pilot study of the attitudes questionnaire

In order to measure its reliability, the attitudes questionnaire was pilot tested with 32 English major students who had also studied Essay Writing course. Cronbach's alpha internal consistency ( $\alpha$ ) was used to find out its reliability. Findings indicated that all aspects obtained high value of reliability ( $\alpha = .912$ ). Each aspect also obtained high value of reliability (Peer feedback activities ( $\alpha = .903$ ), Self-regulation



activities ( $\alpha = .708$ ), Lessons ( $\alpha = .733$ ), Evaluation and Assessment ( $\alpha = .710$ ). It can be inferred that a set of items in each aspect was closely related and they could be used to measure samples' attitudes towards the course.

### 3.4 Data Collection

#### 3.4.1 Research Procedure

This study aimed to investigate the effects of the integration of peer feedback and self-regulated learning in a writing course on Thai EFL university students' essay writing ability and self-regulation. The research procedure consisted of two main phases: preparation stage and implementation stage which are presented in Table 3.10.

**Table 3.10** Research Procedure

| <b>Phase 1: Preparation stage</b>   |
|---|
| <ol style="list-style-type: none"> <li>1. Analyzing documents and reviewing related studies</li> <li>2. Designing lessons of the integration of peer feedback and self-regulated learning</li> <li>3. Validating lessons of the integration of peer feedback and self-regulated learning</li> <li>4. Piloting lessons of the integration of peer feedback and self-regulated learning</li> <li>5. Revising lessons of the integration of peer feedback and self-regulated learning</li> </ol> |
| <b>Phase 2: Implementation stage</b>  |
| <ol style="list-style-type: none"> <li>1. Composing an essay (pretest)</li> <li>2. Distributing the self-regulation questionnaire</li> <li>3. Conducting the main study</li> <li>4. Composing an essay (posttest)</li> <li>5. Distributing the self-regulation questionnaire and the questionnaire on students' attitudes towards the integration of peer feedback and self-regulated learning</li> <li>6. Conducting the semi-structured interview</li> </ol>                                |

##### 3.4.1.1 Preparation Stage

The first phase of the research procedures was the preparation stage in which the lessons were created. It comprised five main steps: 1) Analyzing documents and reviewing related studies, 2) Designing lessons of the integration of peer feedback and self-regulated learning, 3) Validating lessons of the integration of peer feedback and self-regulated learning, 4) Piloting lessons of the integration of peer feedback and

self-regulated learning, and 5) Revising lessons of the integration of peer feedback and self-regulated learning. These five steps are explained as follows:

### 1) Analyzing documents and reviewing related studies

The lessons of the integration of peer feedback and self-regulated learning were implemented as a part of Essay Writing in Business course, a compulsory course designed for Business English major students at the Faculty of Humanities and Social Sciences, Nakhon Pathom Rajabhat University. In order to design the lessons, the theoretical frameworks related to peer feedback and self-regulated learning were extensively reviewed.

#### 1.1) Peer feedback training framework

Related theories and previous research studies had been explored in order to develop a framework of peer feedback training. In this study, the peer feedback training steps suggested by Hu (2006), Lam (2010), Min (2005), and Topping (2010) were adopted. Table 3.11 below shows the stages of peer feedback training employed in the present study.

**Table 3.11** Peer Feedback Training Applied in the Current Study (Adapted from Hu, 2006; Lam, 2010; Min, 2005; Topping, 2010)

| Stages               | Activities   |
|----------------------|--|
| 1. Awareness raising | Learners' background knowledge, purposes and benefits of peer feedback, criteria discussion<br>1) Students sit in a small group and discuss purposes and benefits of peer feedback a writer can get.<br>2) Each group shares their discussion and the teacher writes all answers on the board.<br>3) Students receive one example of one former student's writing progress, including 1 <sup>st</sup> draft, final draft, and feedback form.<br>4) Each group discusses how the two drafts look different, what communicative problems found, and how peer feedback can make the writing better. |
| 2. Modeling          | Teacher modeling how to do peer feedback step by step<br>1) The teacher demonstrates how to evaluate someone's writing by using peer feedback form.  |
| 3. Practice          | Practice following the teacher's modeling<br>1) Each student receives a writing draft written by one former student and a peer feedback form.<br>2) The teacher tells students about time allotment.<br>3) Students read and give comments following the teacher's modeling.<br>4) Students exchange the peer form to one of their friends.<br>5) Students revise the draft based on comments they have received.  |

**Table 3.11** Peer Feedback Training Applied in the Current Study (Adapted from Hu, 2006; Lam, 2010; Min, 2005; Topping, 2010) (Cont.)

| Stages         | Activities   |
|----------------|--|
| 4. Reflection  | Reflection on effectiveness of feedback, some problems found, and some suggested solutions<br>1) Students sit in a small group and share how similar or different their revised versions are.<br>2) Students share which comments they used and why they trusted those comments.<br>3) One group is randomized to present their discussion in front of the class.<br>4) Other groups reflect on discussion given by the group presenting (how similar or different from their revised versions). |
| 5. Application | Implementation of peer feedback with students' first drafts.   |

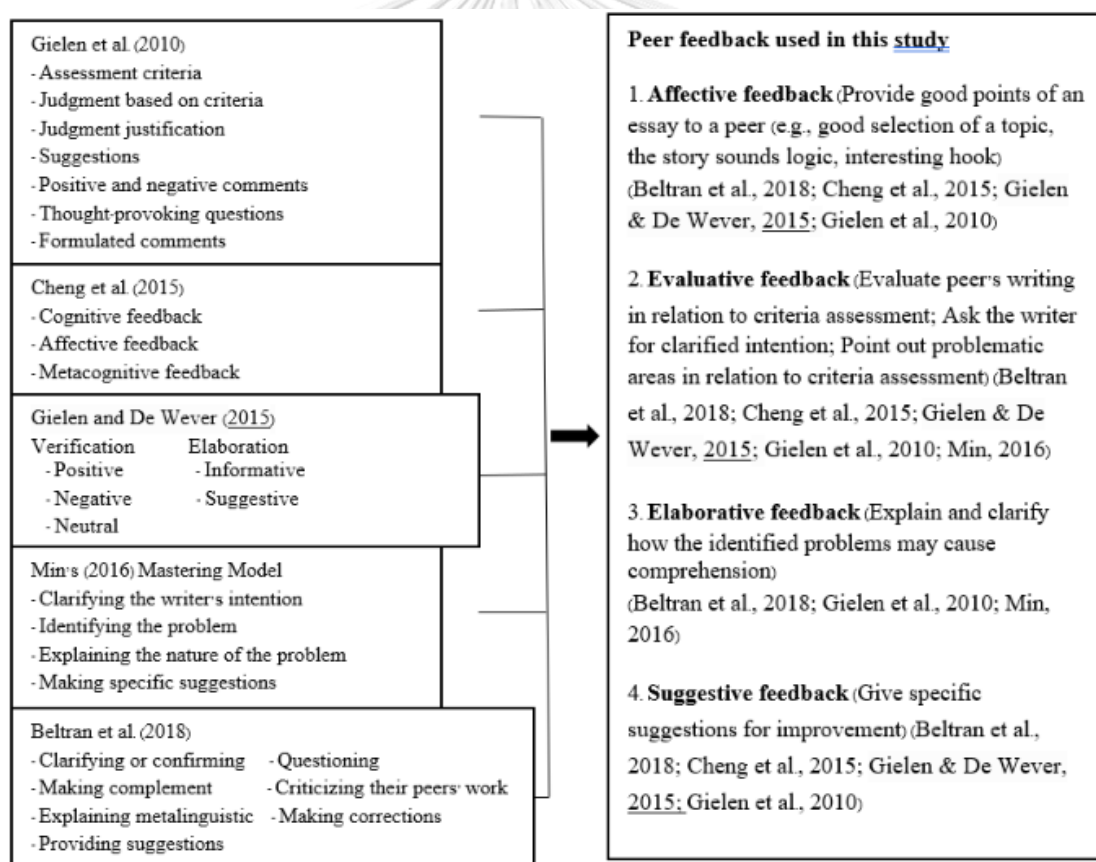
In the present study, the peer feedback training workshop needed to be organized as it was considered as the most important phase before having students perform peer feedback independently by themselves. In the training process, there were five stages. First of all, students were asked to share and discuss about their background knowledge, their opinion towards purposes and benefits of peer feedback, and assessment criteria. Then the teacher demonstrated how to do peer feedback through thinking-aloud technique. After that, students practiced giving feedback by using papers from previous students and a peer feedback form created by the teacher. After they had finished practicing, students had to reflect on what problems they had faced, and then the whole class provided some solutions together. Finally, students did peer feedback independently with their own writing they had prepared beforehand, which was linked to the main study of this research.

### 1.2) Peer feedback framework

To develop the framework of peer feedback, related theories from journal articles and research papers were reviewed. Peer feedback is based on the concept that students read their peers' writing, evaluate the writing based on the set criteria, and provide suggestions for improvement. According to Gielen et al. (2010), "good" peer feedback includes 7 aspects, namely, assessment criteria, judgment based on criteria, judgment justification, suggestions, positive and negative comments, thought-provoking questions, and clearly formulated comments. In addition, Cheng et al. (2015) studied types of feedback students provided to their peers' work and it was found that there are three types of effective feedback that students can provide to their

peers' writing, namely, cognitive feedback, affective feedback, and metacognitive feedback. Furthermore, Gielen and De Wever (2015) have proposed two characteristics of comments provided by peers. They are verification and elaboration. According to Min (2016), in order to give effective feedback, students need to follow the four steps, namely, clarifying the writer's intention, identifying the problem, explaining the nature of the problem, and making specific suggestions. Finally, Beltran et al. (2018) have proposed six criteria of effective peer feedback, namely, clarifying or confirming questions, making complement, criticizing their peers' work, explaining metalinguistic, making corrections, and providing suggestions. The synthesis of all frameworks stated is shown in Figure 3.1 below.

**Figure 3.1** Characteristics of Effective Peer Feedback.



Four main characteristics of peer feedback were implemented in this current study. First, it is called “affective feedback”, which was used in order to promote motivation. When doing peer feedback, students had to firstly provide good points of their peers' work. By using this technique, it not only promoted motivation but also

supported good relationship among students. In the second step - evaluative feedback - students had to ask for clarification and identify areas that needed to be improved. They can be, for example, content, organization, and language use. After that, students had to give “elaborative feedback” which focused on explanation and clarification students had on problematic areas needed to be fixed. That is, students had to explain reasons why the identified areas could cause comprehension for readers. Finally, students had to provide “suggestive feedback” which covered some strategies students could give to their peers in order to improve the writing. Suggestive feedback included direct correction, personal opinions, and guidance (e.g., giving examples).

Based on the frameworks of peer feedback and peer feedback training aforementioned, it was expected that some drawbacks of performing peer feedback activity in a writing class were minimized. Firstly, as mentioned in the literature review part regarding drawbacks of peer feedback, one negative aspect of doing peer feedback activity was that students felt they did not want to assess their peers because, in some culture, providing comments had been viewed as criticism, and it was not appropriate to criticize others. However, in the current study, the focus of the first stage in the training session was raising students’ awareness about the purposes and benefits their friends could get from their comments. By doing this, students then realized that their comments were useful and necessary for their peers’ writing progress, so they were willing to provide comments.

Secondly, one obstacle regarding providing feedback to their friends’ work was that students might not know how to express feedback linguistically if they were required to use only second/foreign language in their comments (Liu & Hansen, 2002; Topping, 1998). Interestingly, in the current study, students were asked to use Thai, their native language, when they provided feedback to their friends’ writing. Consequently, students were more relaxed and felt confident to provide feedback because they could express what they wanted to say without worrying about the language they used.

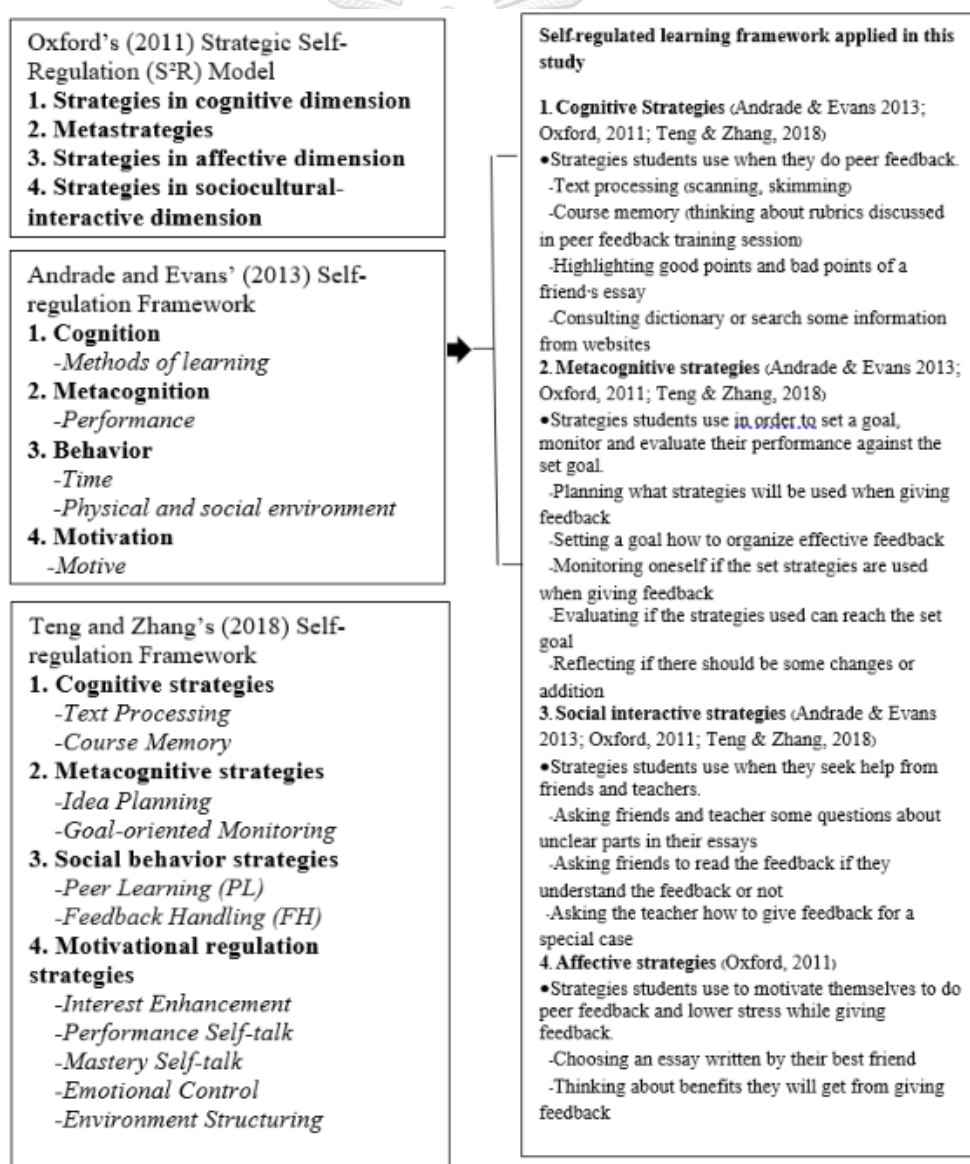
Finally, since there were many criteria being assessed, sometimes it might be difficult for students to give specific feedback. Nonetheless, in the peer feedback training conducted prior the real peer feedback activity, students would have a chance

to see some examples of specific feedback provided by the students who did the peer feedback activity before. As a result, they could follow those specific comments and adopted some to use when they were asked to give feedback.

### 1.3) Self-regulated learning framework

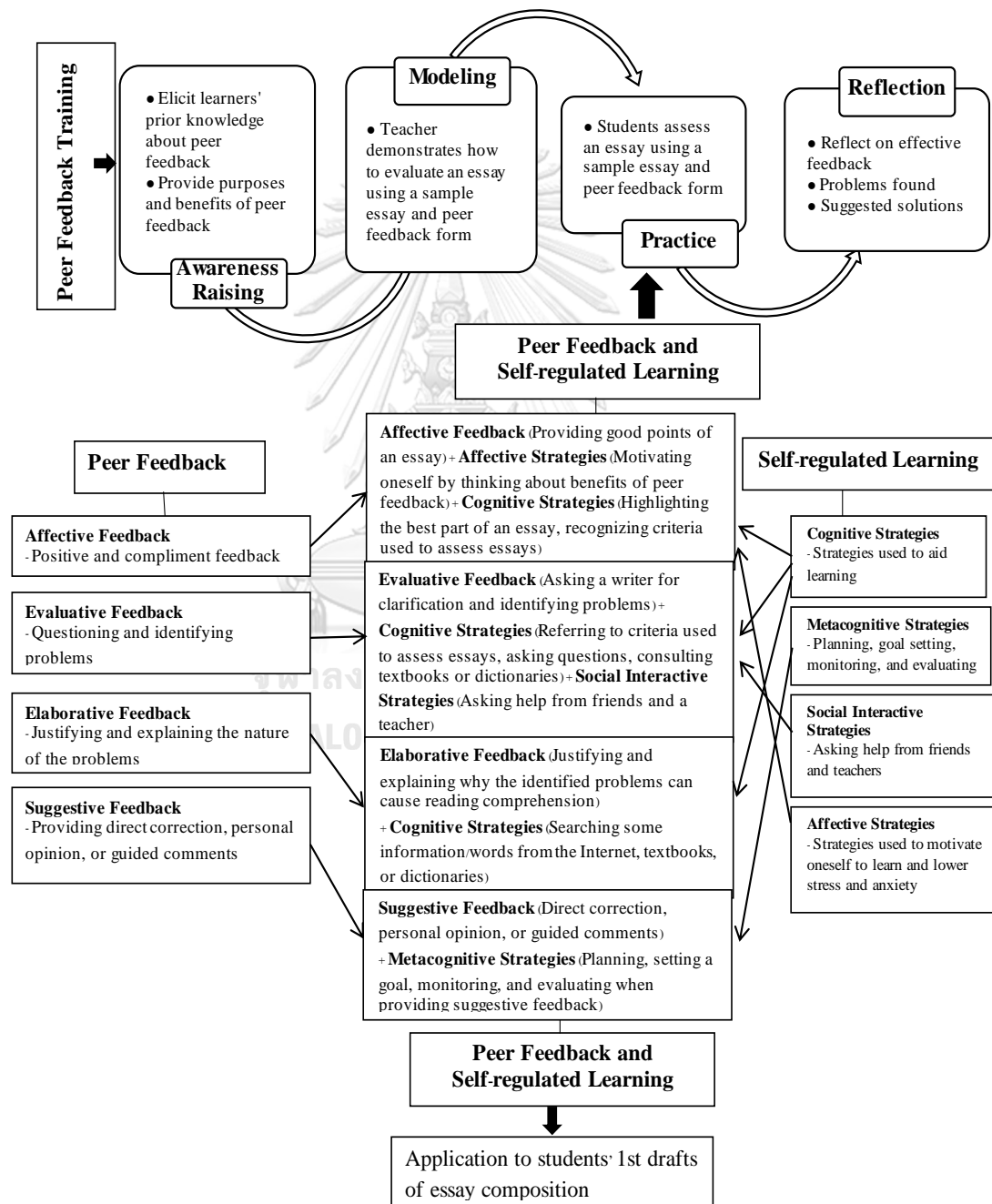
There are many scholars who have proposed self-regulated learning. In this study, the frameworks of Andrade and Evans (2013), Oxford (2011), and Teng and Zhang (2018) were adopted. The following figure shows a synthesis of the frameworks that this study was based on.

**Figure 3.2** A Framework of Self-Regulated Learning in the Study



Based on the frameworks of peer feedback training, peer feedback, and self-regulated learning as presented in Table 3.11, Figure 3.1, and Figure 3.2, respectively, instructional model of peer feedback integrating self-regulated learning in an Essay Writing in Business class was developed as follow:

**Figure 3.3** The Framework of Peer Feedback and Self-Regulated Learning



Based on the framework of peer feedback and self-regulated learning presented, this framework was mainly applied twice. The first application was done in the peer feedback training session when students had a chance to practice doing peer feedback to one sample essay composed by one student who took the course in two semesters ago. The second application was performed when students assessed their friends' 1st drafts of an essay composition in a class. The framework consisted of four main stages, and the details of each stage of the framework were justified as follows:

### **1. Affective Feedback Integrating Affective Strategies and Cognitive Strategies**

In the first stage, students were firstly asked to think about the benefits that both the essay writer and the assessor could get from providing feedback to the essay. The main purpose of this activity was to teach students to use “*affective strategy*” so they could motivate themselves to do peer feedback activity when they realized its advantages.

After motivating themselves by using affective strategies, students were asked to read the sample essay (for the peer feedback training session) and their friend's 1st draft (for 1st drafts of essay composition in a class) and then highlighted the best part of the essay. In addition, students were asked to refer to the rating criteria used to assess an essay and tried to figure out the aspect that the essay could best demonstrate based on those criteria. This activity aimed to teach students to use “*cognitive strategies*” by highlighting the important part of the essay and referring to the rating criteria.

Finally, students were asked to provide good points of the essay. The main purpose of this activity was to encourage students to give “*affective feedback*” to the essay writer in order to motivate him/her to continue writing. Students had to write their positive and compliment feedback in the peer feedback form provided.

All of the activities of the first stage of the framework are shown in the following figures.



**Figure 3.4** Affective Feedback Integrating Affective Strategies and Cognitive Strategies (An Example from Lessons 1.2 and 2.2)

😊 **Affective Feedback + Affective Strategies + Cognitive Strategies**

**Step 1:** Think about benefits of giving feedback to this sample essay. What benefits you and the writer can get? Write your answers in the table below. (Affective strategies)

| Peer Feedback  |                          |
|----------------|--------------------------|
| Benefits I Get | Benefits the Writer Gets |
|                |                          |

**Step 2:** Read and scan the sample essay. Highlight the best part of the essay. (Cognitive strategies)

**Step 3:** What do you like about this essay? In the peer feedback form, write down your answers. (Affective feedback)

**Figure 3.5** Affective Feedback Integrating Affective Strategies and Cognitive Strategies (An Example from Lesson 3.2)

😊 **Affective Feedback + Affective Strategies + Cognitive Strategies**

**Step 1:** Think about benefits of giving feedback to the sample essay. What benefits you and the writer can get? Write your answers in the table below. (Affective strategies)

| Peer Feedback  |                          |
|----------------|--------------------------|
| Benefits I Get | Benefits the Writer Gets |
|                |                          |

**Step 2:** Read and scan the sample essay. Think about rating criteria used to assess an essay. Which component of the criteria does this essay can best demonstrate? (Cognitive strategies)

**Step 3:** What do you like most about this essay? In the peer feedback form, write down your answers. (Affective feedback)

## 2. Evaluative Feedback Integrating Cognitive Strategies and Social Interactive Strategies

In the second stage, students were asked to think about components of a good

essay by referring to the contents and the rating criteria they had learnt from the previous classes. Furthermore, students were provided a chance to form questions regarding unclear parts they had found when assessing an essay using peer feedback form (Part I). In addition, students were asked to consult textbooks or dictionaries when they were assessing the sample essay or the essay composed by their friends using peer feedback form (Part I). These activities promoted the use of “*cognitive strategies*” by activating learner’s background knowledge, asking questions, and consulting learning resources such as textbooks and dictionaries.

Then, based on the formed questions regarding unclear parts of the essay, students were given a chance to ask those questions to the teacher and their friends for clarification. This activity mainly encouraged students to use “*social interactive strategies*” by asking help from the teacher and their friends. Finally, after asking for clarification, students were asked to write down the identified problems in the peer feedback form (Part II Column 1). This activity gave students an opportunity to provide “*evaluative feedback*” to their peers’ essays. All of the activities of the second stage of the framework are shown in the following figure.

**Figure 3.6** Evaluative Feedback Integrating Cognitive Strategies and Social Interactive Strategies (An Example from Lesson 3.2)

☺ **Evaluative Feedback + Cognitive Strategies + Social Interaction Strategies**

**Step 4:** Look at Part I of the peer feedback form. Assess the sample essay based on the statements stated. Consult your textbooks or dictionaries when assessing the essay. (Cognitive strategies)

**Step 5:** If you have found any unclear parts in the essay, ask your teacher for clarification. (Social interaction strategies)

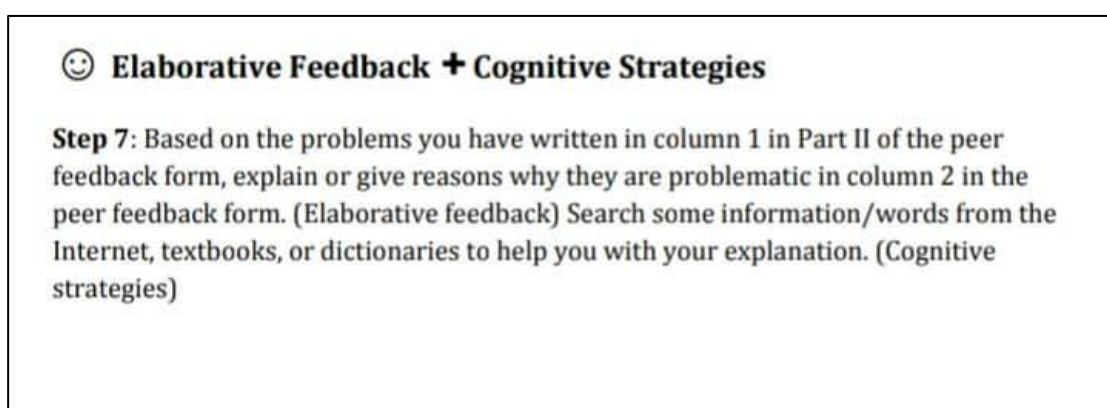
**Step 6:** Write down the problems you have found in column 1 in Part II of the peer feedback form. (Evaluative feedback)

### 3. Elaborative Feedback Integrating Cognitive Strategies

In the third stage, students were asked to provide “*elaborative feedback*” by justifying and explaining why the identified problems they had found might cause reading comprehension. To do so, students needed to write down their explanations in

the peer feedback form (Part II Column 2). While trying to find explanations to the identified problems, students needed to search some information/ words from the Internet, textbooks, or dictionaries. Therefore, this activity promoted the use of “*cognitive strategies*” by searching for information/words from various resources. All of the activities of the third stage of the framework are shown in the following figure.

**Figure 3.7** Elaborative Feedback Integrating Cognitive Strategies (An Example from Lesson 3.2)



#### 4. Suggestive Feedback Integrating Metacognitive Strategies

In the last stage, students had a chance to use “*metacognitive strategies*” by planning the type of suggestive feedback (direct correction, personal opinion, or guided comments) they needed to provide for each type of problem they had found. Students had to write down the planned type of suggestion in the table provided.

After they had planned the type of suggestion they prefer, students were asked to give that selected type of suggestion to a particular problem by writing the suggestion in the last column of the Peer Feedback Form (Part II). This activity provided students a chance to give “*suggestive feedback*” to each problematic area found.

Finally, after providing all suggestions to all identified problems, students had to check whether their planned type of suggestion and their actual suggestion were relevant. This activity aimed to promote the use of “*metacognitive strategies*” when students monitored their action against their plans. All of the activities of the last stage of the framework are shown in the following figure.

**Figure 3.8** Suggestive Feedback Integrating Metacognitive Strategies (An Example from Lesson 1.2)

☺ **Suggestive Feedback + Metacognitive Strategies**

**Step 8:** Based on the problems you have found, you are going to give suggestions for each particular problem. Plan what type of suggestion you will give to each problem. Write your plan below. (Metacognitive strategies)

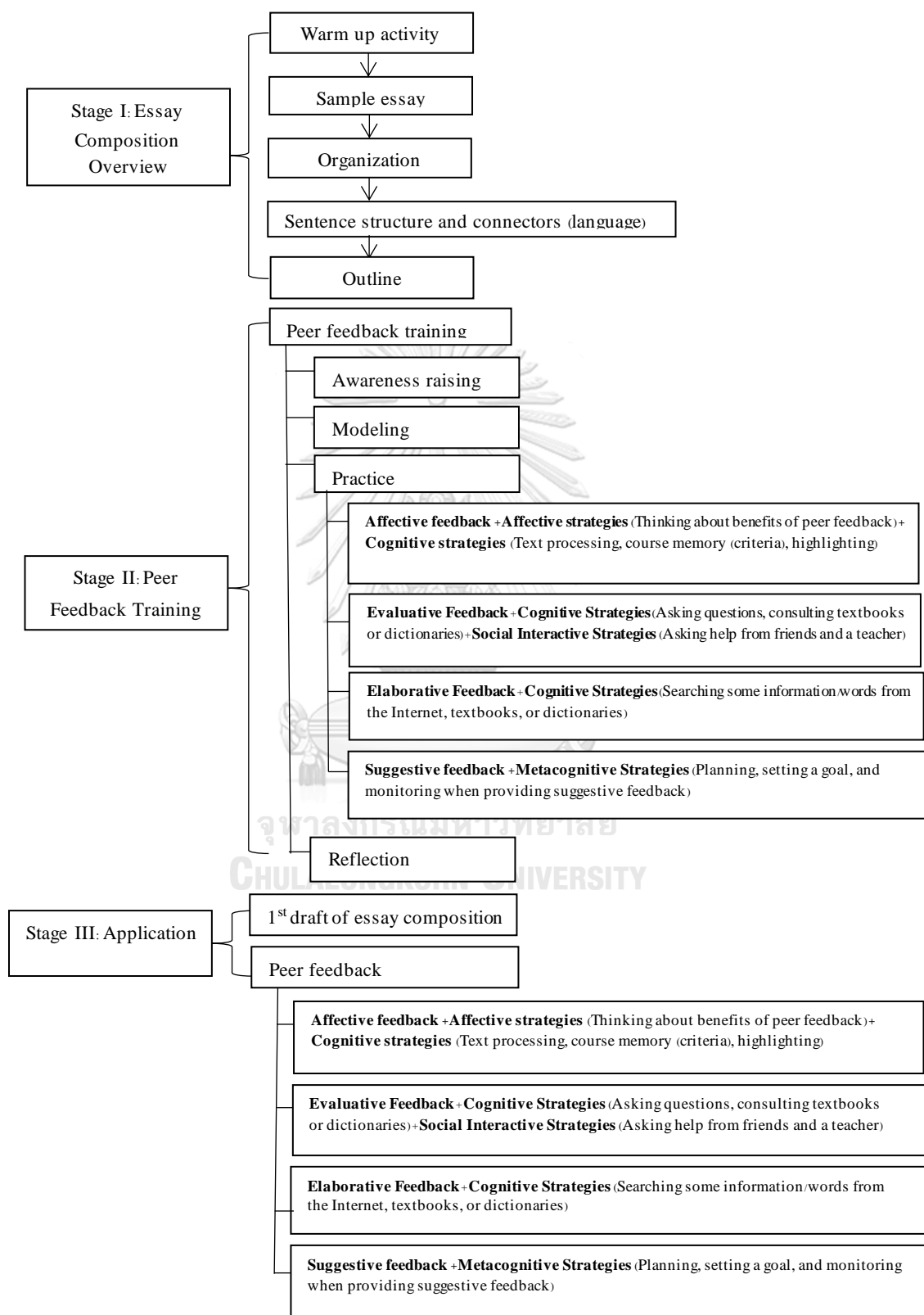
| Problems | Type of suggestion (direct correction, personal opinion, guided suggestion) |
|----------|---|
| 1.       |   |
| 2.       |   |
| 3.       |   |
| 4.       |   |
| 5.       |   |
| 6.       |   |
| 7.       |   |

**Step 9:** Write your suggestions in the last column of Part II in the peer feedback form. (Suggestive feedback)

**Step 10:** Now check if your planned type of suggestion and the suggestion you have given are correlated. (Metacognitive strategies)

2) Designing lessons of the integration of peer feedback and self-regulated learning

Based on the review of peer feedback framework and self-regulated learning framework, the lessons of the integration of peer feedback and self-regulated learning are shown in Figure 3.9.

**Figure 3.9** Lessons of the Integration of Peer Feedback and Self-Regulated Learning

3) Validating lessons of the integration of peer feedback and self-regulated learning

To confirm the content and construct validity, the lessons were evaluated by three experts in terms of rational, theoretical framework, and components of the lesson plans (objectives, instructional activities, and assessment and evaluation). Evaluation forms with a three-point rating scale, -1 = rejected, 0 = not sure, and 1 = accepted, were given to the three experts. Mean scores from the experts were calculated and items which did not score between 0.50 and 1.00 were revised according to the experts' suggestions. Further comments were also included in the forms and the comments were used to revise the lessons.

### **Results of the Validation of Instructional Materials: Sample Lessons, Sample Lesson Plans, and Instructional Manual by Experts**

**Table 3.12** Results of the Validation of Sample Lessons, Sample Lesson Plans, and Instructional Manual by Experts

| Item   | Mean | Results  |
|--|------|----------|
| <b>I. The objectives</b>   |      |          |
| 1. The unit objectives are appropriate.  | 0.67 | Accepted |
| 2. The unit objectives are achievable.   | 1    | Accepted |
| 3. The unit objectives are relevant to the contents.   | 1    | Accepted |
| <b>II. Contents</b>  |      |          |
| 1. The contents are relevant to Business English (students' major).  | 1    | Accepted |
| 2. The contents are arranged appropriately for process writing teaching.<br>Note: Process writing includes 1) Getting ideas (e.g., brainstorming, mind mapping), 2) Organizing ideas (Creating an outline), 3) Writing the first draft, and 4) Revising and editing the first draft  | 0.67 | Accepted |
| 3. The contents include peer feedback and self-regulated learning activities.<br>Note:<br>1) Peer feedback in this study means that students provide affective feedback, evaluative feedback, elaborative feedback, and suggestive feedback when they are assessing their peers' essays.<br>2) Self-regulated learning in this study means that students use cognitive strategies, metacognitive strategies, social interactive strategies, and affective strategies when they are giving feedback to their peers' essays. | 1    | Accepted |

**Table 3.12** Results of the Validation of Sample Lessons, Sample Lesson Plans, and Instructional Manual by Experts (Cont.)

| Item  | Mean | Results  |
|---|------|----------|
| <b>II. Contents</b>   |      |          |
| 4. In each unit, the contents of each lesson support one another to help the students perform the tasks from phase to phase. (For example, in unit 1, covering 3 lessons, the contents of the first lesson can help students to perform the tasks in the second lesson, and the contents of the second lesson can help students to perform tasks in the last lesson, respectively.) | 1    | Accepted |
| <b>III. The instructional materials (Lesson 1: An overview of essay writing)</b>  |      |          |
| 1. The activities and tasks match the unit objectives.  | 1    | Accepted |
| 2. The activities and tasks are arranged in appropriate order.  | 0.67 | Accepted |
| 3. The activities and the tasks are meaningful and useful to students.  | 1    | Accepted |
| 4. The resources (e.g., pictures and sample essays) are authentic.  | 1    | Accepted |
| 5. The instructions of the activities and tasks are clear and appropriate.  | 1    | Accepted |
| 6. The time allotment of each activity and task is appropriate.   | 1    | Accepted |
| <b>III. The instructional materials (Lesson 2: Peer feedback training)</b>  |      |          |
| 1. The activities and tasks match the unit objectives.  | 1    | Accepted |
| 2. The activities and tasks are arranged in appropriate order. Note: Peer feedback training in this study includes 1) Awareness raising, 2) Modeling, 3) Practice, and 4) Reflection  | 1    | Accepted |
| 3. The activities and the tasks are meaningful and useful to students.  | 0.67 | Accepted |
| 4. The resources (e.g., pictures and sample essays) are authentic.  | 1    | Accepted |
| 5. The instructions of the activities and tasks are clear and appropriate.  | 1    | Accepted |
| 6. The time allotment of each activity and task is appropriate.   | 0.67 | Accepted |
| <b>III. The instructional materials (Lesson 3: Peer feedback application)</b>   |      |          |
| 1. The activities and tasks match the unit objectives.  | 1    | Accepted |
| 2. The activities and tasks are arranged in appropriate order.  | 1    | Accepted |
| 3. The activities and the tasks are meaningful and useful to students.  | 1    | Accepted |
| 4. The resources (e.g., pictures and sample essays) are authentic.  | 1    | Accepted |
| 5. The instructions of the activities and tasks are clear and appropriate.  | 1    | Accepted |
| 6. The time allotment of each activity and task is appropriate.   | 0.67 | Accepted |
| <b>IV. Lesson plan and the instructional manual</b>   |      |          |
| 1. The lesson plans are related to the integration of peer feedback and self-regulated learning in an essay writing class.  | 1    | Accepted |
| 2. The steps of teaching in the lesson plans are relevant to the lessons.   | 1    | Accepted |
| 3. The instructional manual is in accordance with the contents, the materials, and the lesson plans.  | 1    | Accepted |
| 4. The instructional manual provides clear steps of doing the activities and the tasks.   | 1    | Accepted |

**Table 3.12** Results of the Validation of Sample Lessons, Sample Lesson Plans, and Instructional Manual by Experts (Cont.)

| Item   | Mean | Results  |
|--|------|----------|
| <b>V. The assessment and evaluation</b>                                      |      |          |
| 1. The assessment of the tasks is appropriate.                               | 1    | Accepted |
| 2. The assessment of students' essay writing ability is appropriate.         | 1    | Accepted |
| 3. The rubric used to assess students' essay writing ability is appropriate. | 1    | Accepted |

It is clear that all items obtained mean scores higher than 0.5, indicating that all of these sample lessons, sample lesson plans, and instructional manual were valid and appropriate to be used as materials implemented in the class. As a result, the sample lessons, sample lesson plans, and the instructional manual were used in section of the pilot study.

4) Piloting lessons of the integration of peer feedback and self-regulated learning

Lessons about the integration of peer feedback and self-regulated learning were piloted once. The purpose of the pilot study of the lessons was to validate the lessons' construct. The pilot study was carried out for three weeks with 32 students majoring in English in the first semester of the academic year 2020. The first three lessons, Comparison/Contrast Essays (see Appendix E), were used for the pilot study. Each lesson lasted three hours. While teaching, the teacher observed the students' participation using an observation check list. The check list consisted of six main items, as presented in Table 3.13. After all lessons were taught, a focus group interview was performed to gain suggestions from the students' perspectives toward the lessons.

**Table 3.13** Check List Items for a Pilot Study

| No | Areas of Observation                                  |
|----|---|
| 1  | Students pay attention to the teacher's instructions. |
| 2  | Students pay attention to the tasks' directions.      |
| 3  | Students pay attention to the tasks.                  |
| 4  | Students can follow the tasks' directions.            |
| 5  | Students' can complete all tasks on time.             |
| 6  | Tasks are not too difficult for students to complete. |



5) Revising lessons of the integration of peer feedback and self-regulated learning

Based on the results of the observation check list, it was found that the students paid attention to the teacher's instructions and the tasks' directions. They could also follow the tasks' directions. However, they could not complete the tasks on time. Comments from students demonstrated that the tasks needed to be adjusted in terms of time allotments, and there were too many tasks to do. Therefore, the tasks in each lesson were adjusted for their time allotments and numbers (see Appendix E).

#### 3.4.1.2 Implementation Stage

The integration of peer feedback and self-regulated learning was implemented with 35 third-year students majoring in Business English of the Faculty of Humanities and Social Sciences at Nakhon Pathom Rajabhat University. These students were enrolled in the Essay Writing in Business course, which was a compulsory course for their major during the academic year 2/2020. The course was only offered every second semester of the third year, and due to the pandemic crisis, all activities were conducted online. The details of all activities in the implementation stage are explained as follows:

**Table 3.14** All Activities in the Implementation Stage

| <b>Weeks</b>                 | <b>Activities</b>  |
|------------------------------|--|
| <b>Before implementation</b> |  |
| 1                            | Composing an essay (pretest) via Google Document<br>Distributing the self-regulation questionnaire via Google Form   |
| <b>During implementation</b> |  |
| 2-10                         | <p>Conducting the main study via Zoom application</p> <p>Week 2:</p> <ul style="list-style-type: none"> <li>- Components and organization of <i>a comparison/contrast essay</i> were taught to students.</li> <li>- Students made an outline for their own comparison/contrast essay.</li> </ul> <p>Week 3:</p> <ul style="list-style-type: none"> <li>- Students were trained to assess a comparison/contrast essay by using a sample essay and peer feedback form.</li> <li>- At the same time, students were asked to use self-regulated learning strategies during assessing the sample essay.</li> </ul> <p>Week 4:</p> <ul style="list-style-type: none"> <li>- Students composed their own comparison/contrast essay based on the outline they had made (1<sup>st</sup> draft).</li> <li>- In a breakout room, students worked in pairs and assessed their peers' comparison/contrast essays following the steps they had been trained in Week 3.</li> <li>- At the same time, students were asked to use self-regulated learning strategies during assessing their peers' comparison/contrast essays.</li> <li>- Students revised their first drafts to be second drafts based on their friends' feedback given.</li> </ul> <p>Week 5:</p> <ul style="list-style-type: none"> <li>- Components and organization of <i>a cause/effect essay</i> were taught to students.</li> <li>- Students made an outline for their own cause/effect essay.</li> </ul> <p>Week 6:</p> <ul style="list-style-type: none"> <li>- Students were trained to assess a cause/effect essay by using a sample essay and peer feedback form.</li> <li>- At the same time, students were asked to use self-regulated learning strategies during assessing the sample essay.</li> </ul> |

**Table 3.14** All Activities in the Implementation Stage (Cont.)

| Weeks                        | Activities   |
|------------------------------|--|
| <b>During implementation</b> |  |
| 2-10                         | <p>Conducting the main study</p> <p>Week 7:</p> <ul style="list-style-type: none"> <li>- Students composed their own cause/effect essay based on the outline they had made (1<sup>st</sup> draft).</li> <li>- In a breakout room, students worked in pairs and assessed their peers' cause/effect essays following the steps they had been trained in Week 6.</li> <li>- At the same time, students were asked to use self-regulated learning strategies during assessing their peers' cause/effect essays.</li> <li>- Students revised their first drafts to be second drafts based on their friends' feedback given.</li> </ul> <p>Week 8:</p> <ul style="list-style-type: none"> <li>- Components and organization of <i>an opinion essay</i> were taught to students.</li> <li>- Students made an outline for their own opinion essay.</li> </ul> <p>Week 9:</p> <ul style="list-style-type: none"> <li>- Students were trained to assess an opinion essay by using a sample essay and peer feedback form.</li> <li>- At the same time, students were asked to use self-regulated learning strategies during assessing the sample essay.</li> </ul> <p>Week 10:</p> <ul style="list-style-type: none"> <li>- Students composed their own opinion essay based on the outline they had made (1<sup>st</sup> draft).</li> <li>- In a breakout room, students worked in pairs and assessed their peers' opinion essays following the steps they had been trained in Week 9.</li> <li>- At the same time, students were asked to use self-regulated learning strategies during assessing their peers' opinion essays.</li> <li>- Students revised their first drafts to be second drafts based on their friends' feedback given.</li> </ul> |
| <b>After implementation</b>  |  |
| 11                           | <p>Composing an essay (posttest) via Google Document</p> <p>Distributing the self-regulation questionnaire and an attitude questionnaire on the integration of peer feedback and self-regulated learning via Google Forms</p>  |
| 12                           | Conducting the semi-structured interview via Zoom application  |

## 1) Before implementation

### 1.1) Composing an essay (pretest)

In the first week of the course, students were assigned to write an opinion essay via Google Document. Students had to write a five-paragraph opinion essay at least 300 words within 90 minutes. Writing opinion essays requires students to think critically about a topic, articulate their thoughts clearly and persuasively, and support their arguments with evidence.

### 1.2) Distributing the self-regulation questionnaire

In the first week of the course, after composing the essay, students were asked to do the self-regulation questionnaire via Google Form within 45 minutes. The purpose of using the self-regulation questionnaire via Google Form in this study was to collect data from a large number of subjects efficiently. The researcher chose this research instrument because it allowed her to gather data from multiple participants simultaneously and in a relatively short period of time (Fraenkel et al., 2012). By using the self-regulation questionnaire, the researcher could examine how well students could regulate their own learning during the composition of their essay. Overall, the use of the self-regulation questionnaire via Google Form in this study appeared to have been a suitable and practical method for collecting data on students' self-regulation abilities.

## 2) During implementation

### 2.1) Conducting the main study

Via Zoom application, the first type of essay, a comparison/contrast essay, which covered the first three lessons were taught to students following the lesson plans. These three lessons covered weeks 2-4, respectively. Then the second type of essay, a cause/effect essay, covering the next three lessons were taught to students in weeks 5-7, respectively. Finally, the last type to essay, an opinion essay, covering the last three lessons were taught to students in weeks 8-10, respectively. The details of each week can be explained as follows:

Week 2: Students were taught how to write a comparison/contrast essay. The components, organization, and language use were the main focus of this lesson. At the end of the lesson, students were assigned to create an

outline of their own comparison/contrast essay.

Week 3: Students were trained how to assess a comparison/contrast essay. The four steps of the peer feedback training were demonstrated to students. First, reasons why peer feedback is important in a writing class were introduced to students in order to show awareness raising. After that, the teacher demonstrated how to assess a comparison/contrast essay by using 1) one sample of a comparison/contrast essay composed by one former student taking Essay Writing course and 2) peer feedback form. Then students were given another sample of a comparison/contrast essay composed by another former student taking Essay Writing course and peer feedback form to practise assessing a comparison/contrast essay. At the same time, students were asked to use self-regulated learning strategies during assessing the sample essay. Finally, students were asked to reflect the effective comments they had given and the problems they had faced during assessing the sample essay. Their solutions to solve those problems were shared and discussed.

Week 4: Students were assigned to write their first draft of a comparison/contrast essay based on the outline they had made in Week 2. After composing the first draft, students were asked to work in pairs and they were joined together in a breakout room. They then exchanged their essays to their friends. Students then were given the peer feedback form for a comparison/contrast essay. They had to assess their peers' comparison/contrast essays by following the steps they had been trained in Week 3. After that, students had to revise their essays to be the second drafts based on their friends' feedback provided.

Week 5: Students were taught how to write a cause/effect essay. The components, organization, and language use were the main focus of this lesson. At the end of the lesson, students were assigned to create an outline of their own cause/effect essay.

Week 6: Students were trained how to assess a cause/effect essay. The four steps of the peer feedback training were demonstrated to students. First, reasons why peer feedback is important in a writing class were introduced to students in order to show awareness raising. After that, the teacher demonstrated how

to assess a cause/effect essay by using 1) one sample of a cause/effect essay composed by one former student taking Essay Writing course and 2) peer feedback form. Then students were given another sample of a cause/effect essay composed by another former student taking Essay Writing course and peer feedback form to practice assessing a cause/effect essay. At the same time, students were asked to use self-regulated learning strategies during assessing the sample essay. Finally, students were asked to reflect the effective comments they had given and the problems they had faced during assessing the sample essay. Their solutions to solve those problems were shared and discussed.

Week 7, students were given the opportunity to put their outline from Week 5 into action by composing their first draft of a cause/effect essay. Following this, they were paired up with a peer in a breakout room and exchanged essays to provide feedback. They used the peer feedback form for a cause/effect essay, which had been introduced to them in Week 6, to assess their peers' essays. Finally, they were asked to revise their first drafts into second drafts, taking into account the feedback they had received from their peers. This process provided students with the opportunity to receive constructive criticism and improve their writing skills.

Week 8: Students were taught how to write an opinion essay. The components, organization, and language use were the main focus of this lesson. At the end of the lesson, students were assigned to create an outline of their own opinion essay.

Week 9: Students were trained how to assess an opinion essay. The four steps of the peer feedback training were demonstrated to students. First, reasons why peer feedback is important in a writing class were introduced to students in order to show awareness raising. After that, the teacher demonstrated how to assess an opinion essay by using 1) one sample of an opinion essay composed by one former student taking Essay Writing course and 2) peer feedback form. Then students were given another sample of an opinion essay composed by another former student taking Essay Writing course and peer feedback form to practice assessing an opinion essay.

At the same time, students were asked to use self-regulated learning strategies during assessing the sample essay. Finally, students were asked to reflect the effective comments they had given and the problems they had faced during assessing the sample essay. Their solutions to solve those problems were shared and discussed.

Week 10: Based on the outline they had created in Week 8, students were required to compose the first draft of an opinion essay. After finishing the first draft, students were assigned to work in pairs in a breakout room and exchanged essays with their friends. After that, the students received the form for peer feedback of an opinion essay. Following the procedures, they had learned in Week 9, students were required to evaluate the essays written by their peers. Students were required to revise their first writings into their second essays depending on the feedback provided by their friends.

### 3) After implementation

#### 3.1) Composing an essay (posttest)

In week 11, via Google Form students were asked to compose an opinion essay using the same topic as in the pretest's. Students had to write a five-paragraph opinion essay at least 300 words within 90 minutes.

3.2) Distributing the self-regulation questionnaire and a questionnaire on students' attitudes towards the integration of peer feedback and self-regulated learning

In week 11, after students had composed an essay, students were assigned to do the self-regulation questionnaire and the questionnaire on students' attitudes towards the integration of peer feedback and self-regulated learning respectively via Google Forms. The self-regulation questionnaire took 45 minutes to complete. Students had 15 minutes to have a short break before completing the attitudes questionnaire, which took 60 minutes to complete.

#### 3.3) Conducting the semi-structured interview

In week 12, nine students were conveniently selected based on their availability and willingness to participate in an interview. They were interviewed individually via Zoom application. The purpose of the interview was to gain more in-

depth information regarding their self-regulation use. The interview technique had been purposively selected as a tool to collect the data in this study because it is a means that helps researchers to check the accuracy of the data they have discovered from the questionnaire. In addition, interviewing is the most common data collection technique a researcher normally uses to gain qualitative data (Braun & Clarke, 2013). Each student was interviewed for a period of 15-20 minutes, and the interview questions and answers were conducted in Thai. The students' answers were recorded and transcribed for analysis.

A summary of all involved activities aforementioned can be seen in Table 3.15.

**Table 3.15** Scope and Sequences of the Integration of Peer Feedback and Self-Regulated Learning in an Essay Writing in Business Class

| Weeks | Units/<br>Teaching<br>Stage   | Lessons  | Writing<br>Process  | Peer feedback   | Domains of self-<br>regulated<br>learning  | Objectives   |   | Content  | Assessment   |
|-------|---|--|---|---|--|--|---|--|--|
|       |   |  |   |   |  | Peer<br>feedback   | Self-regulated<br>learning  |  |  |
| 1     | Orientation   | - Orientation<br>(course<br>introduction)<br>- Pretest<br>- Self-<br>regulation<br>questionnaire | -   | -   | -  | -  | -   | -  | -  |
| 2     | Unit 1:<br>Comparison/<br>Contrast<br>Essays/<br>Awareness<br>Raising   | 1.1<br>Similarities<br>and<br>Differences  | - Getting<br>ideas<br>- Organizing<br>ideas<br>(Creating an<br>outline) | -   | -  | -  | -   | -<br>Organization<br>of a<br>comparison/<br>contrast essay<br>- Transitional<br>words/phrases<br>for<br>comparison<br>and contrast<br>- A thesis<br>statement for<br>a comparison/<br>contrast essay<br>- Generating<br>ideas by using<br>either a block<br>method or a<br>point-by-<br>point method<br>- An outline<br>for a<br>comparison/<br>contrast essay | - Answers<br>from tasks<br>- An outline<br>of a<br>comparison/<br>contrast essay |
| 3     | Unit 1:<br>Comparison/<br>Contrast<br>Essays/<br>Modeling &<br>Practice | 1.2 Peer<br>Feedback<br>Training for<br>Comparison/<br>Contrast<br>Essays                        | -   | <b>1) Affective<br/>feedback:</b><br>- Reading a sample<br>essay produced by a<br>former student and<br>telling what they<br>like most in the<br>essay<br><b>2) Evaluative<br/>feedback:</b><br>- Analyzing the<br>sample essay and<br>identifying some<br>problematic areas<br><b>3) Elaborative<br/>feedback:</b><br>- Providing reasons<br>why the identified<br>problems may<br>cause | <b>1) Cognitive<br/>Strategies:</b><br>- Text processing<br>and highlighting<br>- Activating prior<br>knowledge related<br>to rating criteria<br>used to assess an<br>essay<br>- Searching some<br>information/<br>words from the<br>Internet,<br>textbooks, or<br>dictionaries<br><b>2) Metacognitive<br/>strategies:</b><br>- Planning how to<br>give suggestion<br>for a particular | -To raise<br>students<br>awareness<br>of the<br>importance<br>of peer<br>feedback in<br>a writing<br>class<br>- To<br>demonstrate<br>and practise<br>students to<br>provide<br>affective<br>feedback,<br>evaluative<br>feedback,<br>elaborative<br>feedback, | - To give<br>students a<br>chance to<br>practise using<br>cognitive<br>strategies,<br>metacognitive<br>strategies,<br>affective<br>strategies, and<br>social<br>interactive<br>strategies when<br>providing<br>feedback | - Practice<br>giving<br>affective<br>feedback,<br>evaluative<br>feedback, and<br>suggestive<br>feedback to a<br>sample<br>essay<br>- Practice<br>using<br>cognitive<br>strategies,<br>metacognitive<br>strategies,<br>affective<br>strategies, and   | -Peer<br>Feedback<br>Form  |



| Weeks | Units/<br>Teaching<br>Stage   | Lessons   | Writing<br>Process  | Peer feedback  | Domains of self-<br>regulated<br>learning   | Objectives  |  | Content   | Assessment  |
|-------|---|---|---|--|---|---|--|---|---|
|       |   |   |   |  |   | Peer<br>feedback  | Self-regulated<br>learning   |   |   |
|       |   |   |   | comprehension<br>4) <b>Suggestive feedback:</b><br>- Giving suggestions for essay improvement using correction, personal opinions, or guidance   | problem found in an essay<br>- Monitoring one's action in order to reach a goal planned<br>3) <b>Affective strategies:</b><br>- Telling about benefits of giving feedback to the sample essay that students as an assessor and the writer can get<br>4) <b>Social interactive strategies:</b><br>- Asking the teacher for clarification (help seeking)  | and suggestive feedback to a sample essay<br>- To give students a chance to reflect on the problems they have found and how to solve the problems during a peer feedback activity |  | social interactive strategies   |   |
| 4     | Unit 1:<br>Comparison/<br>Contrast<br>Essays/<br>Reflection<br>&<br>Application | 1.3 Peer<br>Feedback<br>Application<br>for<br>Comparison/<br>Contrast<br>Essays | - Writing the first draft<br>- Revising and editing the first draft | 1) <b>Affective feedback:</b><br>- Reading a friend's comparison/contrast essay and telling what they like most in the essay<br>2) <b>Evaluative feedback:</b><br>- Analyzing a friend's essay and identifying some problematic areas<br>3) <b>Elaborative feedback:</b><br>- Providing reasons why the identified problems may cause comprehension<br>4) <b>Suggestive feedback:</b><br>- Giving suggestions for essay improvement using correction, personal opinions, or guidance | 1) <b>Cognitive Strategies:</b><br>- Text processing and highlighting<br>- Activating prior knowledge related to rating criteria used to assess an essay<br>- Searching some information/words from the Internet, textbooks, or dictionaries<br>2) <b>Metacognitive strategies:</b><br>- Planning how to give suggestion for a particular problem found in an essay<br>- Monitoring one's action in order to reach a goal planned<br>3) <b>Affective strategies:</b><br>- Telling about benefits of giving feedback to the essay that students as an assessor and the writer can get<br>4) <b>Social interactive strategies:</b><br>- Asking friends for clarification (help seeking) | - To encourage students to provide affective feedback, evaluative feedback, elaborative feedback, and suggestive feedback to their friends' comparison/contrast essays            | - To promote the use of cognitive strategies, metacognitive strategies, affective strategies, and social interactive strategies when providing feedback to their friends' comparison/contrast essays | - Giving affective feedback, evaluative feedback, elaborative feedback, and suggestive feedback to their friends' comparison/contrast essays<br>- Using cognitive strategies, metacognitive strategies, affective strategies, and social interactive strategies when giving feedback to their friends' comparison/contrast essays | - Students' 1 <sup>st</sup> drafts of a comparison/contrast essay<br>- Peer Feedback Form |
| 5     | Unit 2:<br>Cause/<br>Effect<br>Essays/<br>Awareness<br>Raising                  | 2.1 Causes<br>and Effects   | - Getting ideas<br>- Organizing ideas<br>(Creating an outline)      |  |   |   |  | - Organization of a cause/effect essay<br>- Transitional words/phrases for causes and effects<br>- A thesis statement for a cause/effect essay<br>- Generating ideas by using either using 'focus-on causes' method or 'focus-on-effects' method<br>- An outline for a cause/effect essay   | - Answers from tasks<br>- An outline of a cause/effect essay                              |
| 6     | Unit 2:<br>Cause/<br>Effect<br>Essays/<br>Modeling &<br>Practice                | 2.2 Peer<br>Feedback<br>Training for<br>Cause/Effect<br>Essays                  | -   | 1) <b>Affective feedback:</b><br>- Reading a sample essay produced by a former student and telling what they like most in the essay<br>2) <b>Evaluative</b>  | 1) <b>Cognitive Strategies:</b><br>- Text processing and highlighting<br>- Asking questions<br>- Searching some information/words from the Internet,  | - To raise students awareness of the importance of peer feedback in a writing class   | - To give students a chance to practise using cognitive strategies, metacognitive strategies, affective  | - Practice giving affective feedback, evaluative feedback, elaborative feedback, and suggestive   | - Peer Feedback Form  |

| Weeks | Units/<br>Teaching<br>Stage  | Lessons  | Writing<br>Process  | Peer feedback  | Domains of self-<br>regulated<br>learning   | Objectives   |  | Content   | Assessment   |
|-------|--|--|---|--|---|--|--|---|--|
|       |  |  |   |  |   | Peer<br>feedback   | Self-regulated<br>learning   |   |  |
|       |  |  |   | <b>feedback:</b><br>- Analyzing the sample essay and identifying some problematic areas<br><b>3) Elaborative feedback:</b><br>- Providing reasons why the identified problems may cause comprehension<br><b>4) Suggestive feedback:</b><br>- Giving suggestions for essay improvement using correction, personal opinions, or guidance   | textbooks, or dictionaries<br><b>2) Metacognitive strategies:</b><br>- Planning how to give suggestion for a particular problem found in an essay<br>- Monitoring one's action in order to reach a goal planned<br><b>3) Affective strategies:</b><br>- Telling about benefits of giving feedback to the sample essay that students as an assessor and the writer can get<br><b>4) Social interactive strategies:</b><br>- Asking the teacher for clarification (help seeking)  | - To demonstrate and practise students to provide affective feedback, evaluative feedback, elaborative feedback, and suggestive feedback to a sample essay<br>- To give students a chance to reflect on the problems they have found and how to solve the problems during a peer feedback activity | strategies, and social interactive strategies when providing feedback  | feedback to a sample essay<br>- Practice using cognitive strategies, metacognitive strategies, affective strategies, and social interactive strategies when giving feedback to a sample essay   |  |
| 7     | Unit 2:<br>Cause/<br>Effect<br>Essays/<br>Reflection<br>&<br>Application | 2.3 Peer<br>Feedback<br>Application<br>for Cause/<br>Effect Essays | - Writing the first draft<br>- Revising and editing the first draft | <b>1) Affective feedback:</b><br>- Reading a friend's cause/effect essay and telling what they like most in the essay<br><b>2) Evaluative feedback:</b><br>- Analyzing a friend's essay and identifying some problematic areas<br><b>3) Elaborative feedback:</b><br>- Providing reasons why the identified problems may cause comprehension<br><b>4) Suggestive feedback:</b><br>- Giving suggestions for essay improvement | <b>1) Cognitive Strategies:</b><br>- Text processing and highlighting<br>- Asking questions<br>- Searching some information/words from the Internet, textbooks, or dictionaries<br><b>2) Metacognitive strategies:</b><br>- Planning how to give suggestion for a particular problem found in an essay<br>- Monitoring one's action in order to reach a goal planned<br><b>3) Affective strategies:</b><br>- Telling about benefits of giving feedback to the essay that students as an assessor and the writer can get | - To encourage students to provide affective feedback, evaluative feedback, elaborative feedback, and suggestive feedback to their friends' cause/effect essays  | - To promote students to use cognitive strategies, metacognitive strategies, affective strategies, and social interactive strategies when providing feedback to their friends' cause/effect essays | - Giving affective feedback, evaluative feedback, elaborative feedback, and suggestive feedback to their friends' cause/effect essays<br>- Using cognitive strategies, metacognitive strategies, affective strategies, and social interactive strategies when giving feedback to their friends' cause/effect essays | - Students' 1 <sup>st</sup> drafts of a cause/effect essay<br>- Peer Feedback Form |
| 8     | Unit 3:<br>Opinion<br>Essays/<br>Awareness<br>Raising                    | 3.1 Expressing<br>Opinions   | - Getting ideas<br>- Organizing ideas<br>(Creating an outline)      | -  | -   | -  | -  | - Organization of an opinion essay<br>- Transitional words/phrases for expressing opinions<br>- A thesis statement for an opinion essay<br>- Generating ideas by using a mind mapping technique<br>- An outline for an opinion essay  | - Answers from tasks<br>- An outline of an opinion essay                           |
| 9     | Unit 3:<br>Opinion<br>Essays/<br>Modeling &<br>Practice                  | 3.2 Peer<br>Feedback<br>Training for<br>Opinion<br>Essays          | -   | <b>1) Affective feedback:</b><br>- Reading a sample essay produced by a former student and telling what they like most in the essay<br><b>2) Evaluative feedback:</b><br>- Analyzing the sample essay and identifying some   | <b>1) Cognitive strategies:</b><br>- Text processing and course memory<br>- Searching some information/words from the Internet, textbooks, or dictionaries<br><b>2) Metacognitive strategies:</b><br>- Planning how to  | - To raise students awareness of the importance of peer feedback in a writing class<br>- To demonstrate and practice students to   | - To give students a chance to practice using cognitive strategies, metacognitive strategies, affective strategies, and social interactive strategies when   | - Practice giving affective feedback, evaluative feedback, elaborative feedback, and suggestive feedback to a sample essay<br>- Practice  | -Peer Feedback Form  |

| Weeks | Units/<br>Teaching<br>Stage                      | Lessons  | Writing<br>Process  | Peer feedback   | Domains of self-<br>regulated<br>learning  | Objectives   |   | Content   | Assessment  |
|-------|--|--|---|---|--|--|---|---|---|
|       |  |  |   |   |  | Peer<br>feedback   | Self-regulated<br>learning  |   |   |
|       |  |  |   | <p>problematic areas</p> <p><b>3) Elaborative feedback:</b></p> <ul style="list-style-type: none"> <li>- Providing reasons why the identified problems may cause comprehension</li> </ul> <p><b>4) Suggestive feedback:</b></p> <ul style="list-style-type: none"> <li>- Giving suggestions for essay improvement using correction, personal opinions, or guidance</li> </ul>   | <p>give suggestion for a particular problem found in an essay</p> <ul style="list-style-type: none"> <li>- Monitoring one's action in order to reach a goal planned</li> </ul> <p><b>3) Affective strategies:</b></p> <ul style="list-style-type: none"> <li>- Telling about benefits of giving feedback to the sample essay that students as an assessor and the writer can get</li> </ul> <p><b>4) Social interactive strategies:</b></p> <ul style="list-style-type: none"> <li>- Asking the teacher for clarification (help seeking)</li> </ul>  | <p>provide affective feedback, evaluative feedback, elaborative feedback, and suggestive feedback to a sample essay</p> <ul style="list-style-type: none"> <li>- To give students a chance to reflect on the problems they have found and how to solve the problems during a peer feedback activity</li> </ul> | <p>providing feedback</p>   | <p>using cognitive strategies, metacognitive strategies, affective strategies, and social interactive strategies when giving feedback to a sample essay</p>   |   |
| 10    | Unit 3: Opinion Essays/ Reflection & Application | 3.3 Peer Feedback Application for Opinion Essays   | <ul style="list-style-type: none"> <li>- Writing the first draft</li> <li>- Revising and editing the first draft</li> </ul> | <p><b>1) Affective feedback:</b></p> <ul style="list-style-type: none"> <li>- Reading a friend's argumentative essay and telling what they like most in the essay</li> </ul> <p><b>2) Evaluative feedback:</b></p> <ul style="list-style-type: none"> <li>- Analyzing a friend's essay and identifying some problematic areas</li> </ul> <p><b>3) Elaborative feedback:</b></p> <ul style="list-style-type: none"> <li>- Providing reasons why the identified problems may cause comprehension</li> </ul> <p><b>4) Suggestive feedback:</b></p> <ul style="list-style-type: none"> <li>- Giving suggestions for essay improvement using correction, personal opinions, or guidance</li> </ul> | <p><b>1) Cognitive Strategies:</b></p> <ul style="list-style-type: none"> <li>- Text processing and course memory</li> <li>- Searching some information/words from the Internet, textbooks, or dictionaries</li> </ul> <p><b>2) Metacognitive strategies:</b></p> <ul style="list-style-type: none"> <li>- Planning how to give suggestion for a particular problem found in an essay</li> <li>- Monitoring one's action in order to reach a goal planned</li> </ul> <p><b>3) Affective strategies:</b></p> <ul style="list-style-type: none"> <li>- Telling about benefits of giving feedback to the essay that students as an assessor and the writer can get</li> </ul> <p><b>4) Social interactive strategies:</b></p> <ul style="list-style-type: none"> <li>- Asking friends for clarification (help seeking)</li> </ul> | <ul style="list-style-type: none"> <li>- To encourage students to provide affective feedback, evaluative feedback, elaborative feedback, and suggestive feedback to their friends' opinion essays</li> </ul>   | <ul style="list-style-type: none"> <li>- To promote students to use cognitive strategies, metacognitive strategies, affective strategies, and social interactive strategies when providing feedback to their friends' opinion essays</li> </ul> | <ul style="list-style-type: none"> <li>- Giving affective feedback, evaluative feedback, elaborative feedback, and suggestive feedback to their friends' opinion essays</li> <li>- Using cognitive strategies, metacognitive strategies, affective strategies, and social interactive strategies when giving feedback to their friends' opinion essays</li> </ul> | <ul style="list-style-type: none"> <li>- Students' 1<sup>st</sup> drafts of an opinion essay</li> <li>- Peer Feedback Form</li> </ul> |
| 11    | -  | <ul style="list-style-type: none"> <li>- Posttest</li> <li>- Self-regulation questionnaire</li> <li>- Questionnaire on students' attitudes towards the integration of peer feedback and self-regulated learning</li> </ul> | -   | -   | -  | -  | -   | -   | -   |
| 12    | -  | <ul style="list-style-type: none"> <li>- Semi-structured interview</li> </ul>  | -   | -   | -  | -  | -   | -   | -   |

### 3.5 Data Analysis

Data analysis are explained following the research questions.

**Research question 1: What are the effects of the integration of peer feedback and self-regulated learning on Thai EFL university students' essay writing ability?**

Answers to research question 1 were from the scores of students' pretest and posttest. Two trained raters marked students' essays from both the pretest and the posttest. Paulus (1999) analytic rating scales were used as the rubrics. Students' essays were assessed in six main areas: organization/unity (10 points), development (10 points), cohesion/coherence (10 points), structure (10 points), vocabulary (10 points), and mechanics (10 points). Therefore, the total score was 60 points for the pretest and another 60 points for the posttest. In order to check for inter-rater reliability, Pearson Correlation Coefficient was used to test if there was any agreement between the two raters. In order to test the mean score difference between the pretest and posttest scores, descriptive statistics (mean and standard deviation) and *inferential statistics* (dependent t-test) were used to analyze the data obtained.

**Research question 2: What are the effects of the integration of peer feedback and self-regulated learning on Thai EFL university students' self-regulation?**

Answers to research question 2 were collected from pretest and posttest scores from students' self-regulation questionnaires. Descriptive statistics, including the mean and standard deviation, were calculated for both sets of scores to summarize the data obtained. Inferential statistics, specifically a dependent t-test, were used to test the mean score difference between the pretest and posttest scores. Furthermore, the study included qualitative data obtained from students' answers to interviews. The responses were analyzed using content analysis techniques to identify themes and patterns in the data.

**Research question 3: Is there any relationship between students' essay writing ability and their self-regulation after students receive the integration of peer feedback and self-regulated learning?**

The data analysis for research question 3 involved analyzing the correlation between two variables: students' essay scores from the posttest and their scores of self-regulation gained after implementing the lessons. Pearson's correlation coefficient was used to measure the strength and direction of the linear relationship between these two variables.

**Research question 4: What are the attitudes of Thai EFL university students towards the integration of peer feedback and self-regulated learning?**

In order to answer research question 4, a mixed-methods approach was used to analyze the data. Specifically, quantitative methods (descriptive statistics) was used to analyze the closed-ended questions in the attitude questionnaire, and qualitative methods (content analysis) was used to analyze the open-ended questions.

Descriptive statistics, such as the mean and standard deviation, are useful for summarizing and describing the central tendency and variability of numerical data. By using these statistics to analyze the attitude questionnaire data, the researcher could gain insight into the overall attitudes of the students towards the course.

Content analysis, on the other hand, is a qualitative research method that involves systematically analyzing and interpreting textual data (in this case, students' open-ended responses). By using content analysis to analyze these responses, the researcher could identify common themes or patterns in the students' comments about the course. This approach allows for a more nuanced understanding of the students' attitudes, as it provides insight into the specific aspects of the course that students liked or disliked.

Overall, using both quantitative and qualitative methods to analyze the data can provide a more comprehensive understanding of the research question at hand.

A summary of data analyses in relation to research questions and research instruments are presented in Table 3.16 below.

**Table 3.16** Research Questions, Research Instruments, and Data Analyses

| Research Questions   | Research Instruments   | Data Analyses  |
|--|--|--|
| <b>Research Question 1:</b> What are the effects of the integration of peer feedback and self-regulated learning on Thai EFL university students' essay writing ability?                                     | 1) Essay writing test  | - Descriptive statistics (mean and standard deviation)<br>- <i>Inferential statistics</i> (dependent t-test)                       |
| <b>Research Question 2:</b> What are the effects of the integration of peer feedback and self-regulated learning on Thai EFL university students' self-regulation?   | 1) Self-regulation questionnaire<br>2) Semi-structured interview   | - Descriptive statistics (mean and standard deviation)<br>- <i>Inferential statistics</i> (dependent t-test)<br>- Content analysis |
| <b>Research Question 3:</b> Is there any relationship between students' essay writing ability and their self-regulation after students receive the integration of peer feedback and self-regulated learning? | 1) Essay writing test<br>2) Self-regulation questionnaire  | - Pearson's correlation coefficient  |
| <b>Research Question 4:</b> What are the attitudes of Thai EFL university students towards the integration of peer feedback and self-regulated learning?   | 1) A questionnaire on students' attitudes towards the integration of peer feedback and self-regulated learning | - Descriptive statistics (mean and standard deviation)   |

### 3.6 Ethical Consideration

As the current study involved human participants, ethical issues needed to be concerned. To avoid any problems regarding ethics in human subjects, the following principles and steps were conducted:

Prior the main experiment, this research proposal and its procedure were approved by the Research Ethics Review Committee for Research Involving Human Subjects: The Second Allied Academic Group in Social Sciences, Humanities and Fine and Applied Arts, Chulalongkorn University. This suggests that the researcher followed ethical guidelines and obtained approval before conducting the experiment, which is an important aspect of research involving human participants. The approval process involved a review of the research design and procedures to ensure that the study would not cause harm to participants and that participants' rights and privacy would be protected.

Before the main experiment, all participants were accessed directly by the researcher because this current study was conducted in a required course in which the researcher was a teacher and the participants were students. The researcher informed all participants by herself about the objectives and important details regarding the participation of this research. Also, since the current study was conducted in a course in which all participants as students had to enroll as the requirement for their degree, no extra money was paid for their time spent and traveling expenses.

The research participants must be at least 18 years of age at the time of participation. The participation was entirely voluntary. That is, upon voluntarily agreeing on participating in this research, the participants were informed that they were able to choose to withdraw anytime if they felt uncomfortable without any negative consequences on them, their scores in a course being taken, future study, or work. In case some participants asked to withdraw from the research activities, the researcher would collect only the data from the remained participants. Participants' personal information was protected and would be treated by the researcher as confidential. The research results were presented as a whole picture only. No information in the research report would lead to identifying the participants as an individual unless consented. After one year of the experiment, all data collected from the participants were permanently destroyed.

Finally, every participant read research information sheet and signed a consent form written in their native language, which is important for ensuring that participants fully understood the risks and benefits associated with their participation. This can help to prevent misunderstandings or miscommunications that could compromise the validity and ethics of the research.

## **CHAPTER 4**

### **RESULTS**

This chapter presents the results of data collected from the essay writing test, the self-regulation questionnaire, the semi-structured interview, and the questionnaire on students' attitudes towards the integration of peer feedback and self-regulated learning. The results are presented in relation to the following four research questions:

Research question 1 “What are the effects of the integration of peer feedback and self-regulated learning on Thai EFL university students' essay writing ability?” focused on the students' improvement of essay writing ability after implementing the integration of peer feedback and self-regulated learning. The mean scores of the essay writing pre-test and post-test were also compared.

Research question 2 “What are the effects of the integration of peer feedback and self-regulated learning on Thai EFL university students' self-regulation?” explored students' development of self-regulation after the intervention. The mean scores of the self-regulation questionnaire taken before and after the instructions were compared. Also, to understand details in depth of how students used self-regulated learning strategies when they did peer feedback activities, responses from semi-structured interview were then categorized.

Research question 3 “Is there any relationship between students' essay writing ability and their self-regulation after students receive the integration of peer feedback and self-regulated learning?” examined the relationship between students' essay writing ability and their self-regulation. Pearson correlation coefficient was used to figure out the correlation.

Research question 4 “What are the attitudes of Thai EFL university students towards the integration of peer feedback and self-regulated learning?” aimed to explore students' opinions towards the course. Scores from an attitude questionnaire was calculated. Responses from open-ended questions were then categorized according to themes.



## 4.1 Results of Research Question 1

**Research Question 1:** *What are the effects of the integration of peer feedback and self-regulated learning on Thai EFL university students' essay writing ability?*

The first research question aimed to investigate the effects of the integration of peer feedback and self-regulated learning on Thai EFL university students' essay writing ability by examining the essay writing pre-test and post-test mean scores. Dependent t-test was used to compare both test scores. Hypothesis 1 guides the comparison of the essay writing pre-test and post-test scores.

**Hypothesis 1:** *The post-test mean score of Thai EFL university students' essay writing is significantly different from the pre-test mean score after implementing peer feedback and self-regulated learning in the writing class.*

### 4.1.1 Quantitative Findings

#### 4.1.1.1 Findings of Essay Writing Pre-test and Post-test Scores

**Table 4.1** Findings of Essay Writing Pre-Test and Post-Test Scores (Descriptive Statistics)

| Tests     | N  | Min.  | Max.  | Range | Mean  | SD   |
|-----------|----|-------|-------|-------|-------|------|
| Pre-test  | 35 | 6.00  | 34.50 | 28.5  | 16.65 | 5.90 |
| Post-test | 35 | 13.50 | 47.00 | 33.50 | 34.04 | 8.80 |

As shown in Table 4.1, the pre-test scores ranged from 6.00 to 34.50. The range of scores was 28.5, indicating a significant variation among participants. The average score ( $M$ ) was 16.65, with a standard deviation ( $SD$ ) of 5.90, suggesting a moderate level of dispersion around the mean. On the other hand, the score distribution showed improvement. The post-test scores ranged from 13.50 to 47.00, resulting in a range of 33.50, which was larger than that of the pre-test. The average score ( $M$ ) for the post-test was 34.04, with a higher standard deviation ( $SD$ ) of 8.80, indicating greater variability in the scores compared to the pre-test. Overall, the findings suggest that there was an improvement in the participants' essay writing skills from the pre-test to the post-test. The average score increased from 16.65 to 34.04, indicating a substantial enhancement in performance.

**Table 4.2** Findings of Essay Writing Pre-Test and Post-Test Scores (Inferential Statistics)

| Tests     | N  | Mean<br>(60) | SD   | Mean<br>difference | t       | df | Sig. (2-<br>tailed) | d    |
|-----------|----|--------------|------|--------------------|---------|----|---------------------|------|
| Pre-test  | 35 | 16.65        | 5.90 | 17.39              | -16.106 | 34 | .000*               | 0.27 |
| Post-test | 35 | 34.04        | 8.80 |                    |         |    |                     |      |

$p^* < .01$

As presented in Table 4.2, a dependent t-test was conducted to compare students' pre-test and post-test scores of their essay writing ability. There was a significant difference in the scores between pre-test ( $M = 16.65$ ,  $SD = 5.90$ ) and post-test ( $M = 34.04$ ,  $SD = 8.80$ );  $t(34) = -16.106$ ,  $p < .001$ . Based on the calculated effect size using Cohen's  $d$  ( $d = 0.27$ ), it can be inferred that the intervention had a small impact. These results indicate that students' writing ability has improved significantly after the instruction using peer feedback and self-regulated learning was implemented in the essay writing class. As a result, Alternative Hypothesis ( $H_1$ ) was supported.

#### 4.1.1.2 Findings of Essay Writing Pre-test and Post-test Scores for Each Criterion

**Table 4.3** Findings of Essay Writing Pre-Test and Post-Test Scores for Each Criterion

| Criteria                  | N  | Mean<br>(10) | SD   | Mean<br>difference | t       | df | Sig. (2-<br>tailed) |
|---------------------------|----|--------------|------|--------------------|---------|----|---------------------|
| Organization/Unity(Pre)   | 35 | 2.65         | 1.18 | 3.14               | -14.783 | 34 | .000*               |
| Organization/Unity(Post)  | 35 | 5.80         | 1.66 |                    |         |    |                     |
| Development(Pre)          | 35 | 2.88         | 1.27 | 3.04               | -14.260 | 34 | .000*               |
| Development (Post)        | 35 | 5.92         | 1.74 |                    |         |    |                     |
| Cohesion/Coherence(Pre)   | 35 | 2.58         | 1.09 | 3.12               | -15.550 | 34 | .000*               |
| Cohesion/Coherence (Post) | 35 | 5.71         | 1.58 |                    |         |    |                     |
| Structure(Pre)            | 35 | 2.81         | 0.97 | 2.72               | -14.851 | 34 | .000*               |
| Structure(Post)           | 35 | 5.54         | 1.38 |                    |         |    |                     |
| Vocabulary(Pre)           | 35 | 2.85         | 0.98 | 2.75               | -14.820 | 34 | .000*               |
| Vocabulary(Post)          | 35 | 5.61         | 1.40 |                    |         |    |                     |
| Mechanics(Pre)            | 35 | 2.85         | 0.80 | 2.58               | -11.352 | 34 | .000*               |
| Mechanics(Post)           | 35 | 5.44         | 1.47 |                    |         |    |                     |

$p^* < .01$

As shown in Table 4.3, a dependent t-test was performed to compare students' pre-test and post-test scores according to the six criteria: 1) organization/unity, 2) development, 3) cohesion/coherence, 4) structure, 5) vocabulary, and 6) mechanics.

There was a significant difference between the pre-test scores ( $M = 2.65$ ,  $SD = 1.18$ ) and the post-test scores ( $M = 5.80$ ,  $SD = 1.66$ );  $t(34) = -14.783$ ,  $p < .001$  of organization/unity. In terms of essays' development, there was a statistically significant difference between the pre-test scores ( $M = 2.88$ ,  $SD = 1.27$ ) and the post-test scores ( $M = 5.92$ ,  $SD = 1.74$ );  $t(34) = -14.260$ ,  $p < .001$ . Regarding cohesion/coherence, there was a significant increase in the post-test scores ( $M = 5.71$ ,  $SD = 1.58$ ) compared to the pre-test scores ( $M = 2.58$ ,  $SD = 1.09$ ),  $t(34) = -15.550$ ,  $p < .001$ . The results from the pre-test ( $M = 2.81$ ,  $SD = 0.97$ ) and post-test ( $M = 5.54$ ,  $SD = 1.38$ ) scores indicate that there was a significant improvement in essays' language use,  $t(34) = -14.851$ ,  $p < .001$ . Concerning vocabulary, there was a significant difference in the scores for the pre-test ( $M = 2.85$ ,  $SD = 0.98$ ) and the post-test ( $M = 5.61$ ,  $SD = 1.40$ );  $t(34) = -14.820$ ,  $p < .001$ . Results also showed that, in terms of mechanics, the post-test scores ( $M = 5.44$ ,  $SD = 1.47$ ) increased when compared to the pre-test scores ( $M = 2.85$ ,  $SD = 0.80$ ). A paired-samples t-test found this increase to be significant,  $t(34) = -11.352$ ,  $p < .001$ . These results suggest that the instruction using peer feedback and self-regulated learning had a positive impact on the improvement of students' essays writing ability in all aspects.

#### 4.1.1.3 Findings of Essay Writing Scores (1<sup>st</sup> and 2<sup>nd</sup> Drafts)

**Table 4.4** Findings of Essay Writing Scores for the 1<sup>st</sup> and the 2<sup>nd</sup> Drafts

| Type of Essay                          | N  | Mean<br>(60) | SD   | Mean<br>Difference | t       | df | Sig.<br>(2-<br>tailed) |
|--|----|--------------|------|--------------------|---------|----|------------------------|
| Comparison/Contrast (1 <sup>st</sup> ) | 35 | 29.94        | 4.85 | 4.91               | -18.202 | 34 | .000*                  |
| Comparison/Contrast (2 <sup>nd</sup> ) | 35 | 34.85        | 5.08 |                    |         |    |                        |
| Cause/Effect (1 <sup>st</sup> )        | 35 | 30.00        | 3.91 | 5.05               | -14.063 | 34 | .000*                  |
| Cause/Effect (2 <sup>nd</sup> )        | 35 | 35.05        | 3.86 |                    |         |    |                        |
| Opinion (1 <sup>st</sup> )             | 35 | 27.91        | 4.44 | 4.81               | -12.242 | 34 | .000*                  |
| Opinion (2 <sup>nd</sup> )             | 35 | 32.72        | 4.21 |                    |         |    |                        |

$p^* < .01$

As presented in Table 4.4, a dependent t-test was used to compare students' essay writing scores from the first and second drafts of comparison/contrast essays, cause/effect essays, and opinion essays. The comparison/contrast essays' scores from the first draft ( $M = 29.94$ ,  $SD = 4.85$ ) and the second draft ( $M = 34.85$ ,  $SD = 5.08$ ) differed significantly;  $t(34) = -18.202$ ,  $p < .001$ . The findings of the cause/effect essays' first ( $M = 30.00$ ,  $SD = 3.91$ ) and second ( $M = 35.05$ ,  $SD = 3.86$ ) drafts revealed that the mean scores were statistically different,  $t(34) = -14.063$ ,  $p < .001$ . In the case of opinion essays, the second draft ( $M = 32.72$ ,  $SD = 4.21$ ) had a significant increase over the first draft ( $M = 27.91$ ,  $SD = 4.44$ );  $t(34) = -12.242$ ,  $p < .001$ . These results suggest that students' essay writing ability improved after the instruction using peer-feedback and self-regulated learning had been taught to students in a writing class.

In addition, to investigate students' essay writing ability, two raters were assigned to rate the pre-test and post-test of the essay writing test. In order to ensure that the two raters are reliable in rating the tests, inter-rater reliability was tested through the use of Pearson Correlation Coefficient.

#### 4.1.2 Findings of Inter-Rater Reliability

The findings of inter-rater reliability are presented in the following tables.

**Table 4.5** Findings of Inter-Rater Reliability (Pretest)

|               |                     | <b>Rater1</b> | <b>Rater2</b> |
|---------------|---------------------|---------------|---------------|
| <b>Rater1</b> | Pearson Correlation | 1             | .926**        |
|               | Sig. (2-tailed)     |               | .000          |
|               | N                   | 35            | 35            |
| <b>Rater2</b> | Pearson Correlation | .926**        | 1             |
|               | Sig. (2-tailed)     | .000          |               |
|               | N                   | 35            | 35            |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The findings from Table 4.5 show that the correlation of inter-rater reliability for the pre-test is nearly perfect ( $r = .926$ ). This indicates that there was a high degree of agreement and consistency in the raters' assessment of the students' writing.

**Table 4.6** Findings of Inter-Rater Reliability (Posttest)

|               |                     | <b>Rater1</b> | <b>Rater2</b> |
|---------------|---------------------|---------------|---------------|
| <b>Rater1</b> | Pearson Correlation | 1             | .906**        |
|               | Sig. (2-tailed)     |               | .000          |
|               | N                   | 35            | 35            |
| <b>Rater2</b> | Pearson Correlation | .906**        | 1             |
|               | Sig. (2-tailed)     | .000          |               |
|               | N                   | 35            | 35            |

\*\*. Correlation is significant at the 0.01 level (2-tailed).

As presented in Table 4.6, the correlation of inter-rater reliability for the post-test is nearly perfect ( $r = .906$ ), showing their agreement and consistency on their rating.

## 4.2 Results of Research Question 2

**Research Question 2:** *What are the effects of the integration of peer feedback and self-regulated learning on Thai EFL university students' self-regulation?*

Research Question 2 explored students' improvement of their self-regulation after the intervention. Based on data analysis of the self-regulation questionnaire and semi-structured interview, results obtained are presented as follows:

### 4.2.1 Quantitative Findings

The second research question aimed to explore the effects of the integration of peer feedback and self-regulated learning on Thai EFL university students' self-regulation by examining the self-regulation mean scores taken from before and after the intervention. Dependent t-test was used to compare both mean scores. Hypothesis 2 guides the comparison of the self-regulation scores.

**Hypothesis 2:** *The post-test mean score of Thai EFL university students' self-regulation is significantly different from the pre-test mean score after*

*implementing peer feedback and self-regulated learning in the writing class.*

**Table 4.7** Findings of Students' Self-Regulation (Descriptive Statistics)

| Tests  | N  | Min. | Max. | Range | Mean  | SD    |
|--------|----|------|------|-------|-------|-------|
| Before | 35 | 42   | 76   | 34    | 55.48 | 7.69  |
| After  | 35 | 50   | 95   | 45    | 75.28 | 11.33 |

According to Table 4.7, the students' self-regulation scores were examined before and after participating in the intervention. Prior to the intervention, the self-regulation scores ranged from 42 to 76, indicating variation in the use of self-regulation among the participants. The range of scores was 34, reflecting this diversity. The average score ( $M$ ) was 55.48, with a standard deviation ( $SD$ ) of 7.69, suggesting a moderate level of dispersion around the mean. After the intervention, the self-regulation scores spanned from 50 to 95, resulting in a range of 45, which was larger than the range observed before the intervention. The average score ( $M$ ) following the intervention was 75.28, with a higher standard deviation ( $SD$ ) of 11.33, indicating greater variability in the scores compared to the scores before the intervention. Overall, the findings demonstrate an increasing use of self-regulated learning strategies by students after participating in the intervention.

**Table 4.8** Findings of Students' Self-Regulation (Inferential Statistics)

| Self-regulation | N  | Mean (104) | SD    | Mean difference | t      | df | Sig. (2-tailed) | d    |
|-----------------|----|------------|-------|-----------------|--------|----|-----------------|------|
| Before          | 35 | 55.48      | 7.69  | 20.08           | 10.185 | 34 | .000*           | 0.17 |
| After           | 35 | 75.28      | 11.33 |                 |        |    |                 |      |

$p^* < .01$

As shown in Table 4.8, a dependent t-test was performed to compare students' self-regulation scores before and after the instruction using peer-feedback and self-regulated learning was implemented in the writing class. Findings revealed that there was a significant difference between the pre-test scores ( $M = 55.48$ ,  $SD = 7.69$ ) and the post-test scores ( $M = 75.28$ ,  $SD = 11.33$ );  $t(34) = 10.185$ ,  $p < .001$ . The calculated effect size using Cohen's  $d$  ( $d = 0.17$ ) suggested that the impact of the intervention was small. These results suggest that the instruction using peer-feedback

and self-regulated learning improved students' self-regulation. Therefore, Alternative Hypothesis ( $H_1$ ) was confirmed.

#### 4.2.2 Qualitative Findings

The week following the completion of the self-regulation questionnaire, a total of 9 students were chosen for interviews, taking into consideration their availability. They were asked to answer seven questions regarding their use of self-regulated learning strategies: cognitive, metacognitive, social interactive, and affective strategies when they did peer feedback activities. The interview was conducted one by one via Zoom application. The interview lasted about 10-15 minutes for each student. Students' answers from the semi-structured interviews are reported as follows:

##### 1. Cognitive Strategies

Cognitive strategies are learning strategies students used when they encountered problems when they did peer feedback activities. From an analysis, it was found that students faced three main problems, namely vocabulary or words, grammar or sentence structures, and contents or ideas. Details of each problem and cognitive strategies used are explained as follows:

**Table 4.9** Problems about Vocabulary or Words/ Grammar or Sentence Structures/ Contents or Ideas and Cognitive Strategies Used

| No.<br>of<br>Student | Problems                       | Cognitive Strategies        |  |  |                       |                                    |
|----------------------|--------------------------------|-----------------------------|--|--|-----------------------|------------------------------------|
|                      |                                | Asking for<br>Clarification | Searching/Checking<br>Information from<br>the Internet | Consulting<br>Dictionaries<br>(Hard<br>Copies and<br>Online) | Google<br>Translation | Reviewing<br>Teaching<br>Materials |
| Student<br>1         | Unknown<br>ideas<br>(contents) | ✓                           | ✓  | x  | x                     | x                                  |
| Student<br>2         | Vocabulary                     | x                           | ✓  | ✓  | ✓                     | x                                  |
| Student<br>3         | Contents or<br>ideas           | ✓                           | x  | x  | x                     | x                                  |

| No.<br>of<br>Student | Problems                              | Cognitive Strategies        |  |  |                       |                                    |
|----------------------|---------------------------------------|-----------------------------|--|--|-----------------------|------------------------------------|
|                      |                                       | Asking for<br>Clarification | Searching/Checking<br>Information from<br>the Internet | Consulting<br>Dictionaries<br>(Hard<br>Copies and<br>Online) | Google<br>Translation | Reviewing<br>Teaching<br>Materials |
|                      | Grammar                               | x                           | ✓  | x  | x                     | ✓                                  |
| Student<br>4         | Unfamiliar<br>words                   | x                           | ✓  | ✓  | x                     | x                                  |
| Student<br>5         | Grammar                               | x                           | ✓  | x  | x                     | ✓                                  |
|                      | Unfamiliar<br>words                   | x                           | x  | ✓  | ✓                     | x                                  |
| Student<br>6         | Not<br>familiar<br>with some<br>words | ✓                           | ✓  | x  | x                     | x                                  |
| Student<br>7         | Too<br>difficult<br>words             | ✓                           | x  | ✓  | x                     | x                                  |
| Student<br>8         | Don't<br>know<br>vocabulary           | x                           | x  | ✓  | x                     | x                                  |
|                      | The<br>structure                      | x                           | x  | x  | x                     | ✓                                  |
| Student<br>9         | Vocabulary                            | x                           | x  | x  | ✓                     | x                                  |

### 1.1 Problems about Vocabulary or Words and Cognitive Strategies Used

As presented in Table 4.9, it was found that when doing peer feedback activities, most of students had problems about vocabulary or unfamiliar words, including technical terms, academic vocabulary, and difficult words (7 out of 9 students had this problem). It is obviously seen that most of students had problems about technical terms, academic vocabulary, and difficult words. The following excerpts can illustrate this finding.



**Teacher: When doing peer feedback activities, did you face any problems?**

Student 1: My friend had many mistakes in her essay such as tenses and fragments. I wrote my comments in the peer feedback form and told her later. *I sometimes had problems about vocabulary* because I am not good at vocabulary.

Student 2: *I was not familiar with some words such as technical terms.*

Student 3: *My friend used very difficult words.*

Students tended to use similar cognitive strategies for solving the problems. Five students consulted dictionaries both from hard copies and online. Three students searched or checked information on the Internet. Three students used Google translation. And two students asked the essay's writer for clarification. One interesting observation is that students tended to use 2-3 cognitive strategies when they had problems with vocabulary. The findings are shown as the following excerpts.

**Teacher: How did you solve the problem regarding vocabulary?**

Student 1: *I searched the meaning from an online dictionary. I reviewed the teaching materials* I studied in the past for the problem about grammar.

Student 2: *I asked the essay's writer* what she wanted to convey. *I sometimes searched words from the Internet about its context.*

Student 3: *I used Google translation.*

Student 4: *I searched from the Internet. Or I asked the essay's owner for clarification.*

Another obvious observation is that, other than the meaning, two students, when consulting an online dictionary, also studied the parts of speech and synonyms, which are considered vocabulary learning strategies. Understanding the different parts of speech and their functions in a sentence can help writers create more complex and varied sentence structures, while knowing synonyms can help them avoid repetition and choose the best word for a particular context. The following excerpts can illustrate this finding.

**Teacher: How did you solve that problem regarding vocabulary?**

Student 1: I checked the meaning on the Internet. *I also used an online dictionary in order to check for the parts of speech.* I would not just look at the meaning of the word.

Student 2: I used Google translation and *an online dictionary to look at synonyms.* Then, I suggested my friend for a better word. For problems about grammar, I would review the grammar books I had and the teaching materials I studied in the first year. If I didn't understand, I would search on the Internet. And I asked the essay owner if I correctly understood what he wanted to convey.

### 1.2 Problems about Grammar or Sentence Structures and Cognitive Strategies

Used

As presented in Table 4.9 above, it is evident that students also had problems about grammar or sentence structures, but three students had this problem. An interesting observation is that two students used similar cognitive strategies - searching/checking information on the Internet and reviewing teaching materials, while one student only reviewed teaching materials. The following excerpts can illustrate this finding.

**Teacher: When doing peer feedback activities, did you face any problems?**

Student 1: Yes, I did. I had problem about *grammar*.

Student 2: I had problems about *grammar* and unfamiliar words.

Student 3: I didn't know vocabulary and *the structure*.

**Teacher: How did you solve the problem?**

Student 1: *I reviewed the teaching materials and searched information on the Internet.* Regarding the contents or ideas, I would ask the essay's owner for clarification.

Student 2: I used Google translation and an online dictionary to look at synonyms. Then, I suggested my friend for a better word. *For problems about grammar, I would review the grammar books I had and the teaching materials I studied in the first year. If I didn't understand, I would search on the Internet.* And I asked the essay owner if I correctly understood what he wanted to convey.

Student 3: I searched from an online dictionary. ***I reviewed the teaching materials I studied in the past for the problem about grammar.***

### 1.3 Problems about Contents or Ideas and Cognitive Strategies Used

The findings from Table 4.9 above show that two students had problems about contents or ideas when they did peer feedback activities. Cognitive strategy that was used in order to solve the problem is asking for clarification. The following excerpts illustrate this finding.

**Teacher: When doing peer feedback activities, did you face any problems?**

**How did you solve the problem?**

Student 1: I sometimes faced some ***unknown ideas. I asked the essay's writer what she wanted to convey.*** I sometimes searched words from the Internet about its context, or I asked my friend who is good at grammar if I had a problem about sentences.

Student 2: I reviewed the teaching materials and searched information from the Internet. ***Regarding the contents or ideas, I would ask the essay's owner for clarification.***

### 2. Metacognitive Strategies

Metacognitive strategies are learning strategies students used in order to set goals, plan, monitor their actions, and evaluate the results of their actions against the set goals if they had achieved the goals or not.

**Table 4.10** Students' Use of Metacognitive Strategies

| No. of Student | Metacognitive Strategies |          |            |            |
|----------------|--------------------------|----------|------------|------------|
|                | Setting Goals            | Planning | Monitoring | Evaluating |
| Student 1      | ✓                        | ✓        | ✓          | ✓          |
| Student 2      | ✓                        | ✓        | ✓          | ✓          |
| Student 3      | ✓                        | ✓        | ✓          | ✓          |
| Student 4      | ✓                        | ✓        | ✓          | x          |
| Student 5      | ✓                        | ✓        | ✓          | x          |

| No. of<br>Student | Metacognitive Strategies |          |            |            |
|-------------------|--------------------------|----------|------------|------------|
|                   | Setting Goals            | Planning | Monitoring | Evaluating |
| Student 6         | ✓                        | ✓        | ✓          | ✓          |
| Student 7         | ✓                        | ✓        | ✓          | ✓          |
| Student 8         | ✓                        | ✓        | ✓          | x          |
| Student 9         | ✓                        | ✓        | ✓          | x          |

Findings in Table 4.10 indicate that all students used metacognitive strategies, namely setting goals, planning, monitoring, and evaluating. However, four students did not evaluate their peer feedback results against the set goals. The use of metacognitive strategies is explained as follows:

#### 1. Setting Goals

When assessing their friends' essays, students set their goals first. Most of them mentioned that their goals were 1) to try their best to give feedback to their friends and 2) to clearly and carefully evaluate their friends' essays. The reasons for setting these goals were that they wanted their friends to have a better draft which will lead to a better score and at the same time they could check their understanding. The following excerpts show this finding.

**Teacher: When doing peer feedback activities, did you set a goal? How? Please explain.**

Student 1: *I set a goal that I had to check all components stated in the peer feedback form. I had to clearly and carefully check the essay. It was beneficial to my friend. She could have a better draft and got higher scores. And at the same time I could check my understanding. I always reflected if my essays had or missed some points so that I could edit it.*

Student 2: *I set a goal. I wanted my friend's essay to have every component that the teacher taught.*

Student 3: *I set a goal that I must try my best so that my friend could revise her essay and got better scores.*

## 2. Planning

Based on the set goals, students then planned how to accomplish those set goals. Most of them planned to follow the peer feedback form and to read the whole essay before focusing on smaller parts. The following excerpts can show this finding.

**Teacher: Did you plan before giving feedback in order to accomplish that set goal? If yes, please explain the process.**

*Student 1: Yes, I did. I followed the peer feedback form, beginning from the first item to the last item in orders. And I would do every step again. I also looked at each sentence that I had marked.*

*Student 2: I always planned. I would scan the whole essay first. After that, I looked at the forms. And then I focused on examples and details.*

*Student 3: I checked paragraph by paragraph. And I looked at sentences.*

## 3. Monitoring

After planning how to assess their friends' essays, students usually monitored their actions if they had followed what they had planned or not. The following excerpts can illustrate this finding.

**Teacher: Did you monitor your peer feedback process and performance?**

*Student 1: Yes, I did. I always checked myself if I had assessed all components stated in the form.*

*Student 2: I often monitored myself if I had followed what I had planned.*

*Student 3: I followed what I had planned. I sometimes checked myself if I had followed what I had planned or not.*

## 4. Evaluating

It was found from an analysis that students evaluated the results of their feedback against their set goals. The following excerpts present this finding.

**Teacher: Did you evaluate your peer feedback process and performance?**

*Student 1: Yes, I did. I evaluated myself if I had reached my goal as I had set or not. When I found something good from my friend's essay, I would adapt the technique to my essay such as words or transition words to make my essay better. If I found mistakes in my friend's essay, I would look at my essay and compared if I committed the same mistakes or not. And I would review my essay again.*

Student 2: *I reviewed many times to make sure that I had checked my friend's essay as clearly as I had set a goal.* If I found good things about my friend's essay, I reflected back to my essay. I thought about how I could change my essay to be better like my friend's. I always reflected back to my essay if I found some mistakes in my friend's essay.

Student 3: *I evaluated my friend's essay if her drafts were better because of my comments.* I felt satisfied. When I found good points in my friend's essay, I reflected back to my essay. If I found mistakes, I reflected back to my essay such as spellings.

### 3. Social Interactive Strategies

Social interactive strategies are learning strategies that students used by seeking help from someone who is more proficient or has more abilities than themselves. They can be friends, seniors, teachers, or native speakers.

**Table 4.11** Students' Use of Social Interactive Strategies

| No. of Student | Social Interactive Strategies |                          |
|----------------|-------------------------------|--------------------------|
|                | Asking Help from Friends      | Asking Help from Seniors |
| Student 1      | ✓                             | x                        |
| Student 2      | ✓                             | ✓                        |
| Student 3      | x                             | x                        |
| Student 4      | x                             | x                        |
| Student 5      | ✓                             | x                        |
| Student 6      | x                             | x                        |
| Student 7      | x                             | x                        |
| Student 8      | ✓                             | x                        |
| Student 9      | x                             | x                        |

Findings from Table 4.11 reveal that four students used social interactive strategies when they did peer feedback activities. All of them asked help from their friends who are more proficient in English than them. Apart from asking help from friends, one student mentioned that she asked help from her seniors. The following excerpts illustrate this finding.

**Teacher:** Would you seek help from others when you did peer feedback activities? How? Please explain.

Student 1: *I sometimes asked Thanyatorn. She is more careful than me. I sometimes asked ideas from seniors.*

Student 2: *I asked help from friends who are good at English. They could help me if I had problems.*

Student 3: *I asked help from friends because I didn't know grammar and they had this kind of knowledge.*

In addition, it was found that five students never asked help from others because of different reasons. One of them said that he had enough knowledge to complete the task. One of them mentioned that using teaching materials and consulting a dictionary were enough for her to finish the task. The findings can be seen from the following excerpts.

**Teacher:** Would you seek help from others when you did peer feedback activities? How? Please explain.

Student 1: *I never asked help from friends. I thought it was not necessary to ask help because I was quite confident about my knowledge.*

Student 2: *I never asked help from anyone. I usually followed teaching materials because I wanted to do the task by myself and I thought consulting a dictionary helped me enough.*

#### 4. Affective Strategies

Affective strategies are learning strategies that students used when they felt worried or anxious when they did peer feedback activities. How to get rid of worries and anxieties and how to motivate oneself in order to complete the task is one significant key for a person's accomplishment.

**Table 4.12** Students' Use of Affective Strategies

| No. of Student | Affective Strategies |          |                    |
|----------------|----------------------|----------|--------------------|
|                | Taking a Short Break | Relaxing | Positive Self-talk |
| Student 1      | x                    | x        | x                  |
| Student 2      | x                    | x        | x                  |
| Student 3      | ✓                    | ✓        | ✓                  |
| Student 4      | ✓                    | x        | ✓                  |
| Student 5      | ✓                    | x        | x                  |
| Student 6      | x                    | x        | x                  |
| Student 7      | ✓                    | ✓        | x                  |
| Student 8      | x                    | x        | ✓                  |
| Student 9      | x                    | x        | ✓                  |

From Table 4.12, it was found that six students were worried and anxious when they did peer feedback activities. Three students never felt worried or anxious. It was also found that they used different affective strategies to lower their anxieties and increase their motivation. Most of them preferred taking a short break, using positive self-talk, followed by relaxing such as eating chocolate. The following excerpts illustrate these findings.

**Teacher: Did you feel anxious or worried when you did peer feedback activities?**

Student 1: Yes, I did. *I was worried a lot* that my feedback and comments might be wrong and it would affect my friend's work.

Student 2: Yes, *I felt worried* about some vocabulary and grammar that I didn't know because it's my weakness. I was afraid it might affect my friend's essay quality.

Student 3: *I felt a little worried*. I knew some and if I didn't know I Asked my friends.



**Teacher:** And how did you motivate yourself in order to complete the tasks?

Student 1: *I took a break for a while.*

Student 2: *I ate chocolate* and got some rest. I also told myself to do my best.

Student 3: *I sometimes told myself that I did my best.*

### 4.3 Results of Research Question 3

**Research Question 3:** *Is there any relationship between students' essay writing ability and their self-regulation after students receive the integration of peer feedback and self-regulated learning?*

The purpose of the third research question was to explore the correlation between students' essay writing ability and self-regulation. Students' essay post-test scores and their self-regulation scores taken from after the intervention were tested using Pearson's correlation coefficient. Hypothesis 3 guides the correlation of the scores obtained from the two variables.

**Hypothesis 3:** *There is a significant relationship between students' essay writing ability and their self-regulation after students receive the integration of peer feedback and self-regulated learning.*

**Table 4.13** Findings of Relationship between Students' Essay Writing Ability and Their Self-regulation

|                |                     | EssayPosttest | SRLPost |
|----------------|---------------------|---------------|---------|
| Essay Posttest | Pearson Correlation | 1             | .229    |
|                | Sig. (2-tailed)     |               | .185    |
|                | N                   | 35            | 35      |
| SRL Post       | Pearson Correlation | .229          | 1       |
|                | Sig. (2-tailed)     | .185          |         |
|                | N                   | 35            | 35      |

As presented in Table 4.13, a Pearson correlation coefficient was computed to determine the relationship between students' essay writing ability and their self-regulation. The results indicate a non-significant positive relationship between the

students' essay writing ability and their self-regulation, [ $r(35) = .229, p = .185$ ]. These findings imply that the students' essay writing ability is not associated with their self-regulated learning strategies. Hence, Alternative Hypothesis ( $H_1$ ) was rejected.

#### 4.4 Results of Research Question 4

**Research Question 4:** *What are the attitudes of Thai EFL university students towards the integration of peer feedback and self-regulated learning?*

The objective of the fourth research question was to explore the students' attitudes towards the integration of peer feedback and self-regulated learning. Scores obtained from attitude questionnaire were calculated and analyzed using descriptive statistics (mean and standard deviation).

##### 4.4. 1 Quantitative Findings

**Table 4.14** Criteria for Students' Attitudes towards the Course

| Mean       | Interpretation            |
|------------|---------------------------|
| 4.50-5.00  | Strongly agree            |
| 3.50-4.49  | Agree                     |
| 2.50- 3.49 | Neither agree or disagree |
| 1.50-2.49  | Disagree                  |
| 1.00-1.49  | Strongly disagree         |

**Table 4.15** Thai EFL University Students' Attitudes towards the Integration of Peer Feedback and Self-Regulated Learning

| Statements<br>ประเด็นข้อคิดเห็น  | Mean        | SD          | Interpretation |
|--|-------------|-------------|----------------|
| 1. Classroom Activities (กิจกรรมในชั้นเรียน)   | <b>4.30</b> | <b>0.51</b> | <b>Agree</b>   |
| 1.1 Peer feedback activities (กิจกรรมเกี่ยวกับการให้ข้อมูลย้อนกลับโดยเพื่อน)   | <b>4.30</b> | <b>0.60</b> | <b>Agree</b>   |
| 1.1.1 The stages and activities in the peer feedback training were easy to follow.<br>ขั้นตอนและกิจกรรมต่างๆในการฝึกให้ข้อมูลย้อนกลับโดยเพื่อนง่ายต่อการปฏิบัติตาม | 4.42        | 0.50        | Agree          |
| 1.1.2 Peer feedback training could help me provide feedback more effectively.  | 4.50        | 0.50        | Strongly agree |

| Statements<br>ประเด็นข้อคิดเห็น   | Mean | SD   | Interpre-<br>tation |
|---|------|------|---------------------|
| การฝึกการให้ข้อมูลย้อนกลับโดยเพื่อนช่วยให้ฉันให้ข้อมูลย้อนกลับได้อย่างมีประสิทธิภาพมากขึ้น  |      |      |                     |
| 1.1.3 Peer feedback training is a necessary step in peer feedback activities.<br>การฝึกการให้ข้อมูลย้อนกลับโดยเพื่อนเป็นขั้นตอนที่สำคัญในกิจกรรมการให้ข้อมูลย้อนกลับโดยเพื่อน   | 4.00 | 1.00 | Agree               |
| 1.1.4 <b><u>Giving feedback</u></b> to my friends' essays helped me develop content and ideas when I composed an essay.<br><u>การให้</u> ข้อมูลย้อนกลับให้กับงานเขียนเรียงความของเพื่อนช่วยให้ฉันพัฒนาเนื้อหาและความคิดเมื่อฉันเขียนเรียงความ | 4.40 | 0.60 | Agree               |
| 1.1.5 <b><u>Giving feedback</u></b> to my friends' essays enabled me to organize my essays in a systematic way.<br><u>การให้</u> ข้อมูลย้อนกลับให้กับงานเขียนเรียงความของเพื่อนช่วยให้ฉันเรียบเรียงงานเขียนของฉันอย่างเป็นระบบ                | 4.40 | 0.60 | Agree               |
| 1.1.6 <b><u>Giving feedback</u></b> to my friends' essays developed my English grammar.<br><u>การให้</u> ข้อมูลย้อนกลับให้กับงานเขียนเรียงความของเพื่อนช่วยให้ฉันพัฒนาความรู้ไวยากรณ์ภาษาอังกฤษ   | 4.00 | 0.70 | Agree               |
| 1.1.7 <b><u>Giving feedback</u></b> to my friends' essays enhanced my English vocabulary.<br><u>การให้</u> ข้อมูลย้อนกลับให้กับงานเขียนเรียงความของเพื่อนช่วยให้ฉันพัฒนาคำศัพท์ภาษาอังกฤษ   | 4.29 | 0.61 | Agree               |
| 1.1.8 Peer feedback interaction assisted me to realize the role as a feedback giver.<br>ปฏิสัมพันธ์ในการให้ข้อมูลย้อนกลับโดยเพื่อนช่วยให้ฉันตระหนักถึงบทบาทของผู้ให้ข้อมูลย้อนกลับ  | 4.20 | 0.70 | Agree               |
| 1.1.9 <b><u>Receiving feedback</u></b> from my friends helped me develop content and ideas when I revised an essay.<br><u>การได้รับ</u> ข้อมูลย้อนกลับจากเพื่อนช่วยให้ฉันพัฒนาเนื้อหาและความคิดเมื่อฉันแก้ไขงานเขียนเรียงความ                 | 4.50 | 0.60 | Strongly agree      |
| 1.1.10 <b><u>Receiving feedback</u></b> from my friends enabled me to organize my essays in a systematic way.<br><u>การได้รับ</u> ข้อมูลย้อนกลับจากเพื่อนช่วยให้ฉันเรียบเรียงงานเขียนของฉันอย่างเป็นระบบ                                      | 4.60 | 0.60 | Strongly agree      |

| Statements<br>ประเด็นข้อคิดเห็น   | Mean        | SD          | Interpre-<br>tation |
|---|-------------|-------------|---------------------|
| 1.1.11 <b>Receiving feedback</b> from my friends developed my English grammar.<br><u>การได้รับ</u> ข้อมูลย้อนกลับจากเพื่อนช่วยให้ฉันพัฒนาไวยากรณ์ภาษาอังกฤษ   | 4.00        | 0.60        | Agree               |
| 1.1.12 <b>Receiving feedback</b> from my friends enhanced my English vocabulary.<br><u>การได้รับ</u> ข้อมูลย้อนกลับจากเพื่อนช่วยให้ฉันพัฒนาคำศัพท์ภาษาอังกฤษ  | 4.30        | 0.60        | Agree               |
| 1.1.13 Peer feedback interaction assisted me to realize the role as a feedback receiver.<br>ปฏิสัมพันธ์ในการให้ข้อมูลย้อนกลับโดยเพื่อนช่วยให้ฉันตระหนักถึงบทบาทของผู้ได้รับข้อมูลย้อนกลับ   | 4.20        | 0.50        | Agree               |
| 1.1.14 Peer feedback activities are essential and useful in a composition course.<br>การให้ข้อมูลย้อนกลับโดยเพื่อนเป็นกิจกรรมที่จำเป็นและมีประโยชน์ในวิชาการเขียน   | 4.60        | 0.50        | Strongly agree      |
| 1.2 Self-regulation activities (กิจกรรมเกี่ยวกับการเรียนรู้โดยการทำกับตนเอง)  | <b>4.20</b> | <b>0.60</b> | <b>Agree</b>        |
| 1.2.1 I learned many techniques such as using prior background knowledge, consulting dictionaries, and searching information from the Internet, which helped me deal with some problems regarding language and ideas while I was assessing my friends' essays.<br>ฉันเรียนรู้กลวิธีที่หลากหลาย เช่น การใช้ข้อมูลความรู้เดิม การใช้พจนานุกรม การค้นหาข้อมูลผ่านอินเทอร์เน็ต ซึ่งช่วยให้ฉันแก้ไขปัญหาเกี่ยวกับภาษาและความคิด ขณะที่ฉันประเมินงานเขียนเรียงความของเพื่อน | 4.34        | 0.48        | Agree               |
| 1.2.2 I learned to plan and set a goal, monitor my action, and evaluate my action against my set goal when I was assessing my friends' essays.<br>ฉันเรียนรู้ในการวางแผนและการตั้งเป้าหมาย เฝ้าสังเกตการกระทำ และประเมินการกระทำเพื่อเทียบกับเป้าหมายที่ตั้งไว้ ขณะที่ฉันประเมินงานเขียนเรียงความของเพื่อน  | 4.18        | 0.65        | Agree               |
| 1.2.3 I learned to seek help from friends or teacher while I was assessing my friends' essays.<br>ฉันเรียนรู้ที่จะขอความช่วยเหลือจากเพื่อนหรืออาจารย์ ขณะที่ฉันประเมินงานเขียนเรียงความของเพื่อน  | 4.13        | 0.58        | Agree               |

| Statements<br>ประเด็นข้อคิดเห็น   | Mean        | SD          | Interpre-<br>tation   |
|---|-------------|-------------|-----------------------|
| 1.2.4 I learned to motivate myself in order to lower my stress and anxieties while I was assessing my friends' essays.<br>ฉันเรียนรู้ที่จะสร้างแรงจูงใจให้ตนเองเพื่อที่จะได้ลดความเครียดและความวิตกกังวล ขณะที่ฉันประเมินงานเขียนเรียงความของเพื่อน | 4.20        | 0.60        | Agree                 |
| 2. Instructional Materials (สื่อการเรียนการสอน)   | <b>4.37</b> | <b>0.6</b>  | <b>Agree</b>          |
| 2.1 Lessons (บทเรียน)   | <b>4.24</b> | <b>0.68</b> | <b>Agree</b>          |
| 2.1.1 All activities in each lesson were relevant to the course objectives.<br>กิจกรรมทั้งหมดในแต่ละบทเรียนมีความสอดคล้องกับวัตถุประสงค์ของรายวิชา  | 4.70        | 0.50        | Strongly agree        |
| 2.1.2 Activities in each lesson were not too difficult to complete.<br>กิจกรรมในแต่ละบทเรียนไม่ยากเกินในการทำให้เสร็จ   | 4.00        | 0.80        | Agree                 |
| 2.1.3 Time allotment of each activity was appropriate.<br>ระยะเวลาที่กำหนดให้ในการทำแต่ละกิจกรรมมีความเหมาะสม   | 3.95        | 1.01        | Agree                 |
| 2.1.4 Instructions in each activity were clear to follow.<br>คำสั่งในแต่ละกิจกรรมชัดเจนต่อการปฏิบัติตาม   | 4.32        | 0.47        | Agree                 |
| 2.2 Peer feedback forms (แบบฟอร์มการให้ข้อมูลย้อนกลับโดยเพื่อน)   | <b>4.50</b> | <b>0.60</b> | <b>Strongly agree</b> |
| 2.2.1 Peer feedback forms were useful when I evaluated my friend's essays.<br>แบบฟอร์มการให้ข้อมูลย้อนกลับโดยเพื่อนมีประโยชน์เมื่อฉันประเมินงานเขียนเรียงความของเพื่อน  | 4.60        | 0.50        | Strongly agree        |
| 2.2.2 Peer feedback forms covered all aspects of an essay to be assessed.<br>แบบฟอร์มการให้ข้อมูลย้อนกลับโดยเพื่อนครอบคลุมทุกประเด็นของงานเขียนเรียงความ  | 4.50        | 0.60        | Strongly agree        |
| 2.2.3 Language used in peer feedback forms was easy to comprehend.<br>ภาษาที่ใช้ในแบบฟอร์มการให้ข้อมูลย้อนกลับโดยเพื่อนง่ายต่อการเข้าใจ   | 4.47        | 0.56        | Agree                 |
| 2.2.4 Peer feedback forms were easy to follow.<br>แบบฟอร์มการให้ข้อมูลย้อนกลับโดยเพื่อนง่ายต่อการปฏิบัติตาม   | 4.40        | 0.60        | Agree                 |

| Statements<br>ประเด็นข้อคิดเห็น  | Mean        | SD          | Interpre-<br>tation |
|--|-------------|-------------|---------------------|
| 3. Evaluation and Assessment (การวัดผลและประเมินผล)  | <b>4.38</b> | <b>0.66</b> | <b>Agree</b>        |
| 3.1 I thought that the evaluation criteria of the course were easy to comprehend.<br>ฉันคิดว่าเกณฑ์ในการประเมินของรายวิชานี้เข้าใจง่าย   | 4.50        | 0.60        | Strongly agree      |
| 3.2 I thought that the evaluation criteria of the course were weighed reasonably.<br>ฉันคิดว่าน้ำหนักที่ให้แต่ละส่วนที่ระบุไว้ในเกณฑ์การประเมินของรายวิชานี้สมเหตุสมผล   | 4.42        | 0.60        | Agree               |
| 3.3 I thought that the methods of assessment and evaluation of the course were able to measure my essay writing ability.<br>ฉันคิดว่าวิธีการที่ใช้ในการวัดและประเมินผลของรายวิชานี้สามารถวัดความสามารถในการเขียนเรียงความของฉันได้                 | 4.37        | 0.67        | Agree               |
| 3.4 I thought that the methods of assessment and evaluation of the course were able to measure my self-regulation.<br>ฉันคิดว่าวิธีการที่ใช้ในการวัดและประเมินผลของรายวิชานี้สามารถวัดความสามารถในการเรียนรู้โดยการกำกับตนเองของฉันได้             | 4.16        | 0.72        | Agree               |
| 3.5 I thought that the evaluation criteria of the course were able to measure my learning outcomes according to the course objectives.<br>ฉันคิดว่าเกณฑ์ในการประเมินของรายวิชานี้สามารถวัดผลการเรียนรู้ของฉันที่ระบุไว้ในวัตถุประสงค์ของรายวิชาได้ | 4.45        | 0.65        | Agree               |
| <b>All aspects</b>   | <b>4.30</b> | <b>0.60</b> | <b>Agree</b>        |

After 9 weeks of the peer feedback and self-regulated learning instruction in the essay writing course, 35 students were invited to complete an attitude questionnaire to ascertain their opinions on the course. There are 31 items in all throughout the three main sections of the questionnaire. The students were asked to rate three sets of items: the 18 items that make up the peer feedback activities and self-regulated learning activities, the 8 items on the lessons and peer feedback forms, and the course's evaluation and assessment, which include 5 items.

As shown in Table 4.15, the findings indicate that students had positive attitudes towards the integration of peer feedback and self-regulated learning ( $M =$

4.30,  $SD = 0.60$ ). The aspect that got the highest mean scores was peer feedback forms ( $M = 4.50$ ,  $SD = 0.60$ ). This means that students were mostly satisfied with the peer feedback forms. The second rank was evaluation and assessment ( $M = 4.38$ ,  $SD = 0.66$ ), followed by peer feedback activities ( $M = 4.30$ ,  $SD = 0.60$ ) as the third rank. Lessons ( $M = 4.24$ ,  $SD = 0.68$ ) was found to be the fourth rank, while self-regulation activities ( $M = 4.20$ ,  $SD = 0.60$ ) received the lowest scores.

Concerning “peer feedback forms”, students strongly agreed that peer feedback forms were useful when they assessed their peers’ essays ( $M = 4.60$ ,  $SD = 0.50$ ) and the forms covered all aspects of an essay to be assessed ( $M = 4.50$ ,  $SD = 0.60$ ). In addition, students agreed that the language used in the forms was easy to comprehend ( $M = 4.47$ ,  $SD = 0.56$ ) and the forms were easy to follow ( $M = 4.40$ ,  $SD = 0.60$ ).

Regarding “evaluation and assessment”, students strongly agreed that the evaluation criteria of the course were easy to comprehend ( $M = 4.50$ ,  $SD = 0.60$ ). In addition, they agreed that the evaluation criteria of the course were able to measure their learning outcomes according to the course objectives ( $M = 4.45$ ,  $SD = 0.65$ ) and the evaluation criteria of the course were weighed reasonably ( $M = 4.42$ ,  $SD = 0.60$ ). Also, students agreed that the methods of assessment and evaluation of the course were able to measure their essay writing ability ( $M = 4.37$ ,  $SD = 0.67$ ) and their self-regulation ( $M = 4.16$ ,  $SD = 0.72$ ).

With reference to “peer feedback activities”, students strongly agreed that peer feedback activities were essential and useful in a composition course ( $M = 4.60$ ,  $SD = 0.50$ ) and receiving feedback from their friends enabled them to organize their essays in a systematic way ( $M = 4.60$ ,  $SD = 0.60$ ). Additionally, students strongly agreed that receiving feedback from their friends helped them develop contents and ideas when they revised an essay ( $M = 4.50$ ,  $SD = 0.60$ ) and peer feedback training could help them provide feedback more effectively ( $M = 4.50$ ,  $SD = 0.50$ ).

Furthermore, students unanimously acknowledged the ease of following the stages and activities in the peer feedback training ( $M = 4.42$ ,  $SD = 0.50$ ). They also agreed to the beneficial impact of providing feedback on their friends’ essays, noting its role in fostering content development and idea generation ( $M = 4.40$ ,  $SD = 0.60$ ), as well as aiding in the systematic organization of their own essays ( $M = 4.40$ ,  $SD =$

0.60). Additionally, students recognized the value of both receiving feedback ( $M = 4.30, SD = 0.60$ ) and giving feedback ( $M = 4.29, SD = 0.61$ ) in enriching their English vocabulary. Moreover, the peer feedback interaction empowered students to understand and appreciate the responsibilities associated with being a feedback giver ( $M = 4.20, SD = 0.70$ ) and a feedback receiver ( $M = 4.20, SD = 0.50$ ). They also concurred that engaging in both receiving feedback ( $M = 4.00, SD = 0.60$ ) and giving feedback ( $M = 4.00, SD = 0.70$ ) contributed to their development of English grammar. Lastly, students emphasized the necessity of peer feedback training as an essential component of peer feedback activities ( $M = 4.00, SD = 1.00$ ).

In terms of “lessons”, students strongly agreed that all activities in each lesson were relevant to the course objectives ( $M = 4.70, SD = 0.50$ ). Moreover, students agreed that instructions in each activity were clear to follow ( $M = 4.32, SD = 0.47$ ) and activities in each lesson were not too difficult to complete ( $M = 4.00, SD = 0.80$ ). Students also agreed that time allotment of each activity was appropriate ( $M = 3.95, SD = 1.01$ ).

Finally, with regard to “self-regulation activities”, they agreed that they learned many techniques such as using prior background knowledge, consulting dictionaries, and searching information from the Internet, which helped them deal with some problems regarding language and ideas while they were assessing their friends’ essays ( $M = 4.34, SD = 0.48$ ). Also, they agreed that they learned to motivate themselves in order to lower their stress and anxieties while they were assessing their friends’ essays ( $M = 4.20, SD = 0.60$ ). In addition, they agreed that they learned to plan and set a goal, monitor their action, and evaluate their action against their set goal when they were assessing their friends’ essays ( $M = 4.18, SD = 0.65$ ). Students also agreed that they learned to seek help from friends or teacher while they were assessing their friends’ essays ( $M = 4.13, SD = 0.58$ ).

All in all, it can be seen that students have positive attitudes towards the course as they agreed with all aspects of the course. As a result, Hypothesis 4 was supported.



#### 4.4. 2 Qualitative Findings

In the second part of an attitude questionnaire asked students three open-ended questions about what they liked, what they did not like, and suggestions about the course. Details of each question are presented as follows:

##### 1. What students liked most about the instruction

When being asked what they liked most about the course, students' answers were varied, which can be categorized into 6 topics as follows:

##### 1.1) Peer feedback activities

Most of the students responded that they liked the peer feedback activities, especially the training stage and the implementation stage. Details of findings are presented as follows:

- a) Two students mentioned that they liked the training stage of the peer feedback activities as can be seen from the following excerpt:

##### **Excerpt**

Student: I like when the teacher *demonstrated* how to do peer feedback.

- b) Ten students said that they liked peer feedback implementation. The following excerpts can illustrate the finding.

##### **Excerpts**

Student 1: I like when I *gave feedback* to my friend's essay and when my friend *gave feedback* to my essay. Doing this enabled me to know why my friend liked my essay, if my essay interesting or not, and what needed to be added or revised.

Student 2: I like *to assess* my friend's essay because it enabled me to know the mistakes I also made.

Student 3: I like *to check* my friend's essay because it helped me to be more careful when writing.

Student 4: I like *to give feedback* to my friend's essay because it helped me to check my understanding and correctness.

### 1.2) Writing process

Many students mentioned that they liked the writing process, especially making an outline and revision. Details of the findings can be seen as follows:

#### a) Outlines

Nine students stated that they like making an outline as the very first stage of essay writing process. The following excerpt can illustrate this finding.

##### **Excerpt**

Student: I like *making an outline*.

#### b) Revision

Two students said that they liked when they were asked to revise their essays as can be seen from the following excerpt.

##### **Excerpt**

Student: I like when I were assigned to write, check, and *made some revision*.

### 1.3) Teaching procedures

Some students noted that they liked the teaching processes because of the good management and precision. The following excerpts can illustrate the finding.

##### **Excerpts**

Student 1: I like when the teacher taught me how to work in *an organized and systematic way*. We needed to begin with this step, followed by the next step, and ended with the final step. Doing this helped me to write and think logically.

Student 2: Every step of *the teaching was clear*.

Student 3: I like the *organized contents and precise explanations*.

### 1.4) Knowledge gained

Some students mentioned that they liked the course because they gained some knowledge about vocabulary and how to write essays effectively. The following excerpts can illustrate this finding.

### Excerpts

Student 1: I *gained knowledge about vocabulary* and I could better write an essay.

Student 2: I *gained knowledge about how to write an effective essay*.

#### 1.5) Types of essays

Three students mentioned that they liked types of essays taught in the class, especially comparison/contrast essays and opinion essays. The following excerpts can illustrate this finding.

### Excerpts

Student 1: I *like comparison-contrast essays* because I understood when I wrote.

Student 2: I *like opinion essays*.

#### 1.6) Instructor

Some students said that they liked the instructor because of her attention, effort, and preparation. The following excerpts can illustrate this finding.

### Excerpts

Student 1: *The instructor* really paid attention to students.

Student 2: *The instructor* tried her best to make the lessons comprehensible to students.

Student 3: *The instructor* prepared the instruction well.

#### 2. What students disliked most about the instruction

From students' responses, it was found that students did not like writing the 1<sup>st</sup> drafts of an essay because it was too difficult for them. The following excerpts can illustrate this finding.

### Excerpts

Student 1: I don't like *producing the first draft* as I sometimes found it difficult to do.

Student 2: It must be *writing the first draft*. I think it was the most difficult step for me.

### 3. Some additional comments regarding the instruction

From students' additional comments towards the course, students suggested about increasing the amount of study time and decreasing the amount of workload. The following excerpts can illustrate this finding.

#### **Excerpts**

Student 1: Increase *the amount of study time*.

Student 2: If *the amount of workload* had been decreased, there would be more time to review lessons.

To sum up, this section discusses the research findings from a study that aimed to investigate the effects of peer feedback and SRL on Thai EFL undergraduate students' essay writing ability and self-regulation. The study also examined the relationship between the two variables and the students' attitudes towards the instructions. The 12-week instruction resulted in significant improvements in the students' essay writing ability and self-regulation. However, there was a non-significant positive relationship between peer feedback and SRL, indicating that the increase in essay writing ability does not necessarily predict an increase in self-regulation. Overall, students had positive attitudes towards the instructions, and they found peer feedback to be the most beneficial aspect of the instruction. The students were also satisfied with the evaluation and assessment methods, which they found easy to understand. The students agreed that peer feedback activities were necessary in a writing class, and the interventions helped them develop their self-regulation during peer feedback activities. The study suggests that students need more extended time and fewer exercises to improve their essay writing ability and self-regulation further.

## **CHAPTER 5**

### **DISCUSSION AND CONCLUSION**

This chapter presents the summary of the study, provides discussions regarding key research findings, draws a conclusion, and suggests pedagogical implications and future research studies.

#### **5.1 Summary of the Study**

The main focus of the present study is to investigate the effects of peer feedback and self-regulated learning on Thai EFL undergraduate students' essay writing ability and their self-regulation. The relationship between the two variables and students' attitudes towards the instructions using peer feedback and self-regulated learning were also explored.

The one-group pre-test post-test design was used in the study. The integration of peer feedback and self-regulated learning was implemented in an academic writing class, Essay Writing in Business, with a total of 12 weeks. At the beginning of the instructions, 35 students were asked to do the pre-test to examine their essay writing ability and self-regulation. The integration of peer feedback and self-regulated learning lessons were then taught to all students. At the end of the instructions, students were again asked to do the post-test to investigate the improvement of essay writing ability and self-regulation. The interview was also taken in order to investigate the use of self-regulated learning strategies. Additionally, a questionnaire was used to explore students' attitudes towards the instructions.

The data obtained revealed that students' essay writing ability and their self-regulation had significantly improved. However, their essay writing ability and self-regulation were not significantly correlated. Additionally, it was revealed that students had a positive attitude towards the course in all aspects. To conclude, the integration of peer feedback and self-regulated learning was an effective instructional approach that could develop not only writing ability but also self-regulation since the quantitative and qualitative evidence uncovered that the students' essay writing ability and self-regulation had improved with their positive attitudes towards the course.

## 5.2 Discussion of Key Research Findings

The discussion will be presented in four main parts following the four key results: the integration of peer feedback and self-regulated learning on essay writing ability development, the integration of peer-feedback and self-regulated learning on self-regulation development, the relationship between essay writing ability and self-regulation, and students' attitudes towards the course.

When the mean scores from the essay writing pretest and posttest were compared, it was clearly seen that students' essay writing ability significantly improved in all criteria. These results can be regarded as the advantages of combining peer feedback with self-regulated learning, which can be discussed as follows:

### 5.2.1 Peer Feedback Enhancing Essay Writing Ability

#### 5.2.1.1 Peer Feedback Helps Students Identify Mistakes.

Regarding peer feedback, when students were required to assess their friends' essays and give feedback, the essays' owners could notice the gaps or mistakes in their essays from the feedback they received. As a result, the problems had been fixed, making the next drafts of essays improved. Students' answers from an interview also confirm that their essays improved in terms of organization and unity, development, grammatical structure, and mechanics, which were the results of noticing gaps in the comments they received from their peers. This finding backs up Ellis' (1999) claim that students need to detect gaps or problems in their piece of writing after receiving comments from their classmates or teachers. The finding also supports Ferris' (2002) statement that feedback helps students become more aware of their writing gaps or flaws, allowing them to improve their writing as a result of the feedback they get. Furthermore, the finding of this study is compatible with that of Qi and Lapkin's (2001) research, which found that students were more likely to be able to enhance their writing when they noticed their correct form of writing with comprehension. The present study's finding is also in line with that of Chandler's (2003) research. In her research, she discovered that providing feedback on errors assisted students in identifying a mismatch or gap between their original and revised versions of writing.

#### 5.2.1.2 Peer Feedback Promotes Social Interactions.

Furthermore, the peer feedback activities gave students an opportunity to interact with one another. Interactions therefore can be one plausible reason why students' essay writing abilities have improved. In this study, students were assigned to work in pairs. Both of them had a chance to read and assess their partner's essays. During reading and assessing the writing, students needed to ask questions, point out problems, and provide explanations and suggestions. Through active interactions, students had a chance to negotiate for meaning, ask each other for clarification, and give corrective, guided, and suggestive feedback. As a result, doing these helped students develop their ability to write essays. This research result confirms the interactionist theories of second language acquisition (SLA) proposed by Long (1985), who believed that interaction provides the communicative nature of group work and the opportunity of peers to negotiate meaning, which is believed to enhance comprehension and acquisition.

#### 5.2.1.3 Peer Feedback Fosters a Scaffolding Learning Method.

In the peer feedback activities, there are three main steps trained to students. The first step is to introduce the concept of peer feedback in order to raise students' awareness about the benefits of peer feedback. The teacher then showed one example of an essay and demonstrated how to assess the essay using the form prepared. In the second step, students were asked to assess another example of an essay together, following the procedures the teacher had shown. After that, students needed to share and discuss their answers with the whole class. In the last step, students were asked to assess their friends' essays using the procedures demonstrated and practiced earlier. These three main steps are under the concept of what is called 'a scaffolding.' Scaffolding is an instructional teaching and learning strategy enhancing students' learning proficiency through a teacher 1) introducing new concepts, 2) demonstrating how to solve a problem, and 3) allowing students to work on their own using pair or group works (Grand Canyon University, 2022). Through the use of a scaffolding technique, students can produce a better draft of an essay with assistance from their teacher and peers. In other words, students can do a difficult task that is above their actual ability with the help of others who are more proficient. This finding also

supports the previous study conducted by Yelland and Masters (2007), who discovered that pair or peer working could promote the scaffolding learning technique. That is, students had a chance to share learning strategies such as a problem-solving strategy that could enhance their performances.

### **5.2.2 Self-Regulated Learning Enhancing Essay Writing Ability**

#### **5.2.2.1 Cognitive Strategies Assist Students to Find Solutions for Writing Problems.**

In the present study, during the peer feedback activity, students were also taught and asked to utilize the self-regulated learning strategies, including cognitive strategies, metacognitive strategies, social interactive strategies, and affective strategies. Concerning cognitive strategies, students used many techniques to help them assess their peers' essays. The qualitative results showed that students' essays were improved through the use of cognitive strategies, especially in terms of grammatical structure and vocabulary. Students' reflections from an interview indicated that students used many cognitive strategies to aid them when they encountered some problems regarding grammatical structure (e.g., searching for information, consulting a dictionary or teaching handouts) and vocabulary (e.g., searching for words from sources, applying words used by friends). The results of this study are consistent with those of earlier studies (e.g., Sethuraman & Radhakrishnan, 2020), which discovered a substantial connection between second language writing (content, organization, vocabulary, language use, mechanics) and cognitive strategies (remembering, connecting and generating). Prior research revealed that cognitive strategies might influence students' writing abilities. This is because the students were guided to write consistently as a result of the cognitive strategy use. In addition, the findings of the current study also agree with earlier research that found a marginally positive impact of the SRL writing intervention on the quality of students' persuasive writing abilities (Akhmedjanova & Moeyaert, 2022).



#### 5.2.2.2 Metacognitive Strategies Help Students Notice the Problems in Their Writing.

Another interesting finding to be discussed is that students' essay writing had been developed because they had a chance to self-monitor their performance during the peer feedback activities. To elaborate, when students were assessing their peers' essays using the peer feedback form, they tended to think about their own essays at the same time. Answers from an interview confirm that self-monitoring helped students become aware of their mistakes and then make a better draft. Some students mentioned that when they were assessing their friends' essays and if they found some mistakes, they often thought about their own essays to see if they had similar mistakes or not. Doing this is like students were checking their own performance against the set criteria in the peer feedback form. Self-monitoring, serving as a controller that directs the author to write better (Goctu, 2017), can lead students to be autonomous learners. This finding corresponds to the findings from previous studies that peer feedback is associated with a greater degree of student autonomy (Yang et al., 2006), and it can enhance students' awareness of what makes writing successful and develop critical thinking skills (Srichanyachon, 2012).

#### 5.2.2.3 Social Interactive Strategies Improve Student's Language Proficiency.

Apart from the application of cognitive and metacognitive strategies, students also used social-interactive strategies (e.g., asking friends for assistance) to help them solve problems relating to grammatical structure and vocabulary. Through seeking help from other people, students had a better understanding the correct forms of the language, which led them to produce a better draft of their essays. Some students mentioned in an interview that when they were not sure about grammatical structure or vocabulary, they asked their friends who were more proficient. The result concurs with Vygotsky's (1978) Zone of Proximal Development (ZPD) hypothesis, which suggests that students' language skills can be improved with the assistance of peers or seniors who are more proficient.

### **5.2.3 The Teaching of Self-Regulated Learning Strategies in Developing Self-Regulation**

#### **5.2.3.1 The Recursive Teaching of Self-Regulated Learning Strategies Makes Students More Self-Regulatory Learners.**

The comparison of the mean scores from the self-regulation questionnaire before and after the intervention indicates that students' self-regulation significantly developed in all four categories, namely cognitive strategies, metacognitive strategies, social-interactive strategies, and affective strategies. This might be a result of the instruction of self-regulated learning during students' peer feedback activities in a writing class. In the current study, students were taught to apply self-regulated learning strategies twice: the training stage and the implementation stage. Therefore, they were familiar with the use of these learning strategies, which were beneficial for them in their learning process. The findings of the current study, therefore, support the claim that students can learn to be self-regulated, and self-regulated learning strategies are considered as a set of teachable skills, and students can get great benefit from training in self-regulated learning strategies (Akhmedjanova & Moeyaert, 2022; Panadero et al., 2016; Paris & Paris, 2001; Pintrich, 1995; Sukying, 2021). The findings also correspond to the previous studies, which suggest that self-regulated learning strategies should be taught to students in a writing class (e.g., Nopmanotham, 2016). Moreover, qualitative data from an interview show some interesting findings about the use of each category, which can be discussed as follows:

#### **5.2.3.2 The Frequent Use of Cognitive Strategies**

Regarding cognitive strategies, it was observed that the majority of students employed similar cognitive strategies when they encountered difficulties with vocabulary, grammatical structure, and idea development. However, surprisingly, it was found that they tended to utilize multiple strategies to tackle each problem. These results diverge from previous research (Cabrejas-Peñuelas, 2012; Habok & Magyar, 2018; Raoofi et al., 2017; Ridhuan et al., 2011), which suggested that students with higher English proficiency tended to employ multiple cognitive strategies when problem-solving. In the current study, the students' English proficiency ranged from pre-intermediate to intermediate levels, with most of them being at the pre-

intermediate level, which is considered a lower level of proficiency. The contrasting finding could be attributed to the fact that students were taught various strategies specifically for application during the peer feedback activity, leading them to employ these strategies more frequently when encountering problems.

Additionally, the most commonly used cognitive strategy is searching for and checking information on the Internet. One possible explanation for this finding is that online teaching and learning in the COVID-19 period, where students are connected to the Internet the whole class period, enables students to easily search for information from the Internet in real time when they are asked to assess their friends' essays. In addition, through the Internet connection, students can search for the meaning of vocabulary, check for the correct forms and usage of grammatical structures, and for details or content of a particular topic.

#### 5.2.3.3 The Frequent Use of Affective Strategies

One surprising finding that needs to be discussed is that pre-intermediate level students tended to more often use affective strategies. One account for this finding may lie with the fact that students who are at less-proficient levels of English proficiency tend to have a high level of anxiety and frustration. The result is consistent with Khaldieh's (2008) research, which noted that less-skilled writers felt a lot of tension and frustration, while the more-skilled writers seemed to have their anxiety under control, were confident in their linguistic competence, and performed to their fullest capabilities. As a result, low-proficient writers more often employed affective strategies, namely taking a short break, relaxing, and positive self-talk to motivate themselves to try their best when they did peer feedback activities.

The other plausible explanation for this finding is that because low-skilled writers frequently rely on their emotions, they tend to use affective tactics like relaxing more frequently. The results of the research conducted by Habók et al. (2022) confirm this finding. They found that low-proficiency language learners most frequently used affective and motivational techniques. The researchers concluded that language learning beginners rely on their emotions (e.g., relaxing or encouraging themselves and building their self-confidence) and motivation (e.g., rewarding themselves for making good progress, using positive self-talk, or having faith in

themselves) to accomplish their learning goal. This finding therefore agrees with Oxford's affective strategies such as progressive relaxation, rewarding oneself, and making positive statements that students use to lower their anxieties and motivate themselves to complete the tasks.

#### **5.2.4 The Non-Significant Relationship between Essay Writing Ability and Self-Regulation**

Analysis revealed a non-significant relationship between students' self-regulation and their ability to write essays. The findings both support and do not support the previous studies, which can be discussed as follows:

Previous research has indicated a positive association between students' writing ability and their self-regulation, as demonstrated by studies conducted by Farahani and Faryabi (2017), Nami et al. (2012), and Soureshjani (2013). However, the results of the present study contradict these findings. Two possible explanations can account for this discrepancy: the utilization of a small sample size and the presence of a restriction of range.

##### **5.2.4.1 A Small Sample Size**

One possible explanation for this discrepancy is the potential influence of sample size on the correlation outcome of these two variables. In the present study, the sample size is small ( $N = 35$ ), whereas the previous studies had larger sample sizes (e.g.,  $N = 123$ ,  $N = 80$ ,  $N = 44$ ). It is known that a smaller sample size diminishes the statistical power of a study, which refers to its ability to detect true relationships or effects. With fewer data points available in a smaller sample, the accurate estimation of the correlation coefficient and the determination of its significance become more challenging. Consequently, even if there is a genuine correlation between the variables in the population, the study might lack sufficient power to identify it, leading to a non-significant result (Cohen, 1988).

##### **5.2.4.2 A Restriction of Range**

The correlation observed in a study can be influenced by the restriction of range, which refers to limiting the scores or values within one or both variables being studied. This limitation occurs when the selected sample shares similar

characteristics or falls within a narrow range of values. Restriction of range reduces the variability of scores in one or both variables. With less variability, the correlation coefficient may be artificially attenuated, meaning it appears weaker than it actually is. This happens because there is less opportunity for extreme scores to contribute to the overall correlation, leading to a potentially underestimated relationship between the variables (Weber, 2001). In the present study, there is a specific restriction of range related to the participants' age range (21-22), which differs from the age ranges in previous studies. For example, Soureshjani's (2013) study included students aged between 20 and 36, while Farahani and Faryabi's (2017) study involved students aged between 19 and 26. Based on this information, it can be possible that the restriction of range in the age of the students may have an impact on the non-significant correlation between their self-regulation and writing ability.

The findings of the current study also align with previous research, indicating a non-significant correlation between students' self-regulation and their writing achievement. Three potential explanations can be considered for this outcome: a lack of interest in writing, varying levels of English proficiency, and the influence of online instruction.

#### 5.2.4.3 A Lack of Interest in Writing

First of all, academic writing, particularly essay writing, is thought to be a challenging skill and is typically applied in an academic setting. Students have fewer opportunity to compose essays in their daily lives than other sorts of writing, such as emails or notes for a lecture class. Students consequently take less pleasure in and interest in writing essays. In parallel with this research result, Ghorbandordinejad and Ashouri (2014) found that Iranian English related major students' self-regulation and their writing performances were not significantly associated. The researchers concluded that the lack of interest in writing and their perception of ability, or self-efficacy, were the primary reasons for the lack of a significant relationship between self-regulation and writing performance. That is, students' perceptions of their ability and enjoyment of writing can lead to a better use of strategies.

#### 5.2.4.4 Level of English Proficiency

In addition, this result can be influenced by the students' level of English competence. According to the results of their CEFR tests administered by the Language Institute at Nakhon Pathom Rajabhat University, their levels of English proficiency were classified as pre-intermediate (A2) and intermediate (B1). It might be possible that the target samples in the study were aware of their weaknesses in writing and tried to improve their skills using high levels of self-regulated learning strategies. One study conducted by Apridayani (2022) revealed that there was a negative relationship between students' language proficiency and their self-regulation. In the study, the researcher found that A2 students who are classified as low-proficient learners rated their self-regulation at a high level. The finding that low-proficient A2 learners rated their self-regulation at a high level suggests that they may be more motivated to improve their language skills and are aware of their weaknesses. This motivation may lead them to use more self-regulated learning (SRL) strategies to improve their language proficiency levels.

#### 5.2.4.5 Online Instruction

Apart from students' interest in writing and their English proficiency level, the impact of online instruction on students' ability to self-regulate may be the other factor. In this study, students were required to participate in peer feedback exercises in a breakout room throughout the online learning, which makes it difficult for a teacher to monitor and observe the teaching of self-regulation. As a result, whereas some students were inclined to adopt self-regulated learning strategies, others tended to avoid doing so. According to Wang and Zhan (2020), online learning can have a negative impact on students' motivation and anxieties in an online academic writing class, which has an association with self-regulation. This result appears to be consistent with and supports a recent study by Kilmova et al. (2022) that examined undergraduate students' online SRL during the abrupt and seismic change to online learning. They discovered that students had trouble using metacognitive techniques.

#### 5.2.5 Students' Attitudes towards the Course

From an analysis, it was clearly seen that students had positive attitudes towards the integration of peer feedback and self-regulated learning ( $M = 4.30$ ,  $SD =$

0.60). Overall, students agreed that classroom activities ( $M = 4.30$ ,  $SD = 0.51$ ), instructional materials ( $M = 4.37$ ,  $SD = 0.60$ ), and evaluation and assessment in the course were effective and could help them develop essay writing ability and self-regulation.

Regarding classroom activities, the opinions that got the highest scores are that peer feedback activities are essential and useful in a composition course ( $M = 4.60$ ,  $SD = 0.50$ ) and receiving feedback from their friends enabled them to organize their essays in a systematic way ( $M = 4.60$ ,  $SD = 0.60$ ). In this study, peer feedback activities comprised 1) raising students' awareness about the benefits of peer feedback in a writing class, 2) practicing students' ability to assess the sample essays, which boosted their confidence in assessing essays, and 3) having students work in pairs and assess their friends' essays. It can be clearly seen that students have been scaffolded with the essential processes necessary to successfully do peer feedback activities. In addition, when they revised their essays based on the feedback they received, students could see the progress and development in their second drafts. Consequently, students were quite satisfied with the activities. This finding therefore supports the related theories and previous studies mentioning that peer feedback is a formative assessment technique that is beneficial in a writing class, which a writing teacher should implement in their writing classes for the great benefit of students (e.g., Hu & Lam, 2010; Lin & Yang, 2011; Peng, 2010; Pueghrom & Chiramanee, 2011; Tsagari & Meletiadiou, 2015).

Additionally, the majority of students also strongly agreed that receiving peer feedback training could enable them to deliver feedback more skillfully ( $M = 4.50$ ,  $SD = 0.50$ ). This is because students received clear training in peer feedback throughout the semester, which helped them become comfortable and competent in evaluating the essays of their classmates. Their feedback is therefore valuable and beneficial. This result supports Min's (2005) assertion that emphasis should be placed on providing adequate justification and well-structured training for peer feedback. Students must receive thorough instruction on how to evaluate their peers' work, and teachers must make clear the goals of peer feedback. Also, this finding supports prior research's results that peer feedback instruction considerably enhances students' writing performance (e.g., Hu, 2006; Lam, 2010; Min, 2005).

In terms of instructional materials, peer feedback forms received the highest mean scores ( $M = 4.50$ ,  $S.D. = 0.60$ ). Most of the students strongly agreed that peer feedback forms were useful when they evaluated their friend's essays ( $M = 4.60$ ,  $SD = 0.50$ ) and peer feedback forms covered all aspects of an essay to be assessed ( $M = 4.50$ ,  $SD = 0.60$ ). Thus, it can be assumed that the majority of students were satisfied with the peer feedback forms. This result can be explained by three solid arguments. First, the peer feedback forms were translated into Thai, which is a language that students may grasp more easily. Second, the peer feedback forms were organized logically. In other words, the statements were arranged in chronological order, starting from the introduction part and ending with the conclusion part. Students could easily follow it as a result. Finally, the peer feedback forms were also used twice, once for the practice stage and once for the implementation stage, so students were already familiar with them. This quantitative finding is in agreement with those from qualitative findings. Students' responses from a semi-structured interview confirm that most of them liked the peer feedback activities, especially the training stage and the implementation stage, where the peer feedback forms were mainly used.

Moreover, the majority of students ( $M = 4.70$ ,  $SD = 0.50$ ) strongly concurred that all activities in each lesson were relevant to the course objectives. The fact that all of the course's lessons were thoroughly created using the results of the literature review and validated by professionals with vast experience in course design is one explanation for the finding. This result appears to support the idea that learning activities should be based on and explicitly linked to learning objectives (Talbert, 2020).

On the subject of evaluation and assessment, most of the students strongly agreed that the evaluation criteria of the course were easy to comprehend ( $M = 4.50$ ,  $SD = 0.60$ ). This is because there was a course orientation taken at the beginning of the intervention. The teacher explicitly explained all course objectives, learning activities, and criteria that were used to assess performance and evaluate students' learning outcomes. It can be said that the course orientation at the beginning of the course is very important, and the evaluation criteria need to be clearly explained to the students before all activities are done in the class. By doing this, students know what they are going to do and for what purposes. Learning with a clear and specific goal



can lead students to pay attention to the class activities, which help them reach their learning goal at the end. That is, if students know how they will be assessed, their performance and motivation will increase (Balan & Jönsson, 2018; Ellis & Tod, 2015). In addition, explicit assessment criteria can promote students' self-assessment, which can lead them to become more self-regulated learners (Balloo et al., 2018).

### 5.3 Conclusion

The effectiveness of integrating peer feedback and self-regulated learning on Thai EFL undergraduate students' essay writing skills and self-regulation was examined in this study. It also investigated the relationship between students' essay writing ability and their self-regulation. Students' attitudes toward the course were also explored.

The development in students' essay writing ability was consistent with the underlying theories and previous research studies on the advantages of peer feedback in second language writing classes. Students could find mistakes in their writing through peer feedback exercises, which aided in the creation of a stronger first draft. Activities involving peer input improved the Zone of Proximal Development (ZPD), a theory proposed by Vygotsky (1978). With the aids of their more experienced peers, students could advance to the next level of learning competency. Students also had a tendency to write more effectively and confidently with the assistance of more experienced peers and interactions among friends. Finally, because students were allowed to learn from one another after the teaching and demonstrations done by a teacher, peer feedback activities could support the scaffolding learning technique.

The improvement of students' essay writing ability could be a result of the self-regulated learning strategies they had used during the peer feedback activities. Students could find solutions to the problems that occurred during writing because they had been trained to use cognitive strategies. In addition, the teaching of metacognitive strategies helped students become self-aware of their weaknesses and mistakes, which helped them revise their essays for a better draft. Also, through the use of social interaction strategies, students asked for help from their peers, which helped them improve their language proficiency. Equipped with affective strategies, students felt more confident in writing essays.

The development of students' self-regulation confirmed the previous studies suggesting that self-regulated learning strategies were crucial in language learning and they were considered a set of teachable skills that a writing teacher needed to implement in a writing class. Through the instruction of self-regulated learning during peer feedback activities, students were taught to use cognitive strategies, metacognitive strategies, social-interactive strategies, and affective strategies. The recursive teaching of self-regulated learning strategies during the peer feedback activities could be a main reason why the students' self-regulation had improved. Additionally, the results also indicated that students tended to employ multiple cognitive strategies, particularly relying on affective strategies more frequently. These affective strategies were utilized to alleviate their anxieties and enhance their motivation towards learning.

The findings also showed that there was a non-significant relationship between the students' essay writing ability and their self-regulation. The results of the current study were consistent with earlier studies suggesting that essay writing was considered a difficult task, and students had little chance to write in their daily lives, so the lack of interest in writing could be a major reason. Additionally, the level of students' English proficiency might be another reason why their essay writing ability and self-regulation were not correlated. And one explanation for the lack of correlation could be the use of online instruction during the pandemic. Therefore, if some teachers want to incorporate the results of this study in their lectures, these three elements may require greater attention.

Finally, the findings also highlighted the importance of peer feedback training and the effectiveness of the peer feedback forms used. That is, they were necessary and had an impact on students' feedback. Therefore, both the training steps presented and the peer feedback forms created in the present study can contribute to the essay writing class in a Thai context.

## **5.4 Implications**

### **5.4.1 Theoretical Implications**

The findings of the study have important theoretical implications for the field of L2 writing and self-regulated learning in four main aspects as follows:

Firstly, the study supports existing theories that peer feedback is a beneficial practice in L2 writing classes. The integration of peer feedback in the current study resulted in significant improvements in students' writing ability, highlighting the importance of peer feedback as a means of enhancing L2 writing development.

Secondly, the study supports the theory that self-regulated learning strategies are teachable skills that can be implemented in L2 writing classrooms. The findings suggest that the integration of self-regulated learning strategies with peer feedback can lead to significant improvements in students' self-regulation and overall writing ability. This highlights the importance of explicitly teaching self-regulated learning strategies to L2 writers to enhance their writing development.

Thirdly, the study suggests that peer feedback and self-regulated learning strategies can be taught to students at low to intermediate language proficiency levels. This finding is significant as it indicates that even students with limited language proficiency can benefit from the integration of these practices into L2 writing instruction.

Finally, the study highlights the potential for the integration of peer feedback and self-regulated learning strategies to be conducted via online platforms. This finding is particularly relevant in light of the increasing use of technology in L2 writing instruction and suggests that online platforms can be effective for the delivery of peer feedback and self-regulated learning instruction.

Overall, the theoretical implications of the study suggest that the integration of peer feedback and self-regulated learning strategies can be an effective means of enhancing L2 writing development, and that these practices can be taught to students at different proficiency levels via online platforms.

#### **5.4.2 Pedagogical Implications**

The findings of this study have pedagogical implications in four areas: cooperative and active learning, explicit peer feedback training, technology use, and self-regulated learning instructions.

In an ESL or EFL context, where English is considered as a non-native language for learners, cooperative and active learning are crucial for students to learn the language. It is obvious that students have the chance to collaborate with others and

take an active part in the learning process through peer feedback activities. That is, students gain an opportunity to learn from each other by exchanging ideas and providing effective feedback. As a result, it is crucial for language teachers to include peer feedback activities as a key component of a course's activities.

Additionally, it is asserted from earlier studies (e.g., Min, 2005) that students need to be clearly taught how to give feedback on their classmates' work if they are to avoid feeling lost and dissatisfied when doing so. In the current study, peer feedback activities were gradually trained to students; therefore, when asked to evaluate their peers' writing, students were quite confident. The fact that preparation and practice are crucial elements that shouldn't be overlooked is a key factor for a language instructor who wants to employ peer feedback in a class, the peer feedback training processes presented in the current study can be used as a model for a writing teacher.

Although students received training on how to provide peer feedback, it is evident that some students still lack confidence in assessing their peers' work. This lack of confidence can be attributed to the cultural beliefs and norms prevalent among Thai students, where commenting or providing feedback may be perceived as criticism. It is crucial to address this issue when implementing peer feedback activities in the writing class, particularly in an Asian context, to ensure effective participation and engagement of students.

The finding that students were satisfied with the peer feedback forms in this study has practical implications for essay writing instructors in the Thai context. By adapting the forms from this study, instructors can provide their students with an effective tool for engaging in peer feedback activities that cover all the main components of essay writing, including organization, idea development, coherence/cohesion, language use, vocabulary, and mechanics. To ensure that students fully understand and can effectively utilize the peer feedback forms, it is important to provide Thai translations of the forms. This will help students avoid any misunderstandings or confusion that may arise from using the forms in a foreign language.

In terms of technology use, the utilization of online translation and plagiarism has the potential to compromise the accuracy and dependability of the gathered data. Hence, it is crucial to provide students with proper guidance on the appropriate usage

of these tools and to promote plagiarism avoidance. Moreover, researchers might find it necessary to employ plagiarism detection software to verify the authenticity of students' work.

Self-regulation is one key indicator that can predict learners' success in learning. Simply put, if students use self-regulated learning strategies that consist of four domains, namely cognitive strategies, metacognitive strategies, social-interactive strategies, and affective strategies, they tend to be more successful in learning than those who do not use them. In addition, self-regulated learning strategies are a set of teachable skills. Therefore, language teachers and curriculum and course designers should take into account the inclusion of self-regulated learning strategies in a course, so that students are familiar with those strategies and use them for their lifelong learning.

The lack of correlation between students' essay writing ability and self-regulation could be attributed to factors such as the difficulty of the task and students' limited opportunities to write in their daily lives. Teachers should aim to increase students' interest in writing by incorporating engaging and authentic writing tasks. Additionally, the level of English proficiency should be considered, as it may influence both essay writing ability and self-regulation.

### 5.5 Limitations of the Study

The following are the limitations of the study:

- 1) *Limited generalizability*: The study focuses on a specific group of Thai EFL undergraduate students, which limits the generalizability of the findings to other contexts or student populations. The results may not be applicable to students with different language backgrounds or educational levels.
- 2) *Lack of a control group*: The absence of a control group makes it challenging to attribute the observed improvements in essay writing ability and self-regulation solely to the intervention of integrating peer feedback and self-regulated learning. The results could be influenced by other factors or natural developmental progress.

- 3) *Lack of long-term assessment:* The study primarily focuses on the immediate effects of integrating peer feedback and self-regulated learning. It does not investigate the long-term sustainability or durability of the observed improvements in students' essay writing ability and self-regulation.
- 4) *Impact of online instruction during the pandemic:* In this study, online instruction was used during the research period due to the pandemic. The use of online platforms for instruction may have introduced additional variables or limitations that could have influenced students' essay writing ability and self-regulation.
- 5) *Influence of external factors:* The study suggests that the lack of correlation between essay writing ability and self-regulation could be influenced by factors such as the difficulty of the writing task, students' limited opportunities to write in daily life, and the level of English proficiency. These external factors may have affected the study's outcomes and should be considered when interpreting the findings.

Overall, while the study provides insights into the effectiveness of specific teaching strategies for language learners at pre-intermediate and intermediate levels, the limitations identified above highlight the need for caution when interpreting the study's findings and generalizing them to other populations or contexts.

## 5.6 Recommendations for Further Studies

Every research study has limitations, and this present study is no exception. Based on the findings of the present study, there are three recommendations for future research studies. They are the research design, data collection, and data analysis processes.

A one-group pretest-posttest design may limit the generalizability of the findings to the broader population, as there is no control group for comparison. Therefore, it is recommended that future studies use true experimental research designs that include both experimental and control groups. Additionally, the study's sample size only included students from A2 and B1 levels, which may not accurately represent the writing abilities of students at higher levels. Future studies could expand

the sample size to include students at the B2 level and beyond, to determine if the results generalize across proficiency levels.

In addition, all activities in the current study were conducted through online platforms due to the COVID-19 crisis. Online instructions and activities might have an effect on the research findings. As a result, it is worthwhile to conduct similar research in a real classroom to see if the outcomes are similar to or different from the current one. Additionally, technology can have an impact on students' writing ability, as online translation tools may affect the results of the study. Therefore, it may be worthwhile for future research to investigate this issue further. Furthermore, student feedback suggested that they needed more time to think and write, so future studies could explore appropriate class duration to enable students to effectively develop their writing skills.

In the current study, the primary form of feedback used was written comments. However, it would be valuable to explore alternative feedback forms in future research. Researchers can investigate different formats of peer feedback beyond what was utilized in this study. This can involve comparing the effectiveness of various feedback formats, such as written comments, audio recordings, or video feedback, in enhancing essay writing skills and promoting self-regulation. Additionally, the feedback provided by students in this study was synchronous. It would be intriguing to explore the effectiveness of asynchronous feedback or compare the effectiveness of synchronous and asynchronous feedback for future research endeavors.

Future research has the potential to delve into additional factors that can impact essay writing ability. Researchers can explore factors beyond those mentioned in the current study, such as motivation, task difficulty, and individual differences, to further understand their influence on the relationship between essay writing ability and self-regulation. A more comprehensive investigation of these factors could provide deeper insights into students' writing performance and their self-regulatory skills.

Finally, writing tests, questionnaires, and semi-structured interviews were the main data collection tools in the current study. In order to deeply understand more about how students interact and participate in the learning process, future studies

should include video recordings of student talks or actions while participating in peer feedback activities in breakout rooms.





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## Appendices

จุฬาลงกรณ์มหาวิทยาลัย  
CHULALONGKORN UNIVERSITY

## Appendix A: Essay Writing Test

### Essay Writing Test

**Directions:** On a separate sheet of paper, write a five-paragraph essay expressing your opinion about the topic given below. You have to write at least 300 words within 60 minutes.

**คำสั่ง:** ให้นักศึกษาเขียนเรียงความเพื่อแสดงความคิดเห็นเกี่ยวกับหัวข้อที่กำหนดให้ โดยเรียงความนี้ต้องมีส่วนประกอบ 5 ย่อหน้า และนักศึกษาต้องเขียนเรียงความอย่างน้อย 300 คำ ภายในเวลา 90 นาที

**Essay Question:** There are many ways to find a job: newspaper advertisements, Internet job search websites, and personal recommendations. What do you think is the best way to find a job? Give reasons or examples to support your opinion.

**คำถามเรียงความ:** ผู้ที่ต้องการหางานสามารถหางานจากหลากหลายช่องทาง ตัวอย่างเช่น การหางานจากโฆษณารับสมัครงานทางหนังสือพิมพ์ การหางานผ่านการค้นหาข้อมูลเกี่ยวกับการรับสมัครงานจากเว็บไซต์ทางอินเทอร์เน็ต และการแนะนำจากบุคคลโดยตรง ในจำนวนวิธีหางานทั้ง 3 วิธีนี้ นักศึกษาคิดว่าวิธีไหนเป็นวิธีที่ดีที่สุดในการหางาน ให้บอกเหตุผลหรือยกตัวอย่างเพื่อสนับสนุนความคิดเห็นนั้น

Adapted from a sample essay of TOEIC test (2020)



## Appendix B: Self-Regulation Questionnaire

### Self-regulation Questionnaire (Revised Version according to Experts' Suggestions)

The main purpose of this questionnaire is to survey self-regulated learning strategies employed by the 3rd year students majoring in Business English who have enrolled in Essay Writing in Business course, academic year 2/2020 at Nakhon Pathom Rajabhat University. All information given to this questionnaire will be kept confidential and will be purely used for research purposes.

แบบสอบถามนี้มีวัตถุประสงค์เพื่อสำรวจพฤติกรรมการเรียนรู้โดยการกำกับตนเองของนักศึกษาชั้นปีที่ 3 สาขาภาษาอังกฤษธุรกิจ ที่เรียนรายวิชาการเขียนเรียงความเชิงธุรกิจ ปีการศึกษา 2/2563 มหาวิทยาลัยราชภัฏนครปฐม ข้อมูลในการตอบแบบสอบถามจะถูกเก็บไว้เป็นความลับและจะถูกนำไปใช้เพื่อวัตถุประสงค์ของการวิจัยเท่านั้น

| Please circle the number 1, 2, 3, or 4 that best applies to you. (กรุณาวางกลมหมายเลข 1, 2, 3, หรือ 4 ที่ตรงกับความถี่ของท่านมากที่สุด)   |                 |                       |                  |                     |
|--|-----------------|-----------------------|------------------|---------------------|
|  | Never<br>ไม่เคย | Sometimes<br>บางครั้ง | Usually<br>บ่อยๆ | Always<br>เป็นประจำ |
| <b>Cognitive Strategies</b>  |                 |                       |                  |                     |
| 1. In order to understand the contexts in which they are used, I search English words on the Internet when I assess my friend's essay.<br>ฉันค้นหาคำศัพท์ภาษาอังกฤษจากอินเทอร์เน็ตเพื่อทำความเข้าใจบริบทของการใช้คำศัพท์ เมื่อฉันประเมินงานเขียนเรียงความของเพื่อน | 1               | 2                     | 3                | 4                   |
| 2. If I am not sure about how to use English grammar, I consult the grammar book or the textbook when I assess my friend's essay.<br>ถ้าฉันไม่แน่ใจเกี่ยวกับการใช้ไวยากรณ์ภาษาอังกฤษ ฉันศึกษาต้นฉบับหรือหนังสือเรียน เมื่อฉันประเมินงานเขียนเรียงความของเพื่อน     | 1               | 2                     | 3                | 4                   |
| 3. When I assess my friend's essay, I pay attention to the scoring rubric used to assess an essay in class.<br>เมื่อฉันประเมินงานเขียนเรียงความของเพื่อน ฉันให้ความสำคัญกับเกณฑ์การให้คะแนนของการเขียนเรียงความที่อาจารย์ให้ในชั้นเรียน                            | 1               | 2                     | 3                | 4                   |
| 4. When assessing my friend's essay, I check whether the topic and the content are clearly explained.<br>เมื่อฉันประเมินงานเขียนเรียงความของเพื่อน ฉันตรวจสอบว่าหัวข้อและเนื้อหาได้ถูกอธิบายอย่างชัดเจน  | 1               | 2                     | 3                | 4                   |
| 5. I read a textbook over and over again to help me remember them when I assess my friend's essay.<br>ฉันอ่านบทวนเนื้อหาในหนังสือเรียนซ้ำๆ เพื่อให้อ่านและยึดได้เมื่อฉันประเมินงานเขียนเรียงความของเพื่อน  | 1               | 2                     | 3                | 4                   |

| Please circle the number 1, 2, 3, or 4 that best applies to you. (กรุณาวางกลมหมายเลข 1, 2, 3, หรือ 4 ที่ตรงกับความคิดเห็นของท่านมากที่สุด)   |                 |                       |                 |                     |
|--|-----------------|-----------------------|-----------------|---------------------|
|  | Never<br>ไม่เคย | Sometimes<br>บางครั้ง | Usually<br>บ่อย | Always<br>เป็นประจำ |
| <b>Cognitive Strategies</b>  |                 |                       |                 |                     |
| 6. When I give feedback to my friend's essay, I use Thai language in order to help him/her understand what I mean.<br>เมื่อฉันประเมินงานเขียนเรียงความของเพื่อน ฉันใช้ภาษาไทยในการให้ข้อเสนอแนะเพื่อให้เขาเข้าใจในสิ่งที่ฉันต้องการสื่อสาร   | 1               | 2                     | 3               | 4                   |
| <b>Metacognitive Strategies</b>  |                 |                       |                 |                     |
| 7. I pay attention to my friend's explanations.<br>ฉันให้ความสนใจกับการอธิบายของเพื่อน   | 1               | 2                     | 3               | 4                   |
| 8. If I feel that I did not do a good job on assessing my friend's essay, I set a goal to give more effective feedback when I assess my friend's essay the next time.<br>ถ้าฉันรู้สึกว่าตรวจงานเขียนเรียงความให้เพื่อนไม่ได้ ฉันจะตั้งเป้าหมายว่าฉันจะตรวจงานเขียนเรียงความครั้งหน้าให้มีประสิทธิภาพมากขึ้น  | 1               | 2                     | 3               | 4                   |
| 9. I plan how I am going to provide the most effective feedback to my friend's essay. (ie. I am going to provide direct correction, personal opinion, or guided suggestion.)<br>ฉันวางแผนว่าฉันจะให้ข้อเสนอแนะที่มีประสิทธิภาพที่สุดให้กับงานเขียนเรียงความของเพื่อนอย่างไร เช่น ฉันจะแก้ไขให้โดยตรง ให้ข้อคิดเห็นส่วนตัว หรือให้ข้อเสนอแนะเพื่อเป็นแนวทาง     | 1               | 2                     | 3               | 4                   |
| 10. While assessing and providing feedback to my friend's essay, I focus on my set goal as an assessor.<br>ขณะที่ฉันประเมินและให้ข้อเสนอแนะให้กับงานเขียนเรียงความของเพื่อน ฉันมุ่งไปยังเป้าหมายที่ตั้งไว้ในฐานะผู้ประเมิน   | 1               | 2                     | 3               | 4                   |
| 11. While assessing and providing feedback to my friend's essay, I tell myself to follow my plan.<br>ขณะที่ฉันประเมินและให้ข้อเสนอแนะให้กับงานเขียนเรียงความของเพื่อน ฉันบอกตัวเองให้ทำตามแผนที่วางไว้   | 1               | 2                     | 3               | 4                   |
| 12. After providing feedback to my friend's essay, I ask my friend whether he/she understands my feedback in order to check the effectiveness of my feedback.<br>หลังจากที่ฉันให้ข้อเสนอแนะให้กับงานเขียนเรียงความของเพื่อน ฉันสอบถามเพื่อนว่าเขาเข้าใจข้อเสนอแนะหรือไม่ เพื่อตรวจสอบว่าข้อเสนอแนะที่ฉันมีประสิทธิภาพหรือไม่                                   | 1               | 2                     | 3               | 4                   |
| 13. After my friend revises his/her essay based on the feedback I have given, I read my friend's revised essay in order to check whether the essay has been improved because of my feedback.<br>หลังจากที่เพื่อนแก้ไขงานเขียนเรียงความตามข้อเสนอแนะที่ฉันให้ ฉันอ่านงานเขียนของเพื่อนฉบับที่แก้ไขแล้วเพื่อตรวจสอบว่างานเขียนดีขึ้นเพราะข้อเสนอแนะของฉันหรือไม่ | 1               | 2                     | 3               | 4                   |

| Please circle the number 1, 2, 3, or 4 that best applies to you. (กรุณาวางกลมหมายเลข 1, 2, 3, หรือ 4 ที่ตรงกับความคิดเห็นของท่านมากที่สุด)   |                 |                       |                  |                     |
|--|-----------------|-----------------------|------------------|---------------------|
|  | Never<br>ไม่เคย | Sometimes<br>บางครั้ง | Usually<br>บ่อยๆ | Always<br>เป็นประจำ |
| <b>Metacognitive Strategies</b>  |                 |                       |                  |                     |
| 14. After assessing one of my friends' essay, I figure out the opportunities of providing feedback to other friends' essays.<br>หลังจากประเมินงานเขียนเรียงความของเพื่อน ฉันหาโอกาสที่จะประเมินงานเขียนเรียงความให้กับเพื่อนคนอื่นต่อไป  | 1               | 2                     | 3                | 4                   |
| 15. In order to successfully give feedback to my friend's essay, I tried my best to meet that goal.<br>ฉันพยายามอย่างสุดความสามารถเพื่อให้ฉันจะได้ให้ข้อมูลย้อนกลับให้กับงานเขียนของเพื่อน ดังที่ฉันตั้งเป้าไว้  | 1               | 2                     | 3                | 4                   |
| <b>Social Interactive Strategies</b>   |                 |                       |                  |                     |
| 16. If there are some unclear parts in the essay I am assessing, I ask the lecturer in the class.<br>ถ้ามีบางประเด็นที่ฉันคิดว่าไม่ชัดเจนขณะที่ฉันประเมินงานเขียนเรียงความของเพื่อน ฉันถามอาจารย์ในห้องเรียน   | 1               | 2                     | 3                | 4                   |
| 17. If there are some unclear parts in the essay I am assessing, I ask a friend in the class.<br>ถ้ามีบางประเด็นที่ฉันคิดว่าไม่ชัดเจนขณะที่ฉันประเมินงานเขียนเรียงความของเพื่อน ฉันถามเพื่อนในห้องเรียน  | 1               | 2                     | 3                | 4                   |
| 18. If I don't understand what is asked about the task we do when doing peer feedback activities, I ask help from my friends.<br>ฉันขอความช่วยเหลือจากเพื่อนเมื่อฉันไม่ทราบวิธีการทำงานที่ได้รับมอบหมายในกิจกรรมการให้ข้อมูลย้อนกลับ โดยเพื่อน   | 1               | 2                     | 3                | 4                   |
| 19. I discuss with my peers in order to gain more ideas to provide feedback.<br>ฉันอภิปรายกับเพื่อนเพื่อให้ฉันมีความคิดเห็นในการให้ข้อมูลย้อนกลับเพิ่มมากขึ้น  | 1               | 2                     | 3                | 4                   |
| <b>Affective Strategies</b>  |                 |                       |                  |                     |
| 20. When I'm giving feedback on my friend's essay and cannot think of the right wording, using or finding words that have similar meanings to what I want to convey/say makes me less stressed than not doing so at all.<br>เมื่อฉันมีคำพูดที่ฉันต้องการจะสื่อสารจริงๆ เพื่อให้คำแนะนำงานเขียนเรียงความของเพื่อน ไม่ออก การใช้คำพูดที่ใกล้เคียงกับความหมายที่ฉันต้องการจะสื่อสารทำให้ฉันรู้สึกเครียดน้อยลง | 1               | 2                     | 3                | 4                   |

| Please circle the number 1, 2, 3, or 4 that best applies to you. (กรุณาวางกลมหมายเลข 1, 2, 3, หรือ 4 ที่ตรงกับความคิดเห็นของท่านมากที่สุด)   |                 |                       |                  |                     |
|--|-----------------|-----------------------|------------------|---------------------|
|  | Never<br>ไม่เคย | Sometimes<br>บางครั้ง | Usually<br>บ่อยๆ | Always<br>เป็นประจำ |
| <b>Affective Strategies</b>  |                 |                       |                  |                     |
| 21. Using the reliable online dictionary for the word I need in English increases my confidence when assessing my friend's essay.<br>ฉันมีความมั่นใจมากขึ้นเมื่อใช้พจนานุกรมภาษาอังกฤษออนไลน์ที่เชื่อถือได้ในการค้นหาคำศัพท์ที่ฉันต้องการขณะประเมินงานเขียนของเพื่อน | 1               | 2                     | 3                | 4                   |
| 22. I tell myself that it is important to practice giving feedback so that my friend can have a better piece of writing because of my feedback.<br>ฉันบอกกับตัวเองว่า การให้ข้อเสนอกลับมีความสำคัญ เพราะงานเขียนของเพื่อนจะดีขึ้นเพราะข้อเสนอกลับที่ดีจากฉัน         | 1               | 2                     | 3                | 4                   |
| 23. I tell myself to practice giving feedback to my friend's essay to get good grades.<br>ฉันบอกกับตัวเองให้ฝึกการให้ข้อเสนอกลับงานเขียนเรียงความของเพื่อน เพื่อที่ฉันจะได้คะแนนที่ดี  | 1               | 2                     | 3                | 4                   |
| 24. I tell myself that I should keep on learning in giving feedback to become good at writing.<br>ฉันบอกกับตัวเองว่า ฉันควรพยายามเรียนรู้ในการให้ข้อเสนอกลับเพื่อที่ฉันจะได้เขียนได้ดีขึ้น   | 1               | 2                     | 3                | 4                   |
| 25. I persuade myself to work hard in giving feedback to improve my writing skills and knowledge.<br>ฉันโน้มน้าวตัวเองให้ตั้งใจให้ข้อเสนอกลับเพื่อพัฒนาทักษะการเขียนและความรู้   | 1               | 2                     | 3                | 4                   |
| 26. I tell myself not to worry when giving feedback to my friend's essay.<br>ฉันบอกกับตัวเองไม่ให้กังวลขณะที่ฉันให้ข้อเสนอกลับงานเขียนเรียงความของเพื่อน   | 1               | 2                     | 3                | 4                   |

(Adapted from Habok & Magyar, 2018; Köksal & Dündar, 2017; Teng & Zhang, 2016)

## Appendix C: Semi-Structured Interview

### Self-regulation Interview Questions (Revised Version according to Experts' Suggestions)

This interview adapted from Teng and Zhang's (2016) Guided Interview Questions aims to collect students' self-regulated learning strategies used when they do peer feedback activity in Essay Writing in Business course.

#### Guided Interview Questions

1. Please tell me the whole process starting from the beginning to the end when you did peer feedback activities. (Follow-up questions: How did you do that activity? Why did you do that activity? What were you thinking when you did that activity? How did you feel when you did that activity?)

นักศึกษาช่วยเล่าขั้นตอนทั้งหมดตั้งแต่เริ่มต้นจนจบ ตอนที่นักศึกษาทำกิจกรรมให้ข้อมูลย้อนกลับให้กับงานเขียนของเพื่อน (คำถามที่อาจจะตามมา: ทำกิจกรรมนั้นอย่างไร ทำกิจกรรมนั้นทำไม ขณะที่ทำกิจกรรมนั้นคิดอะไรอยู่ และรู้สึกอย่างไรขณะทำกิจกรรมนั้น)

2. When doing peer feedback activities, did you set a goal? How? Please explain.

ขณะที่นักศึกษาทำกิจกรรมให้ข้อมูลย้อนกลับให้กับงานเขียนของเพื่อน นักศึกษาได้ตั้งเป้าหมายไว้หรือไม่ อย่างไร กรุณาอธิบาย

3. Did you plan before giving feedback in order to accomplish that set goal? If yes, please explain the process.

นักศึกษามีการวางแผนก่อนการให้ข้อมูลย้อนกลับโดยเพื่อนหรือไม่เพื่อให้บรรลุเป้าหมายที่ตั้งไว้ ถ้ามี กรุณาอธิบายขั้นตอน

4. When doing peer feedback activities according to your plans, did you face any problems? And how did you solve those problems? Please explain.

ขณะที่นักศึกษาทำกิจกรรมให้ข้อมูลย้อนกลับโดยเพื่อนตามแผนที่วางไว้ นักศึกษาพบปัญหาหรือไม่ และมีวิธีการแก้ไขปัญหาอย่างไร กรุณาอธิบาย

5. Would you seek help from others when you did peer feedback activities? How? Please explain.

นักศึกษาขอความช่วยเหลือจากผู้อื่นหรือไม่ขณะที่ทำกิจกรรมให้ข้อมูลย้อนกลับให้กับงานเขียนของเพื่อน อย่างไร กรุณาอธิบายรายละเอียด

6. Did you feel anxious or worried when you did peer feedback activities? And how did you motivate yourself in order to complete the tasks? Please explain.

นักศึกษาผู้สีกเครียดหรือวิตกกังวลหรือไม่ขณะที่ทำกิจกรรมให้ข้อมูลย้อนกลับให้กับงานเขียนของเพื่อน และ  
นักศึกษามีวิธีการสร้างแรงจูงใจอย่างไรเพื่อให้ทำงานให้เสร็จ กรุณาอธิบายรายละเอียด

7. Did you monitor and evaluate your peer feedback process and performance? If yes, please explain the process.

นักศึกษามีการตรวจสอบและประเมินกระบวนการและประสิทธิภาพของการให้ข้อมูลย้อนกลับโดยเพื่อนหรือไม่ ถ้า  
มี กรุณาอธิบายขั้นตอน



## Appendix D: A Questionnaire on Students' Attitudes towards the Integration of Peer Feedback and Self-Regulated Learning

### A Questionnaire on Students' Attitudes Towards the Integration of Peer Feedback and Self-Regulated Learning

#### Instructions

##### คำชี้แจง

1. This questionnaire aims to survey students' opinions towards the Integration of Peer Feedback and Self-Regulated Learning Instruction implemented in an Essay Writing in Business course. All information given to this questionnaire will be kept confidential and will be purely used for research purposes.

1. แบบสอบถามนี้มีวัตถุประสงค์เพื่อสำรวจความคิดเห็นของนักศึกษาที่มีต่อการสอน โดยการให้ข้อมูลย้อนกลับโดยเพื่อนและการเรียนรู้โดยการกำกับตัวเอง ในรายวิชาการเขียนเรียงความเชิงธุรกิจ ข้อมูลของท่านจะถูกเก็บไว้เป็นความลับและจะถูกนำไปใช้เพื่อวัตถุประสงค์ของการวิจัยเท่านั้น

2. The questionnaire is divided into two sections. The first section is about statements concerning classroom activities, instructional materials, and evaluation and assessment used in the instruction. The second section is open-ended questions asking students' suggestions and additional comments about the instruction.

2. แบบสอบถามแบ่งออกเป็น 2 ตอน ตอนที่ 1 เป็นประเด็นข้อคิดเห็นที่เกี่ยวข้องกับกิจกรรมในชั้นเรียน สื่อการเรียนการสอน และการวัดและประเมินผลที่ใช้ในการเรียนการสอน ตอนที่ 2 เป็นคำถามปลายเปิดเพื่อให้ผู้เรียนให้ข้อเสนอแนะและแสดงความคิดเห็นเกี่ยวกับการเรียนการสอน

**Section I:** Students' opinions about the Integration of Peer Feedback and Self-Regulated Learning

**ตอนที่ 1:** ความคิดเห็นของนักศึกษาเกี่ยวกับการบูรณาการระหว่างการใช้ข้อมูลย้อนกลับ โดยเพื่อนและการเรียนรู้ โดยการกำกับตนเอง

Instructions: Please circle the number 1, 2, 3, 4, or 5 that is most associated with your personal opinions.

คำชี้แจง: กรุณาวงกลมหมายเลข 1, 2, 3, 4, หรือ 5 ที่สอดคล้องกับความคิดเห็นของท่านมากที่สุด

| Statements<br>ประเด็นข้อคิดเห็น   | Strongly agree<br>เห็นด้วย<br>อย่างยิ่ง | Agree<br>เห็นด้วย | Neither agree nor disagree<br>ไม่แน่ใจ | Disagree<br>ไม่เห็นด้วย | Strongly disagree<br>ไม่เห็นด้วย<br>อย่างยิ่ง |
|---|---|-------------------|--|-------------------------|---|
| 1. Classroom Activities (กิจกรรมในชั้นเรียน)  |   |                   |  |                         |   |
| 1.1 Peer feedback activities (กิจกรรมเกี่ยวกับการให้ข้อมูลย้อนกลับโดยเพื่อน)  |   |                   |  |                         |   |
| 1.1.1 The stages and activities in the peer feedback training were easy to follow.<br>ขั้นตอนและกิจกรรมต่างๆในการฝึกให้ข้อมูลย้อนกลับ โดยเพื่อนง่ายต่อการปฏิบัติตาม   | 5                                       | 4                 | 3                                      | 2                       | 1   |
| 1.1.2 Peer feedback training could help me provide feedback more effectively.<br>การฝึกการให้ข้อมูลย้อนกลับโดยเพื่อนช่วยให้ฉันให้ข้อมูลย้อนกลับ ได้อย่างมีประสิทธิภาพมากขึ้น  | 5                                       | 4                 | 3                                      | 2                       | 1   |
| 1.1.3 Peer feedback training is a necessary step in peer feedback activities.<br>การฝึกการให้ข้อมูลย้อนกลับโดยเพื่อนเป็นขั้นตอนที่สำคัญในกิจกรรมการให้ข้อมูลย้อนกลับโดยเพื่อน   | 5                                       | 4                 | 3                                      | 2                       | 1   |
| 1.1.4 <b>Giving feedback</b> to my friends' essays helped me develop content and ideas when I composed an essay.<br>การให้ข้อมูลย้อนกลับ ให้กับงานเขียนเรียงความของเพื่อนช่วยให้ฉันพัฒนาเนื้อหาและความคิดเมื่อฉันเขียนเรียงความ | 5                                       | 4                 | 3                                      | 2                       | 1   |
|   |   |                   |  |                         |   |



| Statements<br>ประเด็นข้อคิดเห็น  | Strongly agree<br>เห็นด้วย<br>อย่างยิ่ง | Agree<br>เห็นด้วย | Neither agree nor disagree<br>ไม่แน่ใจ | Disagree<br>ไม่เห็นด้วย | Strongly disagree<br>ไม่เห็นด้วย<br>อย่างยิ่ง |
|--|---|-------------------|--|-------------------------|---|
| 1.1.5 <u>Giving feedback</u> to my friends' essays enabled me to organize my essays in a systematic way.<br>การให้ข้อมูลย้อนกลับให้กับงานเขียนเรียงความของเพื่อนช่วยให้ฉันเรียงงานเขียนของฉันอย่างเป็นระบบ     | 5                                       | 4                 | 3                                      | 2                       | 1   |
| 1.1.6 <u>Giving feedback</u> to my friends' essays developed my English grammar.<br>การให้ข้อมูลย้อนกลับให้กับงานเขียนเรียงความของเพื่อนช่วยให้ฉันพัฒนาความรู้ไวยากรณ์ภาษาอังกฤษ                               | 5                                       | 4                 | 3                                      | 2                       | 1   |
| 1.1.7 <u>Giving feedback</u> to my friends' essays enhanced my English vocabulary.<br>การให้ข้อมูลย้อนกลับให้กับงานเขียนเรียงความของเพื่อนช่วยให้ฉันพัฒนาคำศัพท์ภาษาอังกฤษ                                     | 5                                       | 4                 | 3                                      | 2                       | 1   |
| 1.1.8 Peer feedback interaction assisted me to realize the role as a feedback giver.<br>ปฏิสัมพันธ์ในการให้ข้อมูลย้อนกลับโดยเพื่อนช่วยให้ฉันตระหนักถึงบทบาทของผู้ให้ข้อมูลย้อนกลับ                             | 5                                       | 4                 | 3                                      | 2                       | 1   |
| 1.1.9 <u>Receiving feedback</u> from my friends helped me develop content and ideas when I revised an essay.<br>การได้รับข้อมูลย้อนกลับจากเพื่อนช่วยให้ฉันพัฒนาเนื้อหาและความคิดเมื่อฉันแก้ไขงานเขียนเรียงความ | 5                                       | 4                 | 3                                      | 2                       | 1   |
| 1.1.10 <u>Receiving feedback</u> from my friends enabled me to organize my essays in a systematic way.<br>การได้รับข้อมูลย้อนกลับจากเพื่อนช่วยให้ฉันเรียงงานเขียนของฉันอย่างเป็นระบบ                           | 5                                       | 4                 | 3                                      | 2                       | 1   |
|  |   |                   |  |                         |   |

| Statements<br>ประเด็นข้อคิดเห็น  | Strongly agree<br>เห็นด้วยอย่างยิ่ง | Agree<br>เห็นด้วย | Neither agree nor disagree<br>ไม่แน่ใจ | Disagree<br>ไม่เห็นด้วย | Strongly disagree<br>ไม่เห็นด้วยอย่างยิ่ง |
|--|-------------------------------------|-------------------|--|-------------------------|---|
| 1.1.1.11 <b>Receiving feedback</b> from my friends developed my English grammar.<br>การได้รับข้อมูลย้อนกลับจากเพื่อนช่วยให้ฉันพัฒนาไวยากรณ์ภาษาอังกฤษ  | 5                                   | 4                 | 3                                      | 2                       | 1   |
| 1.1.1.12 <b>Receiving feedback</b> from my friends enhanced my English vocabulary.<br>การได้รับข้อมูลย้อนกลับจากเพื่อนช่วยให้ฉันพัฒนาคำศัพท์ภาษาอังกฤษ   | 5                                   | 4                 | 3                                      | 2                       | 1   |
| 1.1.1.13 Peer feedback interaction assisted me to realize the role as a feedback receiver.<br>ปฏิสัมพันธ์ในการให้ข้อมูลย้อนกลับโดยเพื่อนช่วยให้ฉันตระหนักถึงบทบาทของผู้ได้รับข้อมูลย้อนกลับ  | 5                                   | 4                 | 3                                      | 2                       | 1   |
| 1.1.1.14 Peer feedback activities are essential and useful in a composition course.<br>การให้ข้อมูลย้อนกลับโดยเพื่อนเป็นกิจกรรมที่จำเป็นและมีประโยชน์ในวิชาเขียน   | 5                                   | 4                 | 3                                      | 2                       | 1   |
| 1.2 Self-regulation activities (กิจกรรมเกี่ยวกับการเรียนรู้โดยการทำกับตนเอง)   |                                     |                   |  |                         |   |
| 1.2.1 I learned many techniques such as using prior background knowledge, consulting dictionaries, and searching information from the Internet, which helped me deal with some problems regarding language and ideas while I was assessing my friends' essays.<br>ฉันเรียนรู้กลวิธีที่หลากหลาย เช่น การใช้ข้อมูลความรู้เดิม การใช้พจนานุกรม การค้นหาข้อมูลผ่านอินเทอร์เน็ต ซึ่งช่วยให้ฉันแก้ไขปัญหาที่เกี่ยวข้องกับภาษาและความคิด ขณะที่ฉันประเมินงานเขียนเรียงความของเพื่อน | 5                                   | 4                 | 3                                      | 2                       | 1   |

| Statements<br>ประเด็นข้อคิดเห็น  | Strongly agree<br>เห็นด้วย<br>อย่างยิ่ง | Agree<br>เห็นด้วย | Neither agree nor disagree<br>ไม่แน่ใจ | Disagree<br>ไม่เห็นด้วย | Strongly disagree<br>ไม่เห็นด้วย<br>อย่างยิ่ง |
|--|---|-------------------|--|-------------------------|---|
| 1.2.2 I learned to plan and set a goal, monitor my action, and evaluate my action against my set goal when I was assessing my friends' essays.<br>ฉันเรียนรู้ในการวางแผนและการตั้งเป้าหมาย เพื่อสังเกตการกระทำและประเมินการกระทำเพื่อเทียบกับเป้าหมายที่ตั้งไว้ ขณะที่ฉันประเมินงานเขียนเรียงความของเพื่อน | 5                                       | 4                 | 3                                      | 2                       | 1   |
| 1.2.3 I learned to seek help from friends or teacher while I was assessing my friends' essays.<br>ฉันเรียนรู้ที่จะขอความช่วยเหลือจากเพื่อนหรืออาจารย์ ขณะที่ฉันประเมินงานเขียนเรียงความของเพื่อน   | 5                                       | 4                 | 3                                      | 2                       | 1   |
| 1.2.4 I learned to motivate myself in order to lower my stress and anxieties while I was assessing my friends' essays.<br>ฉันเรียนรู้ที่จะสร้างแรงจูงใจให้ตนเองเพื่อที่จะได้ลดความเครียดและความวิตกกังวล ขณะที่ฉันประเมินงานเขียนเรียงความของเพื่อน  | 5                                       | 4                 | 3                                      | 2                       | 1   |
| 2. Instructional Materials (สื่อการเรียนการสอน)  |   |                   |  |                         |   |
| 2.1 Lessons (บทเรียน)  |   |                   |  |                         |   |
| 2.1.1 All activities in each lesson were relevant to the course objectives.<br>กิจกรรมทั้งหมดในแต่ละบทเรียนมีความสอดคล้องกับวัตถุประสงค์ของรายวิชา   | 5                                       | 4                 | 3                                      | 2                       | 1   |
| 2.1.2 Activities in each lesson were not too difficult to complete.<br>กิจกรรมในแต่ละบทเรียน ไม่ยากเกินไปในการทำให้เสร็จ   | 5                                       | 4                 | 3                                      | 2                       | 1   |
| 2.1.3 Time allotment of each activity was appropriate.<br>ระยะเวลาที่กำหนดให้ในการทำแต่ละกิจกรรมมีความเหมาะสม  | 5                                       | 4                 | 3                                      | 2                       | 1   |
| 2.1.4 Instructions in each activity were clear to follow.<br>คำสั่งในแต่ละกิจกรรมชัดเจนต่อการปฏิบัติตาม  | 5                                       | 4                 | 3                                      | 2                       | 1   |
|  |   |                   |  |                         |   |

| Statements<br>ประเด็นข้อคิดเห็น  | Strongly<br>agree<br>เห็นด้วย<br>อย่างยิ่ง | Agree<br>เห็นด้วย | Neither<br>agree nor<br>disagree<br>ไม่แน่ใจ | Disagree<br>ไม่เห็นด้วย | Strongly<br>disagree<br>ไม่เห็นด้วย<br>อย่างยิ่ง |
|--|--|-------------------|--|-------------------------|--|
| <b>2.2 Peer feedback forms (แบบฟอร์มการให้ข้อมูลย้อนกลับโดยเพื่อน)</b>   |  |                   |  |                         |  |
| 2.2.1 Peer feedback forms were useful when I evaluated my friend's essays.<br>แบบฟอร์มการให้ข้อมูลย้อนกลับโดยเพื่อนมีประโยชน์เมื่อฉันประเมินงานเขียนเรียงความของเพื่อน   | 5  | 4                 | 3  | 2                       | 1  |
| 2.2.2 Peer feedback forms covered all aspects of an essay to be assessed.<br>แบบฟอร์มการให้ข้อมูลย้อนกลับโดยเพื่อนครอบคลุมทุกประเด็นของงานเขียนเรียงความ   | 5  | 4                 | 3  | 2                       | 1  |
| 2.2.3 Language used in peer feedback forms was easy to comprehend.<br>ภาษาที่ใช้ในแบบฟอร์มการให้ข้อมูลย้อนกลับโดยเพื่อนง่ายต่อการเข้าใจ  | 5  | 4                 | 3  | 2                       | 1  |
| 2.2.4 Peer feedback forms were easy to follow.<br>แบบฟอร์มการให้ข้อมูลย้อนกลับโดยเพื่อนง่ายต่อการปฏิบัติตาม  | 5  | 4                 | 3  | 2                       | 1  |
| <b>3. Evaluation and Assessment (การวัดผลและประเมินผล)</b>   |  |                   |  |                         |  |
| 3.1 I thought that the evaluation criteria of the course were easy to comprehend.<br>ฉันคิดว่าเกณฑ์ในการประเมินของรายวิชานั้นเข้าใจง่าย  | 5  | 4                 | 3  | 2                       | 1  |
| 3.2 I thought that the evaluation criteria of the course were weighed reasonably.<br>ฉันคิดว่าน้ำหนักที่ให้แต่ละส่วนที่ระบุไว้ในเกณฑ์การประเมินของรายวิชาได้สมเหตุสมผล   | 5  | 4                 | 3  | 2                       | 1  |
| 3.3 I thought that the methods of assessment and evaluation of the course were able to measure my essay writing ability.<br>ฉันคิดว่าวิธีการที่ใช้ในการวัดผลและประเมินผลของรายวิชาที่สามารถวัดความสามารถในการเขียนเรียงความของฉันได้ | 5  | 4                 | 3  | 2                       | 1  |

| Statements<br>ประเด็นข้อคิดเห็น  | Strongly agree<br>เห็นด้วย<br>อย่างยิ่ง | Agree<br>เห็นด้วย | Neither agree nor disagree<br>ไม่แน่ใจ | Disagree<br>ไม่เห็นด้วย | Strongly disagree<br>ไม่เห็นด้วย<br>อย่างยิ่ง |
|--|---|-------------------|--|-------------------------|---|
| 3.4 I thought that the methods of assessment and evaluation of the course were able to measure my self-regulation.<br>ฉันคิดว่าวิธีการที่ใช้ในการวัดและประเมินผลของรายวิชานี้สามารถวัดความสามารถในการเรียนรู้<br>โดยการกำกับตนเองของฉันได้             | 5                                       | 4                 | 3                                      | 2                       | 1   |
| 3.5 I thought that the evaluation criteria of the course were able to measure my learning outcomes according to the course objectives.<br>ฉันคิดว่าเกณฑ์ในการประเมินของรายวิชานี้สามารถวัดผลการเรียนรู้ของฉันที่ระบุไว้ใน<br>วัตถุประสงค์ของรายวิชาได้ | 5                                       | 4                 | 3                                      | 2                       | 1   |

## Section II: Suggestions and additional comments

ตอนที่ 2: ข้อเสนอแนะและข้อคิดเห็นเพิ่มเติม

1. What do you like most about the instruction in this class?  
นักศึกษาชอบสิ่งใดมากที่สุดในการจัดการเรียนการสอนของรายวิชานี้

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2. What do you dislike most about the instruction in this class?  
 นักศึกษาไม่ชอบสิ่งใดมากที่สุดในการจัดการเรียนการสอนของรายวิชานี้

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3. Please provide some additional comments regarding the instruction in this class .  
 กรุณาให้ข้อคิดเห็นเพิ่มเติมเกี่ยวกับการจัดการเรียนการสอนของรายวิชานี้

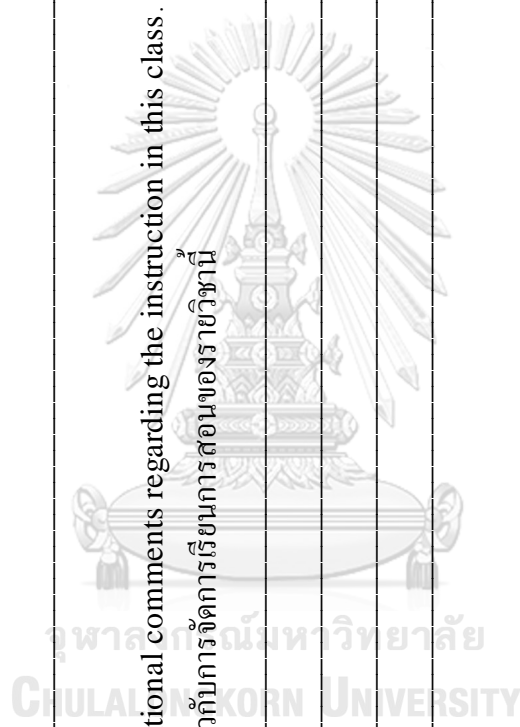
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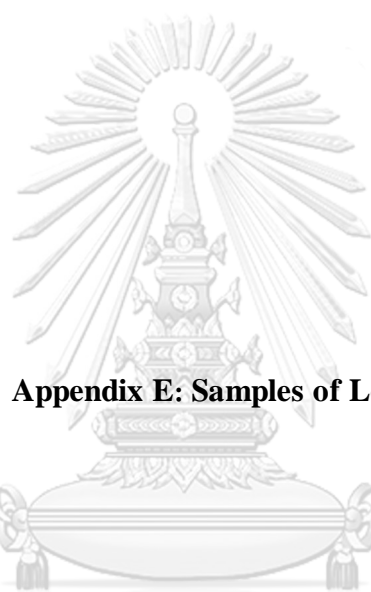
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**Thank you for your cooperation**





## **Appendix E: Samples of Lessons**

จุฬาลงกรณ์มหาวิทยาลัย  
**CHULALONGKORN UNIVERSITY**

# UNIT 1

## COMPARISON/CONTRAST ESSAYS

### LESSON 1.1 SIMILARITIES AND DIFFERENCES

Very often we will need to write about how ideas, people, or things are similar or different. In these cases, you will use a comparison or contrast type of essay. In a comparison essay, you write about the similarities, and in the contrast essay, you write about the differences.



Source: <https://www.fourjay.org/pl/432920/>



Source: <https://www.shutterstock.com/es/image-vector/tour-vacation-guide-vector-cartoon-comic-428803162>

**TASK 1:** Think about two jobs – a hotel receptionist and a tour guide. How are they similar or different? Write down your answers in the table below. Then share and discuss your answers with your partner.

| Similarities | Differences |
|--------------|-------------|
| 1. _____     | 1. _____    |
| 2. _____     | 2. _____    |
| 3. _____     | 3. _____    |
| 4. _____     | 4. _____    |
| 5. _____     | 5. _____    |



## SAMPLE ESSAYS

**TASK 2:** Read the following example of comparison/contrast essay. Then answer the questions that follow.



Source: <https://www.wikihow.com/Become-a-Basketball-Coach>



Source:

[https://www.123rf.com/photo\\_67654572\\_stock-vector-corporate-business-manager-explaining-quarter-report-data-to-directors-board-financial-results-prese.html](https://www.123rf.com/photo_67654572_stock-vector-corporate-business-manager-explaining-quarter-report-data-to-directors-board-financial-results-prese.html)

### The Truth about Coaches and Business Managers

Coaches and business managers are considered as interesting careers for some people. Coaches work outdoors while business managers stay in offices. Coaches train athletes' bodies, but managers are more focused on detail-oriented matters. These differences, however, pale in comparison to the similarities shared by the two professions, for the main functions of athletic team coaches and business managers are very closely related, especially in terms of their leading roles, problems solving skills, and representative roles.

One of the most fundamental similarities between athletic team coaches and business managers is the task of leading the team members or employees. Coaches are responsible for training their athletes and focusing on each individual's strengths and weaknesses. Coaches also give directions to their players to improve their performance and commonly give feedback after a game. Similarly, business managers are responsible for the proper training of their employees. Managers use their people skills to ensure that each worker is put in the job that suits his or her abilities best. In addition, managers typically give periodic reviews of their employees as feedback on their job performance.

Another important similarity between the two professions is the ability to solve problems between teammates or employees. Athletes tend to be very competitive, and often this competitiveness leads to arguments in practice and during games. Coaches know that this behavior is not productive in leading the team to victory, so they often act as intermediaries. They listen to both sides and usually come up with words of wisdom or advice to straighten out the problem. In the same way, a manager is often asked to mediate between two or more employees who might not be getting along in the office. Managers know that teamwork is vital to productivity, so they are trained to make sure that the workplace runs smoothly.

Finally, both coaches and managers must represent their subordinates to the members of higher management. Many social groups function as hierarchies, and the locker room and office are no different. Coaches are regularly asked to report to the team owners with updates on the season. They write up reports to keep the owners informed about who is doing well, who is injured, and who is not performing up to par. In addition, they serve as the players' spokespersons. If players have a particular problem related to something other than their athletic performance, it is usually the coaches who end up speaking with the owners on the players' behalf. Like coaches, business managers are the link between the CEOs and lower-level employees. The business managers are given the tasks of overseeing employees and serving as go-betweens. Top management wants to remain aware of what is happening in the company, but they usually do not have the time to deal with such details. Business managers, therefore, serve as spokespeople to both ends of the hierarchy.

In conclusion, on the surface, the two occupations seem completely unrelated. The coach works outdoors and handles the pressures of physical exercise and game strategies while the business manager works in a formal environment surrounded by modern technology. Upon further inspection, however, these two occupations are very closely related. Both coaches and managers are the glue that holds the members of the team together.

### Questions

1. What two jobs does the author compare in this essay?

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2. What three points about the two jobs does the author compare?

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3. What is the hook for this essay? Write it here.

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4. Underline the thesis statement.

## ORGANIZATION OF COMPARISON/CONTRAST ESSAYS

There are two ways to organize a comparison essay - the block method and the point-by-point method.

### ***□ Block Method***

With the block method, you present one subject and all its points of comparison before you do the same for the second subject. With this organization, you discuss each subject completely without interruption. Here is an example of the organization of a comparison essay about coaches and business manager.

|                     |              |  |
|---------------------|--------------|--|
| <b>Introduction</b> | Paragraph 1  | Hook, connecting information, thesis statement   |
| <b>Body</b>         | Paragraphs 2 | Coaches<br>- Leading roles<br>- Problem solving skills<br>- Representative roles           |
|                     | Paragraph 3  | Business managers<br>- Leading roles<br>- Problem solving skills<br>- Representative roles |
| <b>Conclusion</b>   | Paragraph 4  | Restated thesis, opinion   |

### ***□ Point-by-Point Method***

With the point-by-point method, you present both subjects as they each related to one point of comparison before moving on to the next point of comparison. Here is an example of the topic of coaches and business managers, using the point-by-point method of organization.

|                     |             |  |
|---------------------|-------------|--|
| <b>Introduction</b> | Paragraph 1 | Hook, connecting information, thesis statement           |
| <b>Body</b>         | Paragraph 2 | Leading roles<br>-Coaches<br>-Business managers          |
|                     | Paragraph 3 | Problem solving skills<br>-Coaches<br>-Business managers |
|                     | Paragraph 4 | Representative roles<br>-Coaches<br>-Business managers   |
|                     | Paragraph 5 | Restated thesis, opinion                                 |

## DEVELOPING COMPARISON/CONTRAST ESSAYS

### □ Brainstorming

You may be asked to write comparison/contrast essays in many of your classes. Often, you will be given the two subjects to be compared, such as two types of business, two kinds of job application, or two successful businessmen. When you have to choose your own subjects to compare or contrast, the following brainstorming tips will help you.

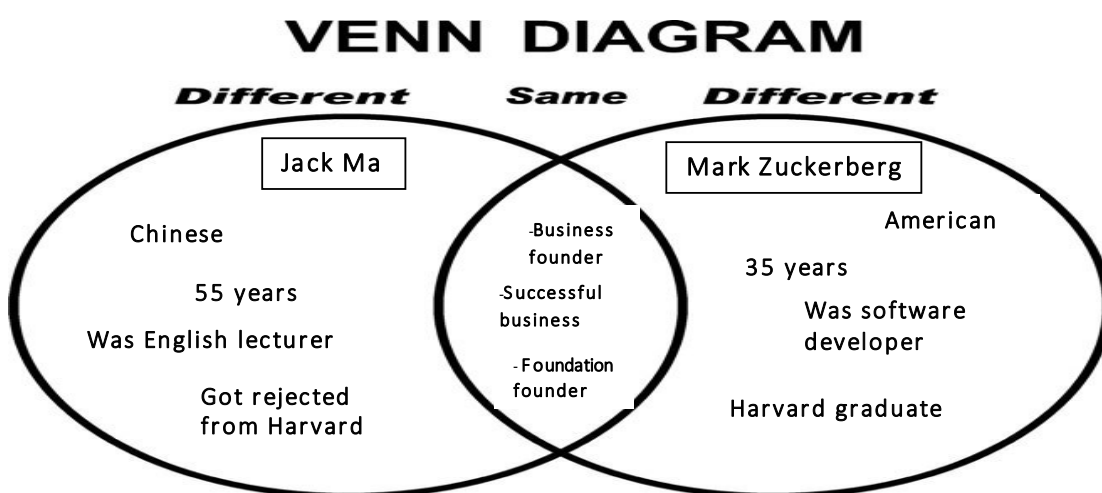
#### *Making double lists*

A good way to determine whether you have enough information about similarities and differences between two subjects is to brainstorm double lists as shown in the example below.

| Jack Ma   | Mark Zuckerberg   |
|---|---|
| Chinese<br>55 years old<br>Was English lecturer<br>Got rejected from Harvard<br><b>Founder of Alibaba Group</b><br><b>Successful online shopping business</b><br><b>Founder of the Jack Ma Foundation</b> | American<br>35 years old<br>Was software developer<br>Harvard graduate<br><b>Founder of Facebook</b><br><b>Successful social network</b><br><b>Co-founder of the Chan Zuckerberg Initiative (CZI)</b> |

#### *Making a Venn Diagram*

Another way to brainstorm similarities and differences is to use a Venn diagram. A Venn diagram is a visual representation of the similarities and differences between two concepts. Here is a Venn diagram of Jack Ma and Mark Zuckerberg.



## THE LANGUAGE OF COMPARISON AND CONTRAST

### □ Connectors for Comparison/Contrast Essays

There are many ways to express similarities and differences. Study these charts, which show the most common sentence patterns for comparison and contrast.

| TRANSITION SIGNALS THAT INDICATE A COMPARISON |  |
|---|--|
| alike   | My parents and my husband's parents are <b>alike</b> in several ways.                      |
| and...too                                     | Dublin has an international airport, <b>and</b> London does, <b>too</b> .                  |
| as...as                                       | The Tower's apartments are <b>as</b> expensive <b>as</b> the Park Lane's.                  |
| both...and                                    | Both Egypt <b>and</b> Kenya are in Africa.   |
| like  | The weather in Philadelphia is <b>like</b> the weather in my hometown.                     |
| likewise                                      | Toyota makes fuel-efficient cars. <b>Likewise</b> , Fiat makes fuel-efficient cars.        |
| similar to                                    | The menu at Gino's is <b>similar to</b> the menu at Frank's.                               |
| similarly                                     | Martha has two children and works full-time. <b>Similarly</b> , Lelia is a working mother. |
| the same                                      | My roommate and I like <b>the same</b> kind of music.                                      |
| the same as                                   | The altitude of Calcutta is <b>the same as</b> the altitude of Copenhagen                  |
| In addition                                   | My roommate is lazy. <b>In addition</b> , she is messy.                                    |

| TRANSITION SIGNALS THAT INDICATE A CONTRAST |   |
|---|---|
| although                                    | <b>Although</b> the Sahara Desert has a dry climate, some crops can be grown there.                       |
| but   | The Sahara Desert has a dry climate, <b>but</b> the Amazon Rain Forest has a wet climate.                 |
| different from                              | The climate in the Sahara Desert is very <b>different from</b> the climate in the Amazon Rain Forest.     |
| even though                                 | <b>Even though</b> the Sahara Desert has a dry climate, some crops can be grown there.                    |
| however                                     | The Sahara Desert has a dry climate. <b>However</b> , the Amazon Rain Forest has a wet climate.           |
| in contrast                                 | The Sahara Desert has a dry climate. <b>In contrast</b> , the Amazon Rain Forest has a wet climate.       |
| on the other hand                           | The Sahara Desert has a dry climate. <b>On the other hand</b> , the Amazon Rain Forest has a wet climate. |
| unlike                                      | <b>Unlike</b> rain forests, deserts get very little rain.   |
| whereas                                     | <b>Whereas</b> the Sahara Desert is dry, the Amazon Rain Forest is wet.                                   |
| while                                       | <b>While</b> the Sahara Desert is dry, the Amazon Rain Forest is wet.                                     |

**Task 3:** Read the following essay and choose the appropriate connector in each set of parentheses. The writer in this essay compares the university entrance requirements in Taiwan before and after 2001 when educational reforms were implemented.

### Higher Education Reform in Taiwan

I completed my university studies less than ten years ago in Taiwan. (**However/Likewise**), I cannot consider myself as a product of modern Taiwanese education. If people ask me about the current educational system in Taiwan, I do not have an easy answer for them. As it happens, Taiwan experienced many educational reforms in 2001. The changes focused on the steps needed to enter a Taiwanese university. In short, the entry requirements then and now have changed in three major areas: testing, non-academic activities, and social autonomy.

One of the most obvious differences between entry into college before and now is the entrance test criterion. When I was a student, there was one and only one exam that all high school students took. If a student did well on the exam, his/her future as a university student was set. If the exam result was low, that student had little, if any, opportunity to get a higher education. This “high stakes” exam mentality did much damage to many of my classmates. (**Similarly/But**), the school reforms of 2001 changed that. Nowadays, Taiwanese students get more than one opportunity to take the test. In addition, universities are now using testing options, including standardized tests that are commonly utilized in the United States and tests that focus on critical thinking and leadership skills. (**Unlike/Even though**) students in the past, Taiwanese students today are assessed based on much more than rote learning and information.

(**However/In addition**), there is a great difference in the importance of non-academic achievements for college entry. Before 2001, external activities such as membership in clubs and other areas were not considered at all in evaluating a student's worthiness. Again, the focus was solely on the student's examination score. (**In contrast/Likewise**), the current educational requirements in Taiwan are much broader. A Taiwanese student today can be evaluated on his/her outside activities—not just his or her academic achievement from high school. This paradigm shift ends up affecting not only student's eventual entry to a university but also his or her high school experience.

The last obvious difference between the old and new educational systems in Taiwan is the autonomy of each university in making enrollment choices. Prior 2001, universities relied on the entrance exam. There was little variation from one school to another in terms of evaluating prospective students. (**Even though/Similar to**) these universities claimed to pay some attention to the whole student, in reality the focus was on the exam. (**In contrast/Likewise**), Taiwanese universities today can be completely unique and creative in their acceptance procedures. Admissions offices can prepare their own unique examinations, develop special projects for students to complete, and even accept letters of recommendation from high schools. Universities now have the authority to decide how they will assess their prospective students.

Education is important for everyone's future career. While it may take ten years to grow a tree, a reliable educational system may take twice as long to take root. (**However/Although**) my education differed from the education of Taiwanese students today, as students we both share the ultimate goal: to become as well educated as we can. This goal can be reached only if people take advantage of all the educational opportunities given to them.

## ❑ Useful Sentence Patterns for Thesis Statements for Comparison/Contrast Essays

The following sentence patterns are useful in writing topic sentences and thesis statements for comparison and contrast essays.

1. **There are several** (differences/similarities) **between \_\_\_\_ and \_\_\_\_** .  
 Ex. ***There are several differences between high school and college.***  
***There are several similarities between high school and college.***
2. \_\_\_\_ **and \_\_\_\_ are** (different/similar) **in many ways**.  
 Ex. ***Thai food and Vietnamese food are different in many ways.***  
***Thai food and Vietnamese food are similar in many ways.***
3. \_\_\_\_ **is** (different from/ similar to) \_\_\_\_ **in many ways**.  
 Ex. ***My father is different from his older brother in many ways.***  
***My father is similar to his older brother in many ways.***
4. \_\_\_\_ **and \_\_\_\_ have** (several/many) **things in common**.  
 Ex. ***My best friend and I have several things in common.***  
***Nurse practitioners and physician assistants have many things in common.***
5. **A comparison between \_\_\_\_ and \_\_\_\_** (reveals/shows/demonstrates) \_\_\_\_\_.  
 Ex. ***A comparison between jazz and rock reveals some surprising similarities.***  
***A comparison between jazz and rock demonstrates some surprising differences.***

**Task 4:** Write thesis statement for a comparison/ contrast essay on each of the following topics. Use a variety of the preceding sentence patterns.

1. Topic: Working for a large corporation and working for a small company  
 Thesis statement: \_\_\_\_\_
2. Topic: Soccer and basketball  
 Thesis statement: \_\_\_\_\_
3. Topic: Reality TV shows and scripted TV show  
 Thesis statement: \_\_\_\_\_
4. Topic: Two if your classmates  
 Thesis statement: \_\_\_\_\_
5. Topic: Living on campus and living off campus  
 Thesis statement: \_\_\_\_\_

**Task 5:** Think about your own topic you would like to compare or contrast. They can be two types of business, two kinds of job application, or two successful businessmen. Then brainstorm your details of a comparison/ contrast essay by using the two brainstorming techniques presented.

***Making double lists***

|                  |                  |
|------------------|------------------|
| Topic: _____     |                  |
| Subject 1: _____ | Subject 2: _____ |
|                  |                  |

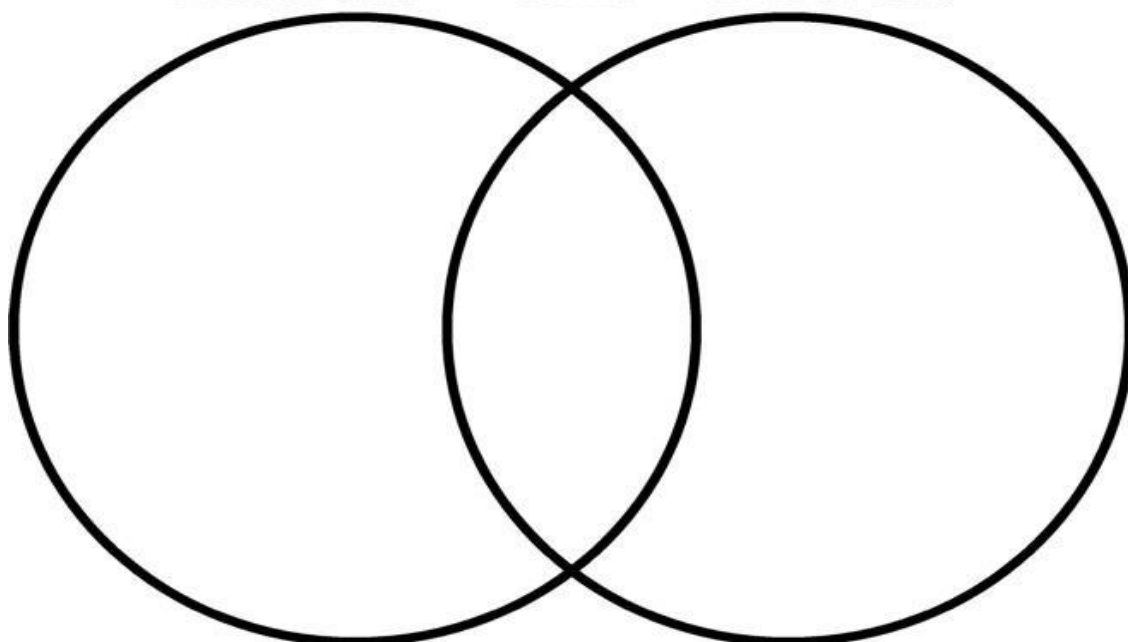
***Making a Venn Diagram***

## VENN DIAGRAM

***Different***

***Same***

***Different***





## PLANNING WITH AN OUTLINE

**Task 6:** Use the following outline as a guide to help you brainstorm a more detailed plan for your comparison/contrast essay. For this activity, use the point-by-point method of organization. Remember that the point-by-point method organizes each paragraph by one point of comparison/contrast. Include your ideas from Task 5. Write complete sentences where possible.

Topic: \_\_\_\_\_

### I. Introduction (Paragraph 1)

A. Hook: \_\_\_\_\_

B. Connecting information: \_\_\_\_\_

C. Thesis statement: \_\_\_\_\_

### II. Body

#### A. Paragraph 2 (first point of comparison/contrast)

Topic sentence: \_\_\_\_\_

1. \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

2. \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

#### B. Paragraph 3 (second point of comparison/contrast)

Topic sentence: \_\_\_\_\_

1. \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

2. \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

#### C. Paragraph 4 (third point of comparison/contrast)

Topic sentence: \_\_\_\_\_

1. \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

2. \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

### III. Conclusion (Paragraph 5)

A. Restated thesis: \_\_\_\_\_

B. Suggestion, opinion, or prediction: \_\_\_\_\_



# UNIT 1

## COMPARISON/CONTRAST ESSAYS

### LESSON 1.2 PEER FEEDBACK TRAINING FOR COMPARISON/CONTRAST ESSAYS

#### AWARENESS RAISING

**Task 1:** Think about your experiences in the past. Have you ever evaluated and given feedback to someone's work? Share your experiences with your classmates.

**Task 2:** Sit in groups of three. What are the main purposes and benefits of peer feedback a writer can get. Write down the answers in the table below. Then discuss the answers with your friends.

| Peer Feedback Activity |          |
|------------------------|----------|
| Purposes               | Benefits |
|                        |          |

**Task 3:** Study one example of a comparison/ contrast essay composed by one student. Compare the differences between the two versions – first draft (before doing peer feedback) and the second draft (after doing peer feedback).

Chanida Srijeenphong  
Comparison/Contrast Essay  
1<sup>st</sup> draft

### **Two Successful Coffee Shops**

I think many people would know both of these places well, Café Amezone and Starbuck Coffee. After Starbuck coffee opened a branch in Kanchanaburi province. I tried drinking a green tea spin and at the same time I tried drinking a green tea spin at Café Amezone. In order to compare the differences of Café Amezone and Starbuck coffee in terms of price, atmosphere, and service.

The first thing I compare is the price of beverage. Both Café Amezone and Starbuck coffee are expensive but Starbucks more expensive than Café Amezone. For instance, if it is a green tea spin at Amezone café about 55 bath but the green tea spin at starbucks about 180 bath. Although Starbuck coffee expensive but I also like it more than Amezone café. Because Starbucks so delicious.

In addition to price, I think atmosphere of both place are quite different. The atmosphere of the Café Amezone shop decoration will give the mood like in the forest. Different from Starbucks that will decorate the shop in the modern style. However, I feel like atmosphere of both places equally.

The total and last difference between the two coffee shops is service. Service of Café Amezone the staff are friendly and smiling. When any customer has ordered, not the beverages as ordered. The staff will immediately make a new beverage. The Starbuck coffee will be more convenient because there have drive thru.

In conclusion, after I compare two coffee shop I found that I like Starbuck coffee more than Café Amezone. Because the taste of green tea spin of Starbucks delicious than Amezone, although the price of Starbucks will expensive. But I fell like atmosphere of both places equally. Finally, the service of Starbuck coffee more convenient that Café Amezone because there have drive thru.

## Peer Feedback Evaluation Form

### Comparison/Contrast Essays

Essay writer's name: Chanida Srijeenphong      Assessor's name: Thitima Kaewkhiaw

จุดเด่นของเรียงความนี้คือ แสดงให้เห็นถึงความแตกต่างอย่างชัดเจน ทำให้เห็นภาพ

#### 1. Introduction Paragraph

##### Hook

- 1) Hook ของผู้เขียน ดึงดูดความสนใจ ทำให้ผู้อ่านสนใจและอยากอ่านเนื้อหาที่เหลือของเรียงความ    /    ใช่    /    ไม่ใช่
- 2) Hook ของผู้เขียน เป็น Hook ประเภทใด observation
- 3) คำแนะนำเกี่ยวกับการเขียน Hook: เป็น Hook ที่เข้ากับ topic และ body ดี

##### Connecting Information

- 1) ผู้เขียนให้ ข้อมูลพื้นฐาน (background information) หรือข้อมูลที่จำเป็นเกี่ยวกับเรื่องที่เขียนที่เพียงพอต่อความเข้าใจ    /    ใช่    /    ไม่ใช่
- 2) คำแนะนำเกี่ยวกับการเขียน Connecting Information: ไม่มี

##### Thesis Statement

- 1) ผู้เขียนมีการใช้คำที่บ่งบอกว่างานเขียนนี้เป็นการเปรียบเทียบความเหมือน หรือเขียนเพื่อเปรียบเทียบความต่าง    /    มี    /    ไม่มี
- 2) ผู้เขียนบอกประเด็นที่จะเปรียบเทียบความเหมือนหรือความต่างของ topic นั้น จำนวน 3 ประเด็น    /    มี    /    ไม่มี
- 3) คำแนะนำเกี่ยวกับการเขียน Thesis Statement: ไม่มี

#### 2. Body Paragraphs

ผู้เขียนใช้รูปแบบใด (method) ในการเปรียบเทียบ    block method    /    point-by-point method

##### Body Paragraph 1

- 1) ประเด็นเปรียบเทียบที่ 1 สอดคล้อง กับประเด็นที่ 1 ที่ได้กล่าวไว้ใน thesis statement    /    ใช่    /    ไม่ใช่
- 2) ผู้เขียนเขียนอธิบายรายละเอียดเกี่ยวกับประเด็นที่ 1 ของ topic แรกก่อน แล้วค่อยเขียนอธิบายรายละเอียดเกี่ยวกับประเด็นที่ 1 ของ topic ที่สอง    /    ใช่    /    ไม่ใช่
- 3) รายละเอียดและตัวอย่างที่นำมาเขียน สอดคล้อง กับประเด็นที่ 1 ของ topic    /    ใช่    /    ไม่ใช่
- 4) มีการใช้คำเชื่อม เช่น but เพื่อบอกความแตกต่าง หรือ similarly เพื่อบอกความเหมือน    /    มี    /    ไม่มี
- 5) คำแนะนำเกี่ยวกับการเขียน Body Paragraph 1: ไม่มี

##### Body Paragraph 2

- 1) ประเด็นเปรียบเทียบที่ 2 สอดคล้อง กับประเด็นที่ 2 ที่ได้กล่าวไว้ใน thesis statement    /    ใช่    /    ไม่ใช่
- 2) ผู้เขียนเขียนอธิบายรายละเอียดเกี่ยวกับประเด็นที่ 2 ของ topic แรกก่อน แล้วค่อยเขียนอธิบายรายละเอียดเกี่ยวกับประเด็นที่ 2 ของ topic ที่สอง    /    ใช่    /    ไม่ใช่
- 3) รายละเอียดและตัวอย่างที่นำมาเขียน สอดคล้อง กับประเด็นที่ 2 ของ topic    /    ใช่    /    ไม่ใช่
- 4) มีการใช้คำเชื่อม เช่น but เพื่อบอกความแตกต่าง หรือ similarly เพื่อบอกความเหมือน    /    มี    /    ไม่มี
- 5) คำแนะนำเกี่ยวกับการเขียน Body Paragraph 2: ควรมีคำเชื่อมที่แสดงให้เห็นความต่าง เช่น in contrast

### Body Paragraph 3

- 1) ประเด็นเปรียบเทียบที่ 3 สอดคล้องกับประเด็นที่ 3 ที่ได้กล่าวไว้ใน thesis statement \_\_\_\_/\_\_\_\_ ใช่ \_\_\_\_ ไม่ใช่
- 2) ผู้เขียนเขียนอธิบายรายละเอียดเกี่ยวกับประเด็นที่ 3 ของ topic แรกก่อน แล้วค่อยเขียนอธิบายรายละเอียดเกี่ยวกับประเด็นที่ 3 ของ topic ที่สอง \_\_\_\_/\_\_\_\_ ใช่ \_\_\_\_ ไม่ใช่
- 3) รายละเอียดและตัวอย่างที่นำมาเขียน สอดคล้องกับประเด็นที่ 3 ของ topic \_\_\_\_/\_\_\_\_ ใช่ \_\_\_\_ ไม่ใช่
- 4) มีการใช้คำเชื่อม เช่น but เพื่อบอกความแตกต่าง หรือ similarly เพื่อบอกความเหมือน \_\_\_\_ มี \_\_\_\_/\_\_\_\_ ไม่มี
- 5) คำแนะนำเกี่ยวกับการเขียน Body Paragraph 3: ควรมีคำเชื่อมที่แสดงให้เห็นความต่าง เช่น on the other hand

### 3. Concluding Paragraph

- 1) ผู้เขียนมีการกล่าวถึง thesis statement อีกครั้ง \_\_\_\_/\_\_\_\_ ใช่ \_\_\_\_ ไม่ใช่
- 2) ผู้เขียนมีการแสดงความคิดเห็นเกี่ยวกับความเหมือนหรือความต่างที่กล่าวมา \_\_\_\_/\_\_\_\_ ใช่ \_\_\_\_ ไม่ใช่
- 3) คำแนะนำเกี่ยวกับการเขียน Concluding Paragraph: ไม่มี

### Language use (การใช้ภาษา)

| ตำแหน่งที่พบ (where?)            | ปัญหาที่พบ (problems?)  | คำแนะนำเพื่อแก้ไข (suggestions?)   |
|----------------------------------|---|--|
| ชื่อเรื่องและทุก paragraph       | การสะกดคำว่า Amezone  | ควรสะกดว่า Amazon  |
| ประโยคสุดท้ายใน introduction     | การใช้ preposition คำว่า ...differences of...                 | ควรใช้ ...differences between...   |
| ประโยคที่ 2 ใน paragraph 2       | ... are expensive but Starbucks...                            | ควรใส่ comma คั่น หลัง expensive เพราะเป็น compound sentence เช่น<br>... are expensive, but Starbucks... |
| ประโยคที่ สุดท้าย ใน paragraph 2 | Because Starbucks so delicious. เป็น fragment                 | อาจจะต่อเข้ากับประโยคข้างหน้า  |
| ประโยคที่ 3 ใน paragraph 2       | สะกดคำว่า bath  | ควรสะกดเป็น baht   |
| ประโยคที่ 2 ใน paragraph 3       | ตั้งแต่ The atmosphere...the forest. เป็น run-on              | ควรแบ่งเป็น 2 simple sentences.  |
| ประโยคที่ 3 ใน paragraph 3       | เป็น fragment   | ใส่ประธานและกริยาเพิ่ม เช่น It is different from...  |
| ประโยคที่ 1 ใน paragraph 4       | ขาดคำเชื่อม   | อาจจะใส่คำว่า Regarding  |
| ประโยคที่ 2 ใน paragraph 4       | สะกดคำว่า smiling ผิด   | ควรสะกดเป็น smiling  |
| ประโยคที่ 5 ใน paragraph 4       | เป็น fragment   | ใส่ประธานและกริยาเพิ่ม เช่น It is different from...  |
| ประโยคที่ 5 ใน paragraph 4       | คำว่า drive thru ใช้ตัวพิมพ์เล็ก                              | ควรใช้เป็นตัวพิมพ์ใหญ่   |
| ประโยคที่ 2 ใน paragraph 5       | การเปรียบเทียบขึ้นกว่า ...Starbucks is delicious than Amezone | ต้องมีคำว่า than เช่น ...Starbucks is more delicious than Amezone  |

### **Two Successful Coffee Shops**

I think many people would know both Café Amazon and Starbucks Coffee very well. After Starbucks coffee opened a branch in Kanchanaburi province. I tried drinking a green tea spin and at the same time I tried drinking a green tea spin at Café Amazon in order to compare the differences of both. And I have found that there are a few differences between Café Amazon and Starbucks coffee in terms of price, atmosphere, and service.

The first thing I compare is the price of beverage. Both Café Amazon and Starbucks coffee are expensive, but Starbucks is more expensive than Café Amazon. For instance, while a green tea spin at Amazon café about 55 baht, the green tea spin at Starbucks about is 180 baht. Although Starbucks coffee expensive but I also like it more than Amazon café because Starbucks so delicious.

In addition to price, I think atmosphere of both places are quite different. The atmosphere of the Café Amazon shop. Decoration will give the mood like in the forest. In contrast, Starbucks decorate the shop in the modern style. I feel like atmosphere of both places are equally attractive.

The total and last difference between the two coffee shops is service. Regarding service, the staff of Café Amazon are friendly and smiling. When any customer has ordered, not the beverages as ordered. The staff will immediately make a new beverage. On the other hand, the Starbucks coffee will be more convenient. Customers do not have to go down to order beverage at the counter by yourself because there have Drive Thru.

In conclusion, after I compare two coffee shops I found that I like Starbucks coffee more than Café Amazon. Because the taste of green tea spin of Starbucks is more delicious than Amazon, although the price of Starbucks will expensive. But I fell like atmosphere of both places equally. Finally, the service of Starbucks coffee more convenient that Café Amazon because there have Drive Thru.

**Task 4:** Answer the following questions. Then share and discuss your answers with your classmates.

1. How do the two drafts look different?

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2. What communicative problems have been found?

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3. How can peer feedback activity make the writing better?

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## MODELING

Now your teacher is going to show you how to evaluate and give feedback to a comparison/ contrast essay. The following sample essay will be used to do this activity.

Pawapan Kitprasert  
Comparison/Contrast Essay  
1<sup>st</sup> draft

### Two Successful Social Media Platforms

It's important in the modern era. The world in modern time, there are many social media networks available today such as Facebook, Line, Twitter, Whatapp etc. The social networks are many have something similarly. However, It's have difference. Some may think that because Twitter and Facebook are in difference. The difference of Twitter and Facebook are three points: post update, add friend, and like post.

The difference is noticeable of them. Facebook is the most popular social networks. Facebook post update is post more 140 character per post and can't post rude words. On Facebook you want to upload the picture you can upload picture immediately from the web page. Twitter post update is post 140 140 character only. On twitter you want to upload the picture you can't upload picture immediately from the web page because Twitter is use the other web to help. Twitter have used the hastag.

Another difference is the add friend. In time, you want to add friend in Facebook. You just search for his name. And waiting for him accept you to be friend. But on Twitter if you want to add friend, you must search with @ and follow the name he set. And follow him just see what he tweet.

Finally, like the post is important. On Facebook, It's have the like button in the post and post on the Facebook you can comment. On Twitter haven't like button, but twitter have retweet button. On Twitter haven't comment on post, but It's have mention this post.

The difference between the two social networks are that it from the details above. There are 3 differences that are obvious if you play both. If you like something personal and fast news you should choose Twitter. But, if you like something public and games you should choose Facebook.



## PRACTICE

**Task 5:** You are going to practice assessing another sample of comparison/contrast essay composed by one student. Use the following sample essay and the peer feedback form given to you to do this activity.

Kittiya Rungsang  
Comparison/Contrast Essay  
1<sup>st</sup> draft

### Two Famous Mobile phone Brands

If you think about quality mobile phones, what brand do you think is the best? In my opinion I think there are two options, Oppo and iPhone, because most people use it. And I think everyone wants a quality mobile phone and use long-term mobile phone. Now the phone is another important thing that everyone should have because they can communicate faster or use to study. So I have the difference between 2 branded mobile phone is Oppo and iPhone.

The obvious difference is the mobile phone design. Oppo is designed with three buttons for the convenience of use and designed to be large. Fit to hand. But the iPhone has one button to use is the home button and is designed to be small and thin. It can make the heat and risk of explosion.

The difference between using mobile phone system. Oppo the Android system is quite similar to a computer. Can be used with other applications. Easy to use. But iPhone the iOS may be used quite complex. But there are centralized services such as iTunes, Games Center and iCloud.

Price is another factor that makes us decide to buy mobile phones more easily. Oppo there are different prices. But overall. The price is very affordable, so it suits the people who need the phone. And iPhone has a different price. But most of them are very expensive. But quality is not considered good. Because the machine is frequent make the machine hot.

However, mobile phones are of great quality. But there may be different things such as design, system, And the last one is price. However, in my opinion, recommend buying a better Oppo brand and suitable for people who need it because it is cheap. But the quality is very good.

## 😊 Affective Feedback + Affective Strategies + Cognitive Strategies

**Step 1:** Think about benefits of giving feedback to this sample essay. What benefits you and the writer can get? Write your answers in the table below. (Affective strategies)

| Peer Feedback  |                          |
|----------------|--------------------------|
| Benefits I Get | Benefits the Writer Gets |
|                |                          |
|                |                          |

**Step 2:** Read and scan the sample essay. Highlight the best part of the essay. (Cognitive strategies)

**Step 3:** What do you like about this essay? In the peer feedback form, write down your answers. (Affective feedback)

## 😊 Evaluative Feedback + Cognitive Strategies + Social Interaction Strategies

**Step 4:** What makes a good essay? Write your answers below. (Cognitive strategies)

Component 1: \_\_\_\_\_

Component 2: \_\_\_\_\_

Component 3: \_\_\_\_\_

Component 4: \_\_\_\_\_

Component 5: \_\_\_\_\_

**Step 5:** Look at Part I of the peer feedback form. Assess the sample essay based on the statements stated.

**Step 6:** If you have found any unclear parts in the essay, ask your teacher for clarification. (Social interaction strategies)

**Step 7:** Write down the problems you have found in column 1 in Part II of the peer feedback form. (Evaluative feedback)

### 😊 **Elaborative Feedback + Cognitive Strategies**

**Step 8:** Based on the problems you have written in column 1 in Part II of the peer feedback form, explain or give reasons why they are problematic in column 2 in the peer feedback form. (Elaborative feedback) Search some information/ words from the Internet, textbook, or dictionaries to help you with your explanation. (Cognitive strategies)

### 😊 **Suggestive Feedback + Metacognitive Strategies**

**Step 9:** Based on the problems you have found, you are going to give suggestions for each particular problem. Plan what type of suggestion you will give to each problem. Write your plan below. (Metacognitive strategies)

| Problems | Type of suggestion (direct correction, personal opinion, guided suggestion) |
|----------|---|
| 1.       |   |
| 2.       |   |
| 3.       |   |
| 4.       |   |
| 5.       |   |
| 6.       |   |
| 7.       |   |

**Step 10:** Write your suggestions in the last column of Part II in the peer feedback form. (Suggestive feedback)

**Step 11:** Now check if your planned type of suggestion and the suggestion you have given are correlated. (Metacognitive strategies)

## REFLECTION

**Task 6:** Exchange your peer feedback form with your partner. What are the similar and different feedback you have found between yours and your partner's? Write your answers in the table below.

| My Feedback and My Partner's Feedback |             |
|---------------------------------------|-------------|
| Similarities                          | Differences |
| 1. _____                              | 1. _____    |
| 2. _____                              | 2. _____    |
| 3. _____                              | 3. _____    |
| 4. _____                              | 4. _____    |
| 5. _____                              | 5. _____    |

**Task 7:** In your opinion, what are the most five useful comments. Write your answers below. Then share and discuss your answers with your classmates.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

**Task 8:** What problems you have found while assessing the sample essay? Write your answers below. Then share and discuss your answers with your classmates.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

# UNIT 1

## COMPARISON/CONTRAST ESSAYS

## LESSON 1.3 PEER FEEDBACK APPLICATION FOR COMPARISON/CONTRAST ESSAYS

**Task 1:** Based on an outline you have made in Lesson 1.1 Task 6 on page 10, write a five paragraph comparison/contrast essay. You have 60 minutes to complete the task.

[illegible]

[illegible]

**Task 2:** Exchange your essay with your partner. Use the peer feedback form given to assess your friend's essay by following these steps.

### 😊 Affective Feedback + Affective Strategies + Cognitive Strategies

**Step 1:** Think about benefits of giving feedback to your friend's essay. What benefits you and your friend can get? Write your answers in the table below. (Affective strategies)

| Peer Feedback  |                         |
|----------------|-------------------------|
| Benefits I Get | Benefits My Friend Gets |
|                |                         |

**Step 2:** Read and scan the essay. Highlight the best part of the essay. (Cognitive strategies)

**Step 3:** What do you like about this essay? In the peer feedback form, write down your answers. (Affective feedback)

### 😊 Evaluative Feedback + Cognitive Strategies + Social Interaction Strategies

**Step 4:** What makes a good essay? Write your answers below. (Cognitive strategies)

Component 1: \_\_\_\_\_

Component 2: \_\_\_\_\_

Component 3: \_\_\_\_\_

Component 4: \_\_\_\_\_

Component 5: \_\_\_\_\_

**Step 5:** Look at Part I of the peer feedback form. Assess the essay based on the statements stated.

**Step 6:** If you have found any unclear parts in the essay, ask your friend for clarification. (Social interaction strategies)

**Step 7:** Write down the problems you have found in column 1 in Part II of the peer feedback form. (Evaluative feedback)

### 😊 **Elaborative Feedback + Cognitive Strategies**

**Step 8:** Based on the problems you have written in column 1 in Part II of the peer feedback form, explain or give reasons why they are problematic in column 2 in the peer feedback form. (Elaborative feedback) Search some information/ words from the Internet, textbook, or dictionaries to help you with your explanation. (Cognitive strategies)

### 😊 **Suggestive Feedback + Metacognitive Strategies**

**Step 9:** Based on the problems you have found, you are going to give suggestions for each particular problem. Plan what type of suggestion you will give to each problem. Write your plan below. (Metacognitive strategies)

| Problems | Type of suggestion (direct correction, personal opinion, guided suggestion) |
|----------|---|
| 1.       |   |
| 2.       |   |
| 3.       |   |
| 4.       |   |
| 5.       |   |
| 6.       |   |
| 7.       |   |

**Step 10:** Write your suggestions in the last column of Part II in the peer feedback form. (Suggestive feedback)

**Step 11:** Now check if your planned type of suggestion and the suggestion you have given are correlated. (Metacognitive strategies)



## Peer Feedback Form (Comparison/Contrast Essays)



Essay Writer's Name: \_\_\_\_\_

Essay Assessor's Name: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

**PART 1:** ให้นักศึกษาประเมินงานเขียนเรียงความของเพื่อนตามประเด็นต่างๆ และให้เติมเครื่องหมาย ✓ หน้าคำตอบที่เลือก หรือให้เขียนคำตอบในช่องว่าง

ฉันชอบเรียงความนี้เพราะ

### 1. Introduction Paragraph

#### Hook

- 1) Hook ของผู้เขียน ดึงดูดความสนใจ ทำให้ผู้อ่านสนใจและอยากอ่านเนื้อหาที่เหลือของเรียงความ \_\_\_\_\_ ใช่ \_\_\_\_\_ ไม่ใช่
- 2) Hook ของผู้เขียน เป็น Hook ประเภทใด \_\_\_\_\_

#### Connecting Information

- 1) ผู้เขียนให้ ข้อมูลพื้นฐาน (background information) หรือข้อมูลที่จำเป็นเกี่ยวกับเรื่องที่เขียน \_\_\_\_\_ ใช่ \_\_\_\_\_ ไม่ใช่

#### Thesis Statement

- 1) ผู้เขียนมีการใช้คำที่บ่งบอกว่างานเขียนนี้เป็นการเปรียบเทียบความเหมือน หรือเขียนเพื่อเปรียบเทียบความต่าง \_\_\_\_\_ มี \_\_\_\_\_ ไม่มี
- 2) ผู้เขียนบอกประเด็นที่จะเปรียบเทียบความเหมือนหรือความต่างของ topic นั้น จำนวน 3 ประเด็น \_\_\_\_\_ มี \_\_\_\_\_ ไม่มี

### 2. Body Paragraphs

ผู้เขียนใช้รูปแบบใด (method) ในการเปรียบเทียบ \_\_\_\_\_ block method \_\_\_\_\_ point-by-point method

#### Body Paragraph 1

- 1) ประเด็นเปรียบเทียบที่ 1 สอดคล้อง กับประเด็นที่ 1 ที่ได้กล่าวไว้ใน thesis statement \_\_\_\_\_ ใช่ \_\_\_\_\_ ไม่ใช่
- 2) ผู้เขียนเขียนอธิบายรายละเอียดเกี่ยวกับประเด็นที่ 1 ของ topic แรกก่อน แล้วค่อยเขียนอธิบายรายละเอียดเกี่ยวกับประเด็นที่ 1 ของ topic ที่สอง \_\_\_\_\_ ใช่ \_\_\_\_\_ ไม่ใช่
- 3) รายละเอียดและตัวอย่างที่นำมาเขียน สอดคล้อง กับประเด็นที่ 1 ของ topic \_\_\_\_\_ ใช่ \_\_\_\_\_ ไม่ใช่
- 4) มีการใช้คำเชื่อม เช่น but เพื่อบอกความแตกต่าง หรือ similarly เพื่อบอกความเหมือน \_\_\_\_\_ มี \_\_\_\_\_ ไม่มี

#### Body Paragraph 2

- 1) ประเด็นเปรียบเทียบที่ 2 สอดคล้อง กับประเด็นที่ 2 ที่ได้กล่าวไว้ใน thesis statement \_\_\_\_\_ ใช่ \_\_\_\_\_ ไม่ใช่
- 2) ผู้เขียนเขียนอธิบายรายละเอียดเกี่ยวกับประเด็นที่ 2 ของ topic แรกก่อน แล้วค่อยเขียนอธิบายรายละเอียดเกี่ยวกับประเด็นที่ 2 ของ topic ที่สอง \_\_\_\_\_ ใช่ \_\_\_\_\_ ไม่ใช่

- 3) รายละเอียดและตัวอย่างที่นำมาเขียนสอดคล้องกับประเด็นที่ 2 ของ topic \_\_\_\_ ใช่ \_\_\_\_ ไม่ใช่
- 4) มีการใช้คำเชื่อม เช่น however เพื่อบอกความแตกต่าง หรือ likewise เพื่อบอกความเหมือน \_\_\_\_ มี \_\_\_\_ ไม่มี

### Body Paragraph 3

- 1) ประเด็นเปรียบเทียบที่ 3 สอดคล้องกับประเด็นที่ 3 ที่ได้กล่าวไว้ใน thesis statement \_\_\_\_ ใช่ \_\_\_\_ ไม่ใช่
- 2) ผู้เขียนเขียนอธิบายรายละเอียดเกี่ยวกับประเด็นที่ 3 ของ topic แรกก่อน แล้วค่อยเขียนอธิบายรายละเอียดเกี่ยวกับประเด็นที่ 3 ของ topic ที่สอง \_\_\_\_ ใช่ \_\_\_\_ ไม่ใช่
- 3) รายละเอียดและตัวอย่างที่นำมาเขียนสอดคล้องกับประเด็นที่ 3 ของ topic \_\_\_\_ ใช่ \_\_\_\_ ไม่ใช่
- 4) มีการใช้คำเชื่อม เช่น nevertheless เพื่อบอกความแตกต่าง หรือ also เพื่อบอกความเหมือน \_\_\_\_ มี \_\_\_\_ ไม่มี

### 3. Concluding Paragraph

- 1) ผู้เขียนมีการกล่าวถึง thesis statement อีกครั้ง \_\_\_\_ ใช่ \_\_\_\_ ไม่ใช่
- 2) ผู้เขียนมีการแสดงความคิดเห็นเกี่ยวกับความเหมือนหรือความต่างที่กล่าวมา \_\_\_\_ ใช่ \_\_\_\_ ไม่ใช่

### 4. Vocabulary

- 1) ผู้เขียนมีการใช้คำศัพท์ที่หลากหลาย \_\_\_\_ ใช่ \_\_\_\_ ไม่ใช่
- 2) ผู้เขียนมีการเลือกใช้คำศัพท์ที่เหมาะสมกับบริบท \_\_\_\_ ใช่ \_\_\_\_ ไม่ใช่

### 5. Language Use

- 1) ผู้เขียนใช้โครงสร้างภาษา(sentence structure)ได้อย่างถูกต้อง \_\_\_\_ ใช่ \_\_\_\_ ไม่ใช่
- 2) ผู้เขียนใช้ tense ได้อย่างถูกต้อง \_\_\_\_ ใช่ \_\_\_\_ ไม่ใช่
- 3) ผู้เขียนเรียงลำดับคำ(word order)ได้อย่างถูกต้อง \_\_\_\_ ใช่ \_\_\_\_ ไม่ใช่
- 4) ผู้เขียนใช้ประธานและกริยาสอดคล้องกัน (subject-verb agreement) \_\_\_\_ ใช่ \_\_\_\_ ไม่ใช่
- 5) ผู้เขียนใช้ article ได้อย่างถูกต้อง \_\_\_\_ ใช่ \_\_\_\_ ไม่ใช่
- 6) ผู้เขียนใช้สรรพนาม (pronoun reference) สอดคล้องกับคำานามที่ได้กล่าวถึง \_\_\_\_ ใช่ \_\_\_\_ ไม่ใช่
- 7) ผู้เขียนใช้คำนามเอกพจน์ (singular noun) และพหูพจน์ (plural noun) ได้อย่างถูกต้อง \_\_\_\_ ใช่ \_\_\_\_ ไม่ใช่
- 8) ผู้เขียนใช้คำบุพบท (preposition) ได้อย่างถูกต้อง \_\_\_\_ ใช่ \_\_\_\_ ไม่ใช่
- 9) ผู้เขียนใช้คำเชื่อม (conjunction/connector) ได้อย่างถูกต้อง \_\_\_\_ ใช่ \_\_\_\_ ไม่ใช่

### 6. Mechanics

- 1) ผู้เขียนจบประโยคบอกเล่าหรือปฏิเสธด้วยเครื่องหมาย full stop และจบประโยคคำถามด้วยเครื่องหมายคำถาม \_\_\_\_ ใช่ \_\_\_\_ ไม่ใช่
- 2) ผู้เขียนใช้ตัวพิมพ์เล็กและตัวพิมพ์ใหญ่ได้อย่างถูกต้อง \_\_\_\_ ใช่ \_\_\_\_ ไม่ใช่
- 3) ผู้เขียนสะกดคำศัพท์ได้อย่างถูกต้องทุกคำ \_\_\_\_ ใช่ \_\_\_\_ ไม่ใช่

**PART 2:** ให้นักศึกษาเขียนปัญหาที่พบจากการประเมินงานเขียนของเพื่อน อธิบายสาเหตุของปัญหาที่พบ และให้คำแนะนำเพื่อแก้ไขงานเขียน

| No. | Problematic Areas<br>(ปัญหาที่พบ) | Explanations of Problematic Areas<br>(สาเหตุของปัญหา) | Suggestions for Revision<br>(คำแนะนำเพื่อแก้ไข) |
|-----|-----------------------------------|---|---|
| 1.  |                                   |   |   |
| 2.  |                                   |   |   |
| 3.  |                                   |   |   |
| 4.  |                                   |   |   |
| 5.  |                                   |   |   |
| 6.  |                                   |   |   |
| 7.  |                                   |   |   |
| 8.  |                                   |   |   |
| 9.  |                                   |   |   |

## Appendix F: Samples of Lesson Plans

### Lesson Plan 1

#### Unit 1: Comparison/Contrast Essays

##### Lesson 1.1: Similarities and Differences


**Objectives:** After completing this unit, the students will be able to:

1. identify an organization of a comparison/contrast essay.
2. use transitional words/phrases for comparison and contrast.
3. write a thesis statement for a comparison/contrast essay.
4. select a topic related to business and generate ideas by using either a block method or a point-by-point method.
5. make an outline for a comparison/contrast essay.

#### **Materials:**

1. Pictures of four professions: a hotel receptionist, a tour guide, a coach, and a business manager
2. An example of a comparison/contrast essay
3. Power Point slides
4. An outline for a comparison/contrast essay

**Time:** 3 hours

| Units/Topics   | Procedures   | Material Aids   |
|--|--|---|
| Unit 1: Comparison/Contrast Essays<br><br>Lesson 1.1: Similarities and Differences | <p><b>Warm-up activity (30 minutes)</b></p> <ol style="list-style-type: none"> <li>1) Show students the pictures of two professions: a hotel receptionist and a tour guide.</li> <li>2) Ask them to think about the two jobs' similarities and differences and write the answers in the table provided.</li> <li>3) Have students share and discuss their answers with their partners.</li> </ol>  <p><b>Presentation (60 minutes)</b></p> <ol style="list-style-type: none"> <li>1) Tell students that they are going to learn how to write a comparison/contrast essay.</li> <li>2) Show students the pictures of two professions: a coach and a business manager and tell them to read an example of a comparison/contrast essay comparing the two professions.</li> <li>3) Ask students to answer the questions that follow the sample essay and check the answers together.</li> <li>4) Show and explain an organization of a comparison/contrast essay.</li> <li>5) Show and explain how to generate ideas for a comparison/contrast essay.</li> <li>6) Show and explain connectors used to compare and contrast.</li> <li>7) Have students practice using connectors for comparison/contrast essays by reading an essay and choosing the appropriate connector in each set of parentheses.</li> </ol> | <p>1. Pictures of two professions: a hotel receptionist and a tour guide</p> <p>2. Pictures of two professions: a coach and a business manager</p> <p>3. An example of a comparison/contrast essay</p> <p>4. Power Point slides</p> |

| Units/Topics | Procedures  | Material Aids  |
|--------------|---|--|
|              | <p>8) Show and explain sentence patterns used to write thesis statements for comparison/contrast essays.</p> <p>9) Have students practise writing thesis statements.</p> <p><b>Practice (45 minutes)</b></p> <p>1) Ask students to think about the topic they want to write for a comparison/contrast essay.</p> <p>2) Have students practise generating their ideas by making a double list method and making a Venn Diagram method.</p> <p><b>Extension (45 minutes)</b></p> <p>1) Give students an outline of a comparison/contrast essay.</p> <p>2) Have students complete the outline based on the topic they have selected and the ideas they have generated.</p> | <p>5. An outline for a comparison/contrast essay</p> |

**Assessment:**

- Students' answers from the exercises
- Students' comparison/contrast essay's outline

## Lesson Plan 2

### Unit 1: Comparison/Contrast Essays

#### Lesson 1.2: Peer Feedback Training for Comparison/Contrast Essays

**Objectives:** After completing this unit, the students will be able to:

1. identify purposes and importance of doing peer feedback activity in a writing class.
2. understand procedures of doing peer feedback activity for a comparison/contrast essay.
3. practise giving affective feedback, evaluative feedback, elaborative feedback, and suggestive feedback for a comparison/contrast essay.
4. practise using cognitive strategies, metacognitive strategies, affective strategies, and social interaction strategies for a comparison/contrast essay.

**Materials:**

1. Examples of comparison/contrast essays composed by students
2. Peer Feedback Form for comparison/contrast essays
3. An example of the Peer Feedback Evaluation Form for comparison/contrast essays completed by one student

**Time:** 3 hours





| Units/Topics | Procedures   | Material Aids   |
|--------------|--|---|
|              | <p>2) Give students one example of a comparison/contrast essay composed two semesters ago by one student.</p> <p>3) Give students the Peer Feedback Form used to do assess the sample essay .</p> <p><b>Affective Feedback + Affective Strategies + Cognitive Strategies</b></p> <p>4) Have students think about benefits of giving feedback to this sample essay that students as an assessor and the writer can get. Then write their answers in the table provided. (Affective strategies: motivating themselves to do peer feedback activity)</p> <p>5) Have students read and scan the sample essay. Then highlight the best part of the essay. (Cognitive strategies: text processing and highlighting)</p> <p>6) Have students write what they like about this essay in the Peer Feedback Form. (Affective feedback: feedback that can have an motivational impact)</p> <p><b>Evaluative Feedback + Cognitive Strategies + Social Interaction Strategies</b></p> <p>7) Ask students to think about the components of a good essay. Then share and discuss their answers with the whole class. (Cognitive strategies: activating prior knowledge related to rating criteria used to assess an essay)</p> <p>8) Have students look at Part I of the Peer Feedback Form. Then ask them to assess the sample essay based on the statements stated.</p> <p>9) Tell students to ask the teacher for clarification if they have found any unclear parts in the essay. (Social interaction strategies: seeking help from the teacher)</p> <p>10) Have students write down the problems they have found in column 1 in Part II of the Peer Feedback Form. (Evaluative feedback: feedback pointing out good point/bad point/problems of an essay)</p> | <p>5. An example of the 1<sup>st</sup> draft of a comparison/contrast essay composed by one student</p> <p>6. Peer Feedback Form for comparison/contrast essays</p> |

| Units/Topics | Procedures   | Material Aids |
|--------------|--|---------------|
|              | <p><b>Elaborative Feedback + Cognitive Strategies</b></p> <p>11) Have students explain or give reasons why the identified problems are problematic in column 2 in the Peer Feedback Form. (Elaborative feedback: feedback giving reasons or explanation for a particular problem found in an essay) Tell students to search some information/words from the Internet, textbooks, or dictionaries to help them with their explanation. (Cognitive strategies: strategies used to solve problems related to language)</p> <p><b>Suggestive Feedback + Metacognitive Strategies</b></p> <p>12) Tell students they are going give suggestions for each particular problem. Ask them to plan what type of suggestion they will give to each problem. Then write their plan in the table provided. (Metacognitive strategies: planning or setting a goal)</p> <p>13) Have students write their suggestions in the last column of Part II in the peer feedback form. (Suggestive feedback: feedback giving suggestions for a particular problem found in an essay)</p> <p>14) Have students check if their planned type of suggestion and the suggestion they have given are correlated. (Metacognitive strategies: monitoring one's action in order to reach a goal planned)</p> <p><b>Reflection (30 minutes)</b></p> <p>1) Have students exchange their peer feedback form with their partner. Ask them to share their feedback if they are similar or different from each other.</p> <p>2) Have students choose the most five useful comments. Then share and discuss their answers with the whole class.</p> <p>3) Have students reflect the problems they have found while assessing the sample essay. Then share and discuss their answers with the whole class.</p> |               |

**Assessment:**

- Students' answers form exercises
- Students' feedback provided for a sample essay in a Peer Feedback Form for comparison/contrast essays



### Lesson Plan 3

#### Unit 1: Comparison/Contrast Essays

#### Lesson 1.3: Peer Feedback Application for Comparison/Contrast Essays

**Objectives:** After completing this unit, the students will be able to:

1. give affective feedback, evaluative feedback, elaborative feedback, and suggestive feedback for a comparison/contrast essay.
2. use cognitive strategies, metacognitive strategies, affective strategies, and social interaction strategies for a comparison /contrast essay.

**Materials:**

1. Students' 1<sup>st</sup> drafts of a comparison/contrast essay
2. Peer Feedback Form for a comparison/contrast essay

**Time:** 3 hours

| Units/Topics   | Procedures   | Material Aids  |
|--|--|--|
| Unit 1: Comparison/Contrast Essays<br><br>Lesson 1.3: Peer Feedback Application for Comparison/Contrast Essays | <p><b>Composing the 1<sup>st</sup> Draft of a Comparison/Contrast Essay (60 minutes)</b></p> <ol style="list-style-type: none"> <li>1) Ask students to write a five paragraph comparison/contrast essay based on an outline the students have made in Lesson 1.1 Task 6 on page 10. They have 60 minutes to complete the task.</li> </ol> <p><b>Peer Feedback Implementation (60 minutes)</b></p> <ol style="list-style-type: none"> <li>1) Have students exchange their essays with their partners.</li> <li>2) Give students the Peer Feedback Form for a comparison/contrast essay used to assess their friend's essay.</li> </ol> <p><b>Affective Feedback + Affective Strategies + Cognitive Strategies</b></p> <ol style="list-style-type: none"> <li>3) Have students think about benefits of giving feedback to their friend's essay. Ask them to write the benefits that students themselves as an assessor and the writer can get in the table provided. (Affective strategies: motivating themselves to do peer feedback activity)</li> <li>4) Have students read and scan their friend's essay. Then highlight the best part of the essay. (Cognitive strategies: text processing and highlighting)</li> <li>5) Have students write what they like about this essay in the Peer Feedback Form. (Affective feedback: feedback that can have an motivational impact)</li> </ol> <p><b>Evaluative Feedback + Cognitive Strategies + Social Interaction Strategies</b></p> <ol style="list-style-type: none"> <li>6) Ask students to think about the components of a good essay. Then share and discuss their answers with the whole class. (Cognitive strategies: activating prior knowledge related to rating criteria used to assess an essay)</li> <li>7) Have students look at Part I of the Peer Feedback Form. Then ask them to assess the essay based on the statements stated.</li> <li>8) Tell students to ask their friends for clarification if they have found any unclear parts in the essay. (Social interaction strategies: seeking help from</li> </ol> | <ol style="list-style-type: none"> <li>1. Students' 1<sup>st</sup> drafts of a comparison/contrast essay</li> <li>2. Peer Feedback Form for a comparison/contrast essay</li> </ol> |

| Units/Topics | Procedures   | Material Aids |
|--------------|--|---------------|
|              | <p>friends)</p> <p>9) Have students write down the problems they have found in column 1 in Part II of the Peer Feedback Form. (Evaluate feedback: pointing out good point/bad point/problems of an essay)</p> <p><b>Elaborative Feedback + Cognitive Strategies</b></p> <p>10) Have students explain or give reasons why the identified problems are problematic in column 2 in the Peer Feedback Form. (Elaborative feedback: feedback giving reasons or explanation for a particular problem found in an essay) Tell students to search some information/words from the Internet, textbook, or dictionaries to help them with their explanation. (Cognitive strategies: strategies used to solve problems related to language)</p> <p><b>Suggestive Feedback + Metacognitive Strategies</b></p> <p>11) Tell students they are going to give suggestions for each particular problem. Ask them to plan what type of suggestion they will give to each problem. Then write their plan in the table provided. (Metacognitive strategies: planning or setting a goal)</p> <p>12) Have students write their suggestions in the last column of Part II in the Peer Feedback Form. (Suggestive feedback: feedback giving suggestions for a particular problem found in an essay)</p> <p>13) Have students check if their planned type of suggestion and the suggestion they have given are correlated. (Metacognitive strategies: monitoring one's action in order to reach a goal planned)</p> <p><b>Revising the Essay to be the Second Draft (60 minutes)</b></p> <p>1) Have students revise their essays to be the second draft based on the feedback given by their peers.</p> |               |

**Assessment:**

- Students' feedback provided for their peers' 1st draft of a comparison/contrast essay in a Peer Feedback Form for comparison/contrast essays
- Students' revised version of a comparison/contrast essay



**VITA**

|                                  |   |
|----------------------------------|---|
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| <b>DATE OF BIRTH</b>             | 20 August 1984  |
| <b>PLACE OF BIRTH</b>            | Ratchaburi, Thailand  |
| <b>INSTITUTIONS<br/>ATTENDED</b> | Srinakharinwirot University, Bangkok                            |
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