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The Teaching of English as a Foreign/International Language

Postgraduate Dissertation

Exploring peer-feedback in writing in the adult EFL classroom

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Patras, Greece, June 2022

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ABSTRACT

The purpose of the current study is to explore whether peer feedback incorporated alongside with process writing can cater for the needs of students in an EFL classroom in Greece and specifically if it can enhance the learners' writing skills. The learners' attitudes towards writing, their performance before and after peer feedback and their views on the exploitation of peer feedback are explored as well. Moreover, the difficulties faced during the whole process are also outlined. The researcher implemented a pre- and a post- writing test using peer feedback in a class of 8 adult learners of C1 level, aged 30-38 years old at private lessons in Achaia. Furthermore, the main quantitative research instrument that the researcher adopted were a questionnaire and a test.

According to the data of the quantitative research instrument and the two writing tests peer feedback seemed to have benefited the learners in realizing their mistakes in writing while their motivation towards English appeared to have been positively influenced. Another significant finding was that learners exhibited a positive attitude towards peer feedback. Finally, it acknowledges the need for further research in this field.

Key Words: *Peer feedback, Writing Skills, EFL, Adult Learners, Private lessons*

ΠΕΡΙΛΗΨΗ

Ο στόχος της τρέχουσας μελέτης είναι να εξετάσει εάν η ανατροφοδότηση των συμμαθητών που εστιάζει στη διαδικασία της κειμενοκεντρικής προσέγγισης στο γραπτό λόγο μπορεί να καλύψει τις ανάγκες των μαθητών σε μια τάξη όπου διδάσκονται τα Αγγλικά ως ξένη γλώσσα στην Ελλάδα και συγκεκριμένα εάν μπορεί να βελτιώσει τις δεξιότητες γραφής των μαθητών. Εξετάζονται επίσης η στάση των μαθητών απέναντι στο γραπτό λόγο στην ξένη γλώσσα, η απόδοσή τους πριν και μετά από την ανατροφοδότηση και οι απόψεις τους σχετικά με την εφαρμογή της ανατροφοδότησης των συμμαθητών. Επιπλέον, περιγράφονται οι δυσκολίες που προέκυψαν καθ' όλη τη διαδικασία. Η ερευνήτρια εφάρμοσε ένα τεστ γραπτού λόγου πριν και μετά την χρήση της ανατροφοδότηση των συμμαθητών σε μια τάξη 8 ενηλίκων μαθητών επιπέδου C1, ηλικίας 30-38 ετών στο πλαίσιο ιδιαίτερων μαθημάτων στην Αχαΐα. Επιπλέον, τα κύρια εργαλεία ποσοτικής έρευνας που υιοθέτησε η ερευνήτρια ήταν ένα ερωτηματολόγιο και ένα τεστ.

Σύμφωνα με τα δεδομένα του ποσοτικού ερευνητικού οργάνου και τα δυο τεστ παραγωγής γραπτού λόγου, η ανατροφοδότηση των συμμαθητών φαίνεται να ωφέλησε τους μαθητές να συνειδητοποιήσουν τα λάθη τους στο γραπτό λόγο, ενώ το κίνητρό τους προς την Αγγλική γλώσσα φαίνεται να επηρεάστηκε θετικά. Ένα άλλο σημαντικό εύρημα ήταν ότι οι μαθητές έδειξαν μια θετική στάση απέναντι στη χρήση ανατροφοδότησης των συμμαθητών. Τέλος, αναδεικνύεται η ανάγκη για περαιτέρω έρευνα στον τομέα της ανατροφοδότησης κατά την εκπαιδευτική διαδικασία.

Λέξεις κλειδιά: *Ανατροφοδότηση των συμμαθητών, δεξιότητες παραγωγής γραπτού λόγου, Αγγλική ως ξένη γλώσσα, Ενήλικες μαθητές, Ιδιαίτερα μαθήματα*

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LIST OF ABBREVIATIONS

CEFR= Common European Framework of Languages

EFL = English as a Foreign Language

IEP= Institute of Educational Policy

SLA= Second Language Acquisition

OKPE= Federation of Primary Education Professionals

INTRODUCTION

Feedback has always been considered as one of the most fundamental factors in the teaching-learning process as it is seen as a pivotal way in encouraging and consolidating learning (Anderson, 1982). According to Hattie and Timperely (2007) feedback can be defined as the information provided regarding one's performance in a particular task or as Narciss (2008) states the post-response information that is provided to a learner to inform them on their actual state of learning. Taking into consideration the above definitions the significant role of feedback in teaching becomes apparent as it offers invaluable guidance to the learners regarding their skills in the target language while it also assists them in reconstructing the knowledge or skill to be developed. A wide variety of feedback types have been developed throughout the decades and it can vary among direct or indirect, written teacher feedback, conferencing or peer feedback (Ako, 2009). Regarding the various types of feedback mentioned, peer feedback seems to have gained significant ground among educators. Peer feedback is based on Vygotsky's (1978) Zone of Proximal Development, according to which children can enrich and extend their learning with the help of more competent classmates or their teacher. As a result, peer interaction is central to the students' learning, as it helps learners to create purposeful interaction through which they build their knowledge and they exceed their current abilities. (Liu et al., 2001).

Due to the benefits that peer feedback offers, it seems to have gained great momentum in the realm of foreign language writing. One of the most demanding skills in a foreign language is learning to write and many learners are either not motivated or not skilled enough to excel at this aspect of the language. Consequently, teachers resort to peer feedback as an effective way to improve their students' writing while they regard writing as a process consisting of distinct stages before reaching the final product. In

the present researcher's context learners review and evaluate each other's writing and offer each other with feedback. In this way understanding is enhanced and the quality of the final product is improved. (Paulus, 1999).

Taking into consideration the above realizations, the specific research aims at exploring the extent to which peer feedback can be successfully implemented in order to enhance the writing skills of adult learners of English. Regarding the research on peer feedback in the Greek EFL educational context there have been noted some very encouraging results. Anestou's (2019) research showed that Greek EFL teachers appear to have adopted a positive stance towards peer feedback which is a prerequisite towards its successful implementation while Giannakopoulou (2003) and Skarkala (2013) focused their research on the use of peer feedback in the framework of process writing in a classroom with young learners and both concluded that it helped learners improve their writing skills to a significant degree. Triantafyllopoulou (2015) explored the benefits of peer feedback for both the giver and the receiver and she concluded that both benefited as regardless of the role all learners were active participants. Finally, Anastasiadou (2015) conducted a study in the primary school context which yielded some very interesting results. Students had a positive reaction towards peer feedback at the end of the study, they supported the use of a correction code, they found it really interesting and they had a significant improvement of their writing competence. As far as research on peer feedback in tertiary level is concerned, Ilkos (2018) conducted a study with Greek EFL college students and the findings showed that Greek learners felt comfortable with the use of peer feedback, they characterized it as useful and they consider it almost as valuable as teacher feedback. It is important to mention that all these findings are in alignment with international studies on the implementation of peer feedback (Berg, Admiraal and Pilot (2006); Cho, Schunn & Charney (2006); Liu & Chai, 2009). Concerning all the above, the need to conduct a research on peer feedback in the context of teaching adults seemed crucial for the researcher as it would certainly benefit the field of feedback processes

in Greece. In particular, the study aims at examining the impact of peer feedback on Greek learners' writing ability in English.

What's more, the reaction of the students to the implementation of peer feedback are explored.

The dissertation is divided into five chapters. Chapter 1 presents the theoretical framework of peer feedback by discussing its rationale and presenting relevant literature. Chapter 2 focuses on the writing skill and specifically process writing as well as how peer feedback can be combined with process writing. Chapter 3 discusses the methodology of the study by presenting the tools employed to collect the necessary data. Chapter 4 presents the stages of the research as well as the results yielded from the study. Chapter 5 points out some of the implications regarding peer feedback as well as some of the impediments that affected the implementation of the particular research. Finally, some recommendations are presented concerning the field of peer feedback.

CHAPTER 1

1.1 Introduction

The aim of this chapter is to set the theoretical background of the current research. In particular, Chapter 1 presents a theoretical overview of peer feedback in the context of teaching English as a Foreign Language (EFL). Initially, it attempts to define peer feedback and highlight the distinctive features that permeate it. It follows a presentation on how to train learners in providing effective feedback to others. Then, the advantages and downsides of peer feedback are explored in order to highlight not only the benefits but also the difficulties that may arise when implementing peer feedback in the classroom. Finally, it describes the Greek EFL context and where peer feedback stands in it.

1.2 Definition and theoretical background of Peer Feedback

Throughout the decades the perception of learning has gradually evolved towards a more participatory attitude where learners cooperate and interact with each other and as a result modern education aims more intensely at collaborative learning (Boud, Cohen, & Sampson, 1999). This development entails new approaches to learning and consequently new assessment tools (Strijbos & Sluijsmans, 2010), in which learners are active participants in all stages of the assessment process (Dysthe, 2004). Therefore, peer feedback is one of the main assessment tools that teachers implement in their classrooms as a practice of formative assessment to improve and accelerate learning.

A number of terms have been coined and used interchangeably in order to refer to peer feedback such as peer review or peer response. Nevertheless, the foundation of the concept remains the same and it supports the idea that learners offer suggestions, comments or questions to each other's piece of writing aiming at assisting the other learners in developing their writing skills in a foreign language (Flower, 1979). Furthermore, Kroll (2001) defines peer assessment as having students in groups and

then having each of them react to the strengths and weaknesses of each other's writing products while Topping (2000) simply claims that peer assessment is a process in which students evaluate the achievement of peers.

What's more, Liu and Hansen (2002) point out in their definition the fact that learners assume roles and they act as both assessors and assessees. This is of utmost importance as it helps learners become more reflective, receive and work on different viewpoints, become more engaged in their own learning (De Wever, Van Keer, Schellens, & Valcke, 2011) and thus raise awareness of the writing process without focusing only on the final product (Cheng & Warren, 1999). Peer feedback is deeply rooted in social-costructivism approach in learning and specifically Vygotsky's (1962) sociocultural theory of learning. Vygotsky (1962) stresses that interactions with other peers will help learners achieve their full potential compared to working individually. In addition, Vygotsky's (1978) central idea in his language learning theory is The Zone of Proximal Development (ZPD). Vygotsky (1978) created the term in order to emphasize the distance between the learners' developmental level and a better level that they can reach through peer interaction. This means that children can enrich and develop their learning by coming into contact with the new material which is slightly above their competence and with the assistance of their teacher or other strong students, namely scaffolding¹, succeed in gaining the new knowledge or skills.

Vygotsky's (1978) sociocultural theory and his ZPD have really affected education and have provided some significant implications for the teaching-learning process in contemporary times. Engaging learners into their own learning processes, social and purposeful interactions as well as encouraging learners to exceed their abilities are some of the features of peer feedback as well. In relation to these features, interaction lies in the center of this kind of assessment while learners face great challenges by taking on responsibilities that are normally taken by teachers or other trained individuals.

¹ Scaffolding refers to learners who are assisted by adults in order to perform tasks they would not be able to if they were alone (Bouniol, 2004, p. 90)

Peer feedback is also supported by theories of Second Language Acquisition (SLA) as learners are encouraged to negotiate meaning in order to acquire second language knowledge (Long and Porter, 1985). In other words, new information or knowledge should be negotiated among participants in the learning process in order to achieve better understanding. Problem-solving activities that urge learners to develop their critical thinking skills or their creativity should be the aim of the learning process and not the simple memorizing of information. As a result, peer feedback supports these principles as it helps learners construct their knowledge in a social context and through interaction with the other participants.

Finally, the theory of collaborative learning promotes the implementation of peer feedback in the classroom as its proponents claim that exchange of ideas and information sparks an interest among participants while their critical thinking is enhanced. Johnson and Johnson (1986) support that it is proven that groups working together are led to higher levels of thought and they retain information longer compared to learners who work individually.

1.3 Training Learners for Peer Feedback

Having discussed the main principles and distinctive features of peer feedback it is noteworthy to mention that incorporating peer feedback in the classroom leads teachers to face many challenges. The most demanding issue that they have to deal with is the fact that learners may not be so effective in the feedback they provide to their classmates. First of all, learners may not feel confident in providing qualified feedback and as a result they may not trust their classmates' comments as well (Leki, 1990, Ilko, 2018). On top of that, learners most of the times focus only on their peers' mistakes without providing any encouragement which would influence their classmates' confidence and interest in the learning process (Anastasiadou, 2011; Cresswell, 2000). Furthermore, since learners are inexperienced in constructing their feedback they tend to focus on surface mistakes or provide vague comments (Keh, 1990). Another parameter that plays a significant role in having learners give

feedback to their peers is the relationships among learners. Students might not be so willing to correct their friends' mistakes as they believe that doing so might affect their relationship (Carlson & Nelson, 1996). Moreover, it is possible for the learners to view feedback as a fun classroom task and not dealing with it in a serious and organized way (McConlogue, 2015). The question that arises by considering all these issues is whether learners can really excel at providing effective feedback to their peers and whether appropriate training would support them with the knowledge and the criteria that would make them suitable for commenting on their classmates' work. According to Van Zundert *et al.* (2010) training does enhance the quality of the feedback provided while the importance of training has been highlighted by several studies (Hu, 2005; Min, 2006; Stanley, 1992; Zhu, 1995).

Training learners in order to offer more effective feedback requires some objectives to be set for the pre-training session and some tactics to be followed. Rollinson (2005) claims that pre-training should revolve around raising awareness, group interaction and supporting learners in making effective revisions. Raising awareness is the first stage and the aim is to make learners realize the importance of giving feedback to each other while the teacher should discuss any objections students have towards peer review. What is more, teachers can demonstrate the process in order for students to comprehend the mechanics employed throughout the process (Rollinson, 2005). Regarding the interaction among learners, it can be achieved by creating groups which could respond to the writing of other groups and as a whole class discuss their experience or express any doubts or uncertainties they may have (*ibid*). It is of utmost importance to note that groups should consist of mixed-ability learners as in this way proficient learners can get feedback from the skilled learners of the other group while weaker learners can acquire the skill of how to give feedback from these competent members of their own group (Wang, 2015). As far as the guidance of learners towards effective revisions is concerned, Rollinson (2005) states that the teacher's intervention is a pivotal factor. Specifically, the teacher should resolve any problems that may arise by providing the groups with various techniques or by resolving any

doubts that learners may express while she keeps in close contact with each group. In addition, the training should be ongoing by rejecting and improving techniques learners exploit in order to become more efficient. Another key issue is that teachers should guide their students not only focus on errors but also provide positive comments as these enhance learners' confidence and motivation to write (Xiaobin, 2007).

Conclusively, the effects of peer feedback can be optimized by creating reasonable groups of learners, provide extensive training, emphasize positive comments and get teachers to be involved in a helpful and supportive way.

1.4 Advantages and Limitations of Peer Feedback

In the present section what is going to be explored are the benefits and limitations when implementing peer feedback in the classroom. Peer feedback has been advocated in a lot of studies as it offers a wide variety of advantages.

First of all, it gives learners the chance to become more active participants in the learning process and become less teacher-dependent (Hyland, 2000). Moreover, it is considered highly beneficial as it promotes the development of high function skills such as critical thinking and learners' autonomy (Yang, 2006). Peer feedback influences learners by increasing their motivation, thus they become more responsible and their self-confidence is boosted (Topping, 2000). Furthermore, using peer feedback make learners less apprehensive towards writing while at the same time a social context for the writing task is created (Yarrow & Topping, 2001). White and Caminero (1995) claim that through peer feedback learners have the invaluable opportunity to communicate effectively, discuss different points of view while listening carefully, thinking critically, and participating constructively. What's more, according to Ferris (1995) when peer feedback is incorporated in the classroom learners have the chance to get more feedback than only from the teacher as they get more comments from a more diverse audience. Finally, peer-feedback is the way in which learners can enhance both their writing and reading skills by providing their

opinion and contribute to both the processes of learning and production of their classmates (Rieber, 2006; Jiao, 2007)

. Nevertheless, peer feedback has not always been considered greatly beneficial for the learners and a number of shortcomings have been mentioned by various researchers.

Rollinson (2005) states that incorporating peer feedback can be quite time-consuming while it demands great effort on behalf of the teacher in order to be effective. The aforementioned view is expressed by Mooney (2004) as well and he adds that in most cases the desired aim is not really achieved. Moreover, the inability of some learners to recognize the error may lead them to provide incorrect or irrelevant comments (Horowitz, 1986). Another parameter that has been discussed is the fact that learners are used to focusing on the writing product and not on the process of writing and as a result their suggestions tend to focus more on local errors and not errors regarding their peers' ideas (Leki, 1990; Storch, 2004). A pivotal factor in examining the effectiveness of peer feedback is to take into consideration the acceptance of the concept by the learners. Most learners believe that only teachers provide knowledge and consequently they do not consider their classmates capable enough to provide insightful comments and suggestions (Nelson & Murphy, 1993; Tsui & Ng, 2000; Hu, 2005; Strijbos, Narciss, & Dunnebie, 2010). Finally, negative feedback involves the risk of making the writer offended or annoyed and affect their future performance to a great extent (Yang, 2006).

1.5 The Greek EFL educational context

Foreign languages are greatly supported by the Greek educational system both in the state and private sector. In 1993 (OKPE, 2014) English was the first compulsory foreign language and until nowadays it is taught both in primary and secondary education. The coursebooks used in state schools and the curriculum regarding teaching English are selected by the Institute of Educational Policy (IEP) which is a state educational institute which cooperates with the Ministry of Education and Religious Affairs.

Regarding the private sector, foreign language learning is supported by parents to a great extent by paying for additional courses in a foreign language center regardless of the fact that learners attend classes at state schools. For this reason, plenty of foreign language centers have been created to provide such courses to learners of all ages. A wide variety of coursebooks for teaching English as a foreign language has been created and each private foreign language center selects the books they are going to use according to their preferences and needs. The syllabus of most of the coursebooks used are based on the Common European Framework for Languages (Council of Europe, 2001).

1.6 Peer Feedback in the Greek EFL context

Regarding peer feedback in Greece several aspects have been examined but still further research is required. One of the aspects of peer feedback that has been researched, is the teachers' beliefs and practices (Anestou, 2019), a pivotal factor in the successful implementation of peer feedback. According to Anestou (2019), Greek EFL teachers seem to have a positive stance towards peer feedback, acknowledging its crucial role in the development of learners' writing skills but at the same time their actions show that teacher-led feedback is the preferred one, while alternative forms of feedback are not employed in the EFL writing class so often. Giannakopoulou (2003) presented the relationship between peer feedback and the writing achievement of young learners. According to her research the use of peer feedback in a young learners' classroom had a noticeable effect on the quality of their writing and especially on their language mistakes but not so much on the mechanics of the text. Triantafyllopoulou (2015) examined the benefits of peer feedback for both the giver and the receiver and the research shows that both the giver and the receiver benefited which is explained by the fact that peer feedback supports active engagement of all learners. Finally, Skarkala (2018) explored the promotion of peer feedback through project-based learning in a young learners' classroom and she concludes that although project-based learning can enhance writing instruction and lead to positive results in learners' writing performance the learners' reaction towards peer feedback was rather

neutral even though they appreciated its positive contribution. Finally, Anastasiadou (2015) conducted a study in the primary school context which yielded some very interesting results. Learners reacted positively towards peer feedback at the end of the study, they supported the use of a correction code, they found it really interesting and they had an important improvement of their writing ability. Regarding research on peer feedback in tertiary level Ilkos (2018) conducted a study with Greek EFL college students and the findings showed that Greek learners felt comfortable with the use of peer feedback, they characterized it as useful and time worthy, they considered it almost as valuable as teacher feedback and it should definitely be noted that all these findings are in agreement with international studies on the implementation of peer feedback (Berg, Admiraal and Pilot (2006); Cho, Schunn & Charney (2006); Liu & Chai, 2009).

What is common among most of the studies mentioned above is that the common skill that peer feedback focuses on is writing and the context that is applied is most of the times a young learners' classroom. Therefore, the need for more research on peer feedback in the Greek context seems imperative as there are still many aspects that have not been explored and one of them is the adult learners' classroom, which the present study aspires to address and in this way contribute to the exploration of the benefits of peer feedback.

The discussion of peer feedback aims at exploring students' attitudes toward writing practice, comments from peers and teachers, as well as their attitudes toward projects, collaboration, the use of educational technology, and perceptions about improving their writing skills.

Conclusion

Peer feedback is an instructional choice aiming at improving learners' writing skills. The present chapter attempted to define the concept of peer feedback and it presented some of its basic features as well as its theoretical background. Besides, the

significance of learners' training in providing effective feedback as well as the advantages and drawbacks of peer feedback were discussed. In the following chapter, we will consider what peer feedback might signify for the writing skill in the EFL classroom.

CHAPTER 2

2.1 Introduction

In this chapter, process writing is reviewed. Reference is made to the nature and the development of process writing throughout the decades. Moreover, some basic aspects of process writing are presented in an EFL classroom of adults. Finally, how peer feedback can be employed in process writing is discussed in order to set the framework of the specific research.

2.2 Process writing: Literature review

Process writing as a method of teaching writing can be traced back to the late 1970's and specifically in cognitive psychology and its effort to decipher the act of composing in the human mind (Calfoglou & Sifakis, 2004). It was seen as a reaction to the product-oriented approach² and it emphasized the underlying processes of writing that enable writers to produce written texts. Writing is primarily considered as a process composed of various stages in the writing development while teachers facilitate the exercise of writing skills (Badger & White, 2000).

From 1980s to 2000s, various models of the writing process have been developed by many researchers (Flower & Hayes, 1981; White & Arndt, 1991; Williams, 2003). The rationale behind these writing process models states that there are many different levels in writing that are not strictly discrete or linear stages but recursive and cyclical in process. Writers usually discover and revisit ideas during, as well as before, they write, moving back and forth between the prewriting, writing and revision stages (Clark, 2012). Flower & Hayes (1981) initiated the three basic stages of process writing, namely Pre-writing, Writing and Rewriting (Figure 1, p. 14) Pre-Writing is the stage before words are put on paper, While-Writing is the stage in which a text is produced. Finally, Re-Writing is a final reworking of that product. Thus, writing is a 'process through which meaning is created' (Zamel, 1982, p. 195).

² Product writing approach focuses on the final product which should be a coherent, error-free text and students will initiate, copy and transform models provided by textbooks or by teachers (Nunan, 1999).

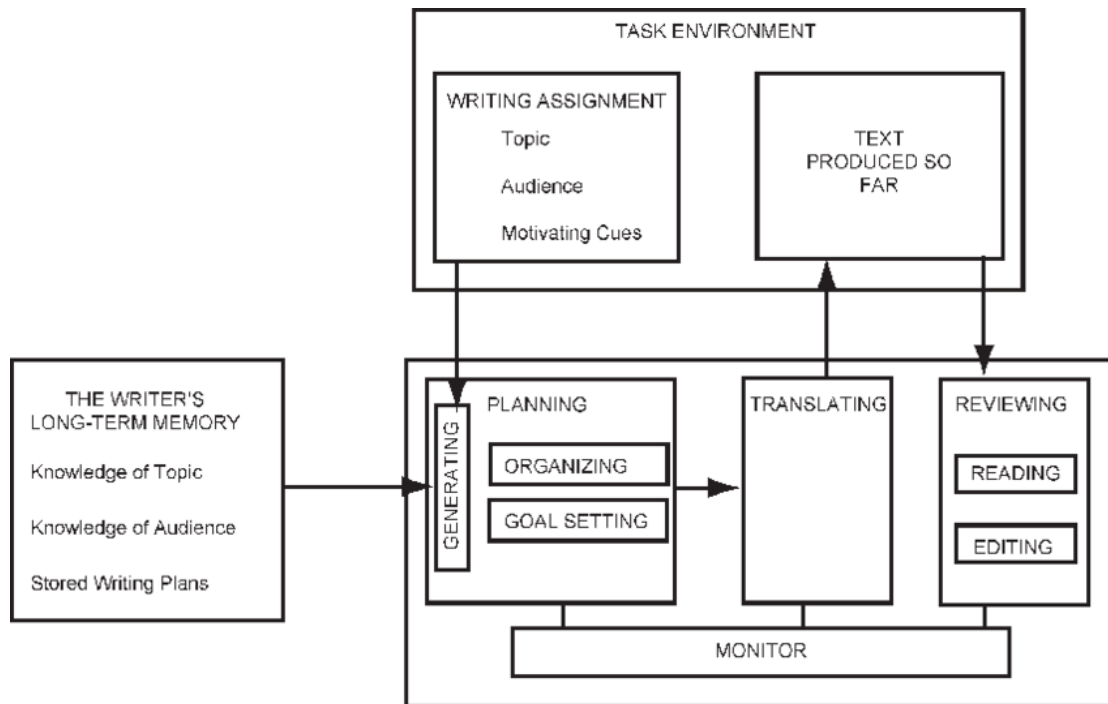


Figure 1. Organization of the writing process (Hayes & Flower, 1980)

White & Arndt (1991) claimed that the process of writing involves six stages, which are interrelated and interdependent, and they include: pre-writing, drafting, revising, editing, publishing and conferencing (Figure 2, p. 15). It is crucial to note that different researchers give different names to the stages of the writing process but the diagram below shows clearly the various phases of the writing process and how they are interrelated.

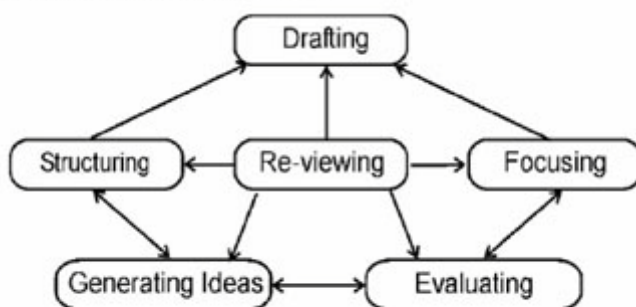


Figure 2. *The writing process (Adapted from White and Arndt, 1991)*

Pre-writing or idea-generation is the first step, in which writers brainstorm for ideas by activating former schemata, they select a topic and they plan their writing. *Drafting* is the act of structuring the ideas they have come up with in the previous stage. After the first draft, the next step is organizing thoughts in a cohesive and coherent way, thus, focusing more on content than on form. *Revising* or rethinking and rewriting, is the third stage of the writing process. It is the phase through which writers decide on what to expand, modify, or retain in their pieces of writing. According to Hedge (2005), revising entails assessing what has already been written and is an important source of learning. *Editing and proofreading* are aspects of the revision process. During this phase, they deal with technical aspects of writing such as grammatical mistakes, sentence structure and word choice. *Conferencing*, or getting reader feedback, gives students the chance to share their writing with others and get feedback from them. In this way, their writing is considered as a purposeful task and helps them take pride in their work and develop confidence in writing (Giannakopoulou, 2002). Thus, both peer and student-teacher conferencing is an essential component of the writing process.

Williams' (2003) writing process model consists of eight processes of writing: prewriting, planning, drafting, pausing, reading, revising, editing and publishing. The particular model is permeated by three basic principles. First of all, writing products are "the result of the complex interaction of activities that include several stages of development" (Williams, 2003, p. 106). In other words, in every stage of the process

writers perform activities that might be different from writer to writer. Furthermore, the model claims that the writing process exhibits specific influential states such as planning, drafting and revising that are repeatedly changed as students revise drafts, plan how to edit their work and so on. Finally, the model offers a description of the concurrent and repeated nature of the writing process that involves stages that may occur more or less concurrently and in a continuous manner.

In a more recent research Anastasiadou (2011) incorporated process writing with the genre approach (Figure 3, p. 16).by including all phases, components and participants involved in the process writing approach.

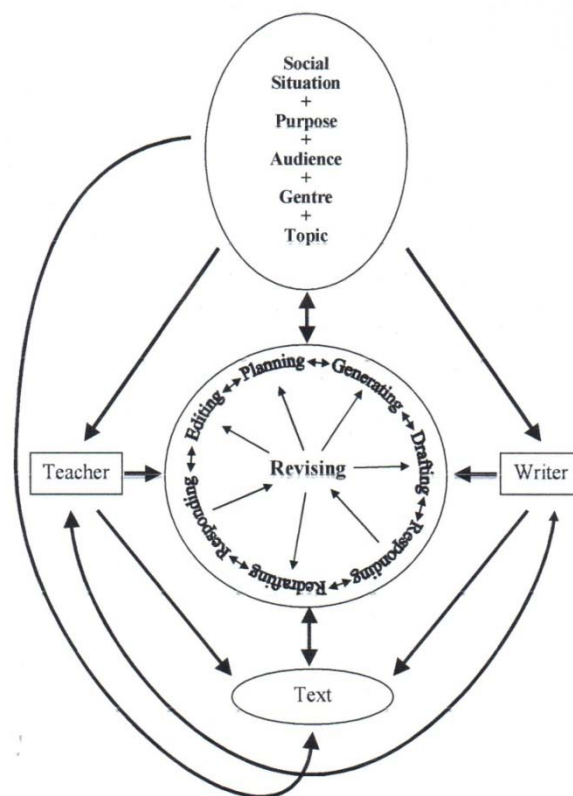


Figure 3. *Process writing framework incorporating the genre approach (Anastasiadou, 2011)*

What becomes apparent is the cyclical nature of writing while it points out how all the writing processes interact. It is noteworthy that the particular framework highlights

the factors that a writer should take into account such as the purpose of writing, the target reader, the type of text and its social context as well as how these parameters render the process of writing into a recursive process. Regarding the participants, the framework supports the role of the teacher in all stages in order to facilitate the whole process and help the student fully understand what the task requires and as a result make them active and cooperative with each other throughout the whole process. Moreover, Anastasiadou & Iliopoulou, (2016) clarify the significance of fellow student review in an additional framework (Figure 4, p. 17), in which the students evidently interact with their peers in cooperating in group tasks and providing each other with feedback.

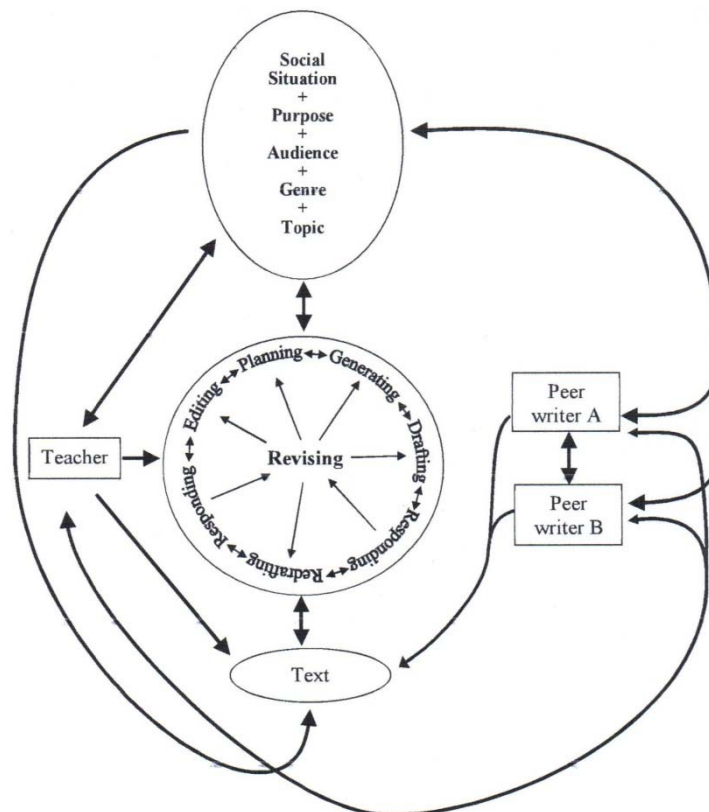


Figure 3. Process writing framework incorporating the genre approach and peer feedback

Based on (Anastasiadou, 2011)

All in all, all the above frameworks converge into the fact that the various stages involved in process writing encourage learners to exploit the language resources they possess and build on them by revising and correcting before being assessed. The result of process writing activities in the classroom is not just the written product but the fact that learners' language competence is enhanced from various sources so as to develop both receptive and productive skills resulting in an overall improvement of learners' language skills.

In this particular research, the process writing model that was opted for is the one proposed by Anastasiadou & Iliopoulou (2016) as it encompasses process writing with the genre approach while the crucial role of peer feedback is taken into consideration as well.

2.3 Employing peer feedback in process writing

As it has been mentioned in the previous section one of the most fundamental elements of the writing process is conferencing, namely feedback. Giving and receiving feedback is inextricably linked to process writing and especially peer review can play a pivotal role throughout the process.

First and foremost, process writing encourages learners to work collaboratively and it constitutes the perfect tool in order to train learners in using peer feedback (Cohen, 1990). Process writing involves many stages and especially during the drafting and revision stages learners have the chance to get multiple feedback before the final product is assessed. It is also important to note that in the interactive process of peer feedback, learners play a dual role of a writer and a reviewer, and thus learners should expect benefits associated with both roles.

Moreover, implementing peer feedback into process writing will enable students not to focus solely on language mistakes as in process writing quality and quantity of ideas and the way they are put together are prioritized over language accuracy (Philips, 1993). Teachers can create a marking code system, familiarize students with it and implement it throughout the process (Czerniewska, 2002). In this way, students learn to write not by studying phrases and model plans—but by actively working out how the writing system is organized and used (*ibid*).

Another aspect of peer feedback that it is in line with the process writing approach is the fact that learners change their attitude towards writing. As it has been mentioned in previous sections peer feedback helps learners become less apprehensive towards writing and process writing is the best way to accommodate it as working throughout all these stages gives learners the time to work on their pieces of writing without solely focusing on the final product as the most important stage of the writing process. Moreover, the fact that learners cooperate with their peers makes the process less threatening as they do not have to consider the teacher as the only source of knowledge (Skarkala, 2018).

Finally, the process writing approach serves as the perfect basis for the social benefits of peer feedback such as motivation as the writing pieces are addressed to a specific audience, namely their peers. This condition gives the feeling of being involved in a real life situation. Therefore, they become more responsible while at the same time they develop their decision making skills and they aim at achieving effective communication with their classmates (Liu & Hansen, 2002).

2.4 Practising the process writing approach with adult learners

Writing skills in a foreign language have always been considered as a pivotal part of the learning of a foreign language. Nowadays, a great number of learners are adult learners as they need language skills for employment, further education or reaching

some personal goals (Mikulecky, 1998). While some crucial research on adults' writing skills within the framework of process writing has been conducted (Kern & Schultz 1992; Gallego de Blibeche 1993; cited in O'Brien, 2004; Akyel & Kamisli 1996; Spurling, Seymour, and Chisman 2008; Coon 2014), it would be enlightening to study some characteristics of adults as students since some additional conclusions can be drawn regarding the effectiveness of this writing model.

First and foremost, adult students are distinguished from pre-adults as their educational status varies (Knowles, 1991). It is possible that they have never initiated their foreign language education while many of them may have interrupted it. This means that this kind of learners are not obliged to remain in a classroom they find unpleasant as they have the option not to come. As a result, teaching adults imposes on the teacher the need to implement learner-centered teaching methods and techniques in order to be effective and motivate their learners (Rogers, 1989). As far as process writing is concerned it constitutes the ideal choice in an adult learners' classroom as it is an active process that makes learners fully involved in the task which in turn makes the whole lesson more engaging and interesting (Dobson, 1985). On top of that, learners build their own learning and this makes especially adult learners consider the learning process even more worthwhile as they are generally motivated to learn due to internal or intrinsic factors (Knowles, 1980).

Furthermore, it is crucial to mention that group work should be an integral part of any teaching-learning process but this is even more imperative with adult learners as being busy with other aspects of their life such as family or work they do not have the necessary time to participate in traditional learning (Imel, 1994). Consequently, being a member of a group enhances their relationships with their peers and it helps develop strong and positive relationships that affect learning to a great extent (Imel, 1994). Towards this aim, process writing constitutes an effective framework, in which learners cooperate and interact with each other while more competent learners help the weaker ones (Lightbrown & Spada, 1999).

What is more, it is essential to note that writing tasks in the process writing approach are contextualized tasks with a specific communicative purpose while less emphasis is laid on the accuracy of the final product (Giannakopoulou, 2002; Anastasiadou, 2011). This is of utmost importance as in daily life adults are used to engaging in writing tasks that serve a specific aim such as business emails, cards or memos.

Focusing specifically on the adults' attitude towards writing it has been noted that adults believe that their writing skills are not adequate (Fagan, 1988; MacArthur, 2007) as most of the times it is the part of the language they face the greatest difficulty in. Due to this perspective anxiety and confusion are caused leading to negativity towards writing. Process writing is an instructional choice that can contribute to lowering the negative feelings linked to the writing skill as the multiple and interrelated stages of writing provide learners with the chance to spot mistakes, revisit ideas and assess their writing product as a whole. Engaging in the recursive aspect of writing makes learners aware of both their strengths and weaknesses while in the long run they become more confident regarding their writing skills (Zamel, 1985; Zimmerman & Risemberg, 1997; Gillespie, 2001).

Another significant point that should be mentioned is the fact that adults come to the learning process with a greater variety of experiences that can serve as a resource for learning (Knowles, 1980; Purcell-Gates & Waterman, 2000; Silver-Pacuilla, 2006). This is a trait that can be exploited in the writing process by providing learners with reading texts that cover a wide range of their interests and as a result adults are provided with an engaging and comprehensible input that assists them in carrying out the writing task while at the same time they enrich their knowledge and understanding of the language.

Taking everything into consideration implementing process writing in an adult learners' classroom can become more than beneficial for developing learners' writing skills.

Conclusion

In this chapter we have reviewed some basic principles that concern the writing skill have been reviewed and specifically teaching writing through peer feedback in an adult learners' classroom. In the next chapter the organization of the research methodology and the research instruments developed for the purposes of this study are going to be presented.

CHAPTER 3

3.1 Introduction

In this chapter, an attempt will be made to present the research design, the tools used in the present study, as well as the participants and the educational material that was adopted. Then, the research questions are presented and a comprehensive analysis of the educational processes that took place throughout the study is offered.

3.2 Purpose and Research Questions

The purpose of the present study was to investigate the impact of implementing process writing and peer feedback on eight adult EFL students and exploring their attitudes to these techniques as well as the development of their writing performance.

Specifically, the research questions developed in accordance with the purpose of the research were the following:

1. To what extent can students' writing performance be improved through peer feedback in the process-based writing framework?
2. What are the attitudes of students towards the practice of peer comments?
3. To what extent are students satisfied with their performance?

3.3 Expected Outcomes

The expected outcomes of this study were to shed light on the students' needs and lacks so as to enable the teacher to design lessons whose content is relevant to their needs and switch from teacher-fronted to student-centered classroom tasks. Moreover, the practitioner wished to familiarize students with the concept of providing peer feedback as a form of scaffolding, thus helping them gain more confidence, enrich their knowledge and understanding of the language. Through the process of providing peer feedback they will take the knowledge on their hands and keep them more motivated.

3.4 Research Participants and Research Context

The study was carried out in the city of Patras in Western Greece and included eight students. They are all male adults between the ages of 30-38 all of whom have been learning English for two years in private English lessons. The description of the specific teaching context takes into consideration some of the parameters recommended by Woodward (2001) on how to profile classes. In view of this, the students' proficiency level is C1 (Proficient user) currently progressing to C2 according to the CEFR (Council of Europe, 2001). More specifically, all of the learners are Greek and monolingual and they share the same cultural and a similar socioeconomic background. Also, it is noteworthy that all of the participants of this study have been colleagues in the Hellenic Air Force for many years, therefore, they know each other very well and they have good interpersonal relationships. What is more, in terms of Kachru's (1985) categorization, the present teaching context belongs to the expanding circle i.e. the periphery, where English is taught as a foreign language.

The students attend three 75-minute sessions per week and the coursebook used is ECPE Honors (Adam Tyler, 2010). The coursebook promotes active learning through a plethora of communicative tasks aiming at developing all four skills. As far as the teaching of writing is concerned, it follows a text-based approach (Calfoglou & Sifakis, 2004) which gives priority to aspects such as genre, accuracy, cohesion and coherence. In the writing section of each lesson, there are model texts, guided composition exercises and a variety of brainstorming activities so as to raise learner's awareness of the topic and provide them with useful information about different types of writing (Appendix I, p.47).

3.5 Research Method

Many theorists (Chaudron, 1998; Nunan, 1992; Burns, 1999) have proposed two main different methodological approaches appropriate for educational research: the quantitative and qualitative research. Quantitative research focuses on measurement of theoretical concepts through tools such as a standard questionnaire. Quantitative primary data were used to conduct this research, which were collected from eight students in the city of Patras in Western Greece. The quantitative method is related to finding relationships between various factors and refers to the systematic investigation of phenomena with statistical methods. Through the quantitative method, it is possible to reach a large number of people. What is more, through quantitative research it is possible to explain the phenomena through the collection and analysis of arithmetic data using mathematical methods (Creswell, 2014). On the other hand, qualitative research is focuses on understanding human behaviour, it is subjective, discover oriented, exploratory, valid and it assumes a dynamic reality (Anastasiadou, 2014).

An appropriate approach for gathering reliable data is triangulation, which entails the use of more than one method of collecting data in order to ensure a more extensive and balanced research (Open University, course E 811 Study Guide 1988, p. 54). For this reason, the researcher used qualitative data to conduct this research.

in the present research study, triangulation was achieved through the simultaneous use of quantitative and qualitative research. The combination of these two techniques provides us with safer conclusions, as the different sources fully evaluate and investigate the object, check its aspects and evaluate them in depth. According to Mitchel (1986) the mixing of many methods balances the weaknesses and strengths of the different methods.

Choosing a single method carries the risk of distorting the image of the phenomenon in question while at the same time it may limit both the quantity and quality of data that are able to adequately describe the issue under investigation (Anderson, 1990).

The data that will emerge from the different methods are important to analyze separately according to the principles that apply to each method.

In order to judge students' writing proficiency, a pre- writing test (Appendix II, p.48) was given and then the present researcher compared it with a post- writing test (Appendix III, p.49) which was of the same level of difficulty and which was administered after the intervention. According to CEFR (Council of Europe, 2001), students of the C1-C2 level “can express themselves with clarity and precision, relating to the addressee flexibly and effectively” thus, the content of the writing tests were selected accordingly. As a result, learners had to write an informal letter giving information about their country and culture. The writing test was based on pre-taught grammar and vocabulary within the context of a communicative task.

The results of the pre- and post-writing test were verified by two assessors, one being the teacher-researcher and the other a fellow teacher, in an attempt to ensure that objectivity and reliability were enhanced. The marking scheme that was used, was inspired by the B1 assessment scales (PET) by Cambridge English Language Assessment as presented in Skarkala, E (2018) and gave emphasis on four criteria: content, communicative competence, organization and finally linguistic competence. Then, the scales were divided into six bands from 0 to 5. The lowest score was 0 and the highest score was 5 accompanied by performance descriptors (Appendix IV, p.50)

3.6 Research Tools.

3.6.1 Quantitative instruments

When designing the research, both the selection of the data collection method and the selection and design of the tool conducting the research are performed. The design stage answers the questions of what, who, how many, when and how they should be asked and in what way, for what reason and to what extent the collected data should be analyzed.

Gathering information is a time-consuming process. For that reason, a specific sample of the population is selected. According to Robson (2003) closed research is very effective in providing information in a relatively short period of time at low cost to the researcher. The research wants to gather valid and reliable results, which is why he focuses on two key issues, the collection of a representative sample of the population under study and the formulation of an appropriate questionnaire.

3.6.2 Data collection tools

3.6.3 The Questionnaires

Questionnaires are defined as “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers” (Brown,2001,p.6). The questionnaire was chosen as it is labelled as a powerful means for educational research since it yields data that are easy to analyse (Cohen et al., 2007). It is easy to formulate and cost effective as it gives findings in a short period of time with very few resources available. The results are estimated by specific questions thus promising accuracy and lucidity. Apart from this, questionnaires guarantee anonymity a feature that it makes them a more reliable research instrument as opposed to the interview whereby the participant may be influenced by the presence of the researcher (Cohen et al., 2007)

The standard questionnaire is the main tool of quantitative research. The researcher uses it to collect and compare data from a large number of individuals. The respondents' answers turn into indicators of social phenomena that will be analyzed through statistical processing and will lead to empirical generalizations. The questionnaire therefore guides the process of collecting information and promotes their recording in a systematic way (Dornyei, 2003).

3.6.4 Closed- and Open-ended questions

The questions are divided into closed and open questions. Closed-ended questions are pre-determined by inquiring predefined answers. When completing the questionnaire, the respondent is asked to choose between the options suggested by the researcher, the answer that he/she considers most appropriate in his/her case. On the other hand, open-ended questions are questions to which the answer cannot be predicted or predetermined. The respondent is free to think and express his own opinion. The correct wording of the questions plays a special role in the open-ended questions, as long as it is not possible to predict the answers. The main downside of these questions is that most of the time they are left blank, as they require more time and thought to answer. Also, their thorough analysis is quite difficult in the course of the analysis (Javeau, 1996).

According to Javeau (1996) the characteristics that should be taken into account when creating a questionnaire aimed at successful quantitative research are the following: completeness, clarity, coherence, appropriate structure, brevity, technical perfection, the existence of instructions to respondents and conceptual explanations (where necessary) and finally be able to encrypt and computerize the collected findings. The researcher should clearly state the questions in short sentences, use simple and understandable language. Also, the sample to which the questionnaire is addressed must be taken into account, so that it is fully understood by all without the use of specialized terminology. Depending on the sample to which the survey is addressed, it will be decided whether the singular or plural will be used.

For the purpose of the study, two questionnaires were designed. The first questionnaire was administered at the beginning of the study (Questionnaire 1, see Appendix V, p. 63) and the second at the end (Questionnaire 2, see Appendix VI, p.67). These questionnaires drew ideas from older research questionnaires (White and Govern, 1994).

A pilot study was conducted, so that adjustments could be made on the questionnaires before the main study. The pilot questionnaire was administered to two students belonging to the target sample who did not participate in the main study, though. It is important to conduct a questionnaire pilot study in order to check that participants understand the terminology used in the questionnaires and also ensure that the questionnaire is reader-friendly and it can be completed in an appropriate time frame (Sudman and Bradburn, 1973).

3.6.5 First Questionnaire

The first questionnaire (Appendix V, p. 63) gives the researcher the opportunity to collect more information about the learners' references as regards writing in English, how they organize their ideas when they have to write a topic and their views towards peer-feedback. As a result, the researcher will be able to prepare the next sessions in the best way. It consists of 17 questions, two of which explore students' attitudes toward writing (1,2). Question (3) refers to the frequency of writing in English. The next three questions (4,5,6) explore the process that follows during writing. The questions (7-13) are about the type of teacher response they receive and what they are expected to do after receiving them. Finally, through the questions (14-17) an attempt is made to investigate any previous experience from peer-feedback.

3.6.6 Second Questionnaire

The second questionnaire (Appendix VI, p.67) gives the researcher the opportunity to uncover any change of attitude towards writing strategies as well as their feelings regarding peer-feedback during writing. This questionnaire consists of 14 questions. The first three questions (1,2,3) explore students' attitudes toward writing and how it was formed during the curriculum. Then the questions (4,5,6) concern the attitude of the students towards the comments of the peers. Questions 7, 8 and 9 explore the extent to which students know the type of their mistakes. Questions 10, 11 and 12 are about whether feedback helped them. Finally, open – ended questions 13 and 14 elicit

the participants' personal opinions about writing workshops. Specifically, the open-ended question asked the students to state what they did not like during the writing workshops and suggest if something could have been done differently. These questions are considered as qualitative items resembling an unstructured interview whereby the interviewees can act autonomously, as they were free to answer and there was no personal contact with the researcher (Bell, 2001).

3.7 Research Implementation-Training Session

There are several studies which have revealed that students prefer teacher to peer feedback (Zhang, 1995, Zhao, 2010), for that reason a training session is a necessary step which can provide students with the expertise to engage in peer-response effectively. With that theory in mind, one training session was designed in order to familiarize students with the concept of providing feedback to other peoples writing.

The training session was about the Olympic athletes who win medals and they often receive financial rewards from the government was administered to the students (Appendix VII, p. 71).

The requirements of the training session were the following:

Olympic athletes who win medals often receive financial rewards from the government in the form of cash payments, secure jobs, or pensions as compensation for the sacrifices they make during years of training. However, some people feel this goes against the Olympic spirit of competing for glory, not rewards, and encourage athletes to resort to unfair means to achieve victory. Are you in favor of such rewards or not?

As can be easily seen from aforementioned vocalization of the training session there were two parts of message which must be communicated:

1. Is the student in favor of financial rewards or not?
2. Arguments to support his/her opinion.

All the above parts were underlined in the instructions of the test in order to guide the students. Upon the completion of the writing test, the students were encouraged, to provide comments on their peers' text based on the correction code that follows:

Correction code

S= Spelling mistake

G=Grammar mistake

+ =add a word/phrase/sentence

- =erase a word/phrase/sentence

WW=Wrong word

WO= Wrong word order

P= Start a new paragraph here

C=Capital letter

Moreover, the students were asked to find good points/ideas and weak points/ideas on the others' writings and comment on it by providing feedback to their peers. Through this process, the students became aware of their own mistakes and gained deeper understanding of their writings.

CHAPTER 4

4.1 Introduction

In this chapter the main findings of the quantitative data will be presented. The findings of the needs analysis questionnaire will be described followed by the results that emerged from the entry and exit-writing test. The statistical analysis was conducted employing the SPSS 26.0. Findings are expressed as frequencies and percentages for quantitative variables.

4.2 Findings based on the pre- and post- questionnaires and tests

This section deals with the presentation of the main findings based on the pre- and post- questionnaires. The analysis aims to explore students' attitudes towards writing practice, comments from peers and teachers, as well as their attitudes towards projects, collaboration, the use of educational technology, and perceptions about improving their writing skills. Moreover, the students' performance at both the pre- and post-writing test will be discussed.

Pre- and post-writing tests analysis

In the pre-writing and post – writing tests score the assessing scale ranged from 0 to 5 with value 0 being the lowest and value 5 the highest. As it was revealed, students' pre-writing test scores ranged from 2 to 2,75, and post-writing test scores ranged from 2,75 to 3. The result of the post writing test was that 2 of the students had a dramatic improvement and were actually helped, 3 had a moderate improvement, 1 was stagnant as he believes that the approach we took does not help him and the other 2 made a good enough effort to implement what we said but they need a little more practice.

The validity of the questionnaire was checked with the help of the supervisor professor during the pilot study. As for the internal consistency of the questionnaire was confirmed through the homogeneity of the various multi-item scales employed

(Dörnyei, 2003). Specifically, the Pearson correlation of raters' agreement for pre-study and post-study test was found 0,91. This result proves that there is a high inter-rater reliability.

Pre-Questionnaire analysis

When participants are asked to report if they like writing in English, approximately 25,0% of the participants reported Always, 37,5% Sometimes and 37,5% Rarely (see Table 1).

Table 1. Participants' responses concerning their interest in English.

Do you like writing in English?	Frequency	Percent
Always	2	25,0
Sometimes	3	37,5
Rarely	3	37,5

As far as what writing in English mean, there was a clear majority of participants who reported that English is a way to communicate with other people that represent half of the sample 50,0%; followed by respondents who reported that English is an obligation when learning the language", 25,0%. Whereas, 12,5% and 12,5% reported that writing in English is an unpleasant but necessary process towards learning a new language and a tool to express my thoughts and feelings respectively (see Table 2).

Table 2. Participants' responses on what does writing mean to them.

What does writing in English mean to you?	Frequency	Percent
A way to communicate with other people	4	50,0
A tool to express my thoughts and feelings	1	12,5
An obligation when learning the language	2	25,0
An unpleasant but necessary process towards learning a new language	1	12,5

The following question was meant to identify how often the participants write in English. As we can see, 37,5% write in English two times a week or whenever there is a writing activity in their coursebook while one out of eight write in English whenever their teacher says so or once a week (Table 3).

Table 3. Participants' responses on how often they write in English

How often do you write in English?	Frequency	Percent
Whenever my teacher says so	1	12,5
Once a week	1	12,5
Two times a week	3	37,5
Whenever there is a writing activity in my coursebook	3	37,5

Almost one third of the students (37,5%) believe that writing in English is easy. Also, 25,0% believe that writing in English is difficult, 25,0% believe that it is demanding but they like it (Table 4).

Table 4. Participants' responses on their opinion about writing in English

What do you believe about writing in English?	Frequency	Percent
It is easy	3	37,5
It helps me learn more about the target language	1	12,5
It is demanding but I like it	2	25,0
It is difficult	2	25,0

Additionally, one out of four students either keeps notes or starts writing straightaway, while half of the students write a draft and then they go back and rewrite it making corrections (Table 5).

Table 5. Participants' responses on which strategy they follow when writing in English

When writing in English which strategy do you follow?	Frequency	Percent
I do not keep notes and start writing straightaway	2	25,0
I write a draft and then I go back and rewrite it making corrections	4	50,0
I keep notes	2	25,0

When students have finished their writing, 5 of the them (62,5%) read it again and correct their mistakes in grammar or spelling. Furthermore, 12,5% of the students prefer to read it again and add any other ideas they may have and 25,0% rewrite it including any corrections they may have made. It should be pointed here that when their teacher gives them feedback on their writing, she comments on their mistakes, helps them correct their mistakes and gives them advice on how to improve the quality of their writing. Also, half of the students answered that their teachers' comments are very useful and according to 37,5% comments help a lot. To the teacher's surprise only one of the students finds it difficult to understand what they have to do.

What is more, 62,5% of the students claimed that they make grammatical mistakes, 25,0% made spelling mistakes and only one of the students claimed that he makes mistakes such as using a wrong phrase. It should be pointed out that half of the students, once they have read their teacher's comments, discuss about them. While 12,5% of the students discuss their mistakes with a fellow student and surprisingly 37,5% do nothing. Also, the majority of students (75,0%) sometimes feel capable of correcting their writing on their own.

In the question if students like reading other students' writing 37,5% answered that it is interesting to know how other students write, 37,5% answered that they find it useless and 12,5% claimed that it is boring. It is worth mentioning that 37,5% of the students find it boring to provide comments on other student's writing while 12,5% will always provide comments and 50,0% will sometimes provide comments.

According to the 25, 0% of the students who like providing comments on other student's writing, it is a rewarding activity to do in class. Also, 25,0% answered that it is encouraging that their fellow students make mistakes like theirs and only one of the students answered that he wants to receive feedback from his fellow students too.

According to the 25,0% of the students who do not like providing comments on other student's writing, it is boring to read each other's writing. Only one of the students answered that he thinks that the teacher's comments are more useful.

Next, students were asked about the types of comments they give to their fellow students. Based on the students' answers, a lot of them (37,5%) ask if he does not understand something. Also, 25,0% corrects the grammatical and spelling mistakes, 25,0% highlights the grammatical and spelling mistakes and only one of the students asks his teacher to help. In addition, five out of the eight students think that the comments they receive from their fellow students help a lot. Surprisingly, one of the students thinks that the comments are useless and 2 of the students do not read them at all.

Post-Questionnaire analysis

When participants were asked to report if they liked writing in English during this year, approximately 25.0% of the participants reported Always, 37.5% Sometimes and 37.5% Rarely (Table 6).

Table 6. Participants' responses on if they liked writing in English during this year.

Did you like writing in English during this year?	Frequency	Percent
Always	2	25.0
Sometimes	3	37.5
Rarely	3	37.5

As indicated by the students' responses, the majority of them (87.5%) reported that the writing workshops during the school year sometimes helped them improve their

writing skills, whereas only the 12.5% reported that the writing workshops during the school year always helped them improve their writing skills.

It appears that only 25.0% of the students reported about writing that it was difficult and they did not like it. The majority of participants (62.5%) claimed that writing helped them a lot, whereas 12.5% of the students reported that writing was difficult but they liked it (Table 7).

Table 7. Participants' responses on their opinion towards writing

Reflecting back on your writing classes, what is your opinion towards writing?	Frequency	Percent
It was difficult and I did not like it	2	25,0
It was difficult but I liked it	1	12,5
It helped me a lot	5	62,5

As indicated by the students' responses the majority of them (62,5%) reported that they liked sometimes giving feedback to their classmates' paper, while 12,5% and 25.0% claimed "always" and "rarely" respectively. Furthermore, 40,0% of the students answered that they liked giving feedback on their classmates' paper because it was a constructive activity in class, 20,0% answered that they realized that their classmates make mistakes too, 30,05 claimed that it gave them extra opportunities for practice and 10,0% said that it was useful to know how their fellow students think and write. As for the students who did not like giving feedback on their classmates' paper, half of them (40,0%) answered that it was hard for them to comment on their mistakes (Table 8).

Table 8. Participants' responses on if they liked giving feedback to their classmates' paper

Did you like giving feedback to your classmates' paper?	Frequency	Percent
Always	1	12,5
Sometimes	5	62,5
Rarely	2	25,0

As indicated by the students' responses, half of them (50,0%) reported that they sometimes liked receiving feedback on their paper, while 25,0% and 25,0% claimed "always" and "rarely" respectively. All students who did not like receiving feedback on their paper answered that they prefer teacher feedback. Also, among those who liked receiving feedback, 33,3% answered that it helped them gain better insight on their paper, 22,2% answered that it helped them correct the spelling mistakes in their paper, 33,3% answered that it helped them improve the organization of their paper and 11,1% claimed that it helped them correct the spelling mistakes in their paper (Table 9).

Table 9. Participants' responses on if they liked receiving feedback on their paper

Did you like receiving feedback on your paper?	Frequency	Percent
Always	2	25,0
Sometimes	4	50,0
Rarely	2	25,0

Furthermore, 58,3% of the students claimed that their classmates make grammatical mistakes and 33,3% claimed that their classmates make mistakes in word order. As for their mistakes, the majority of students (40,0%) make grammatical mistakes, 26,7% of the students make mistakes in word order, 20,0% have difficulty in expressing their ideas and 13,3% make spelling mistakes.

Also, 37,5% answered that they use some of their classmates' comments when they re-wrote their writing, 12,5% answered all of them and 50,0% answered a few (Table 10).

Table 10. Participants' responses on how many comments of their classmates do they use when they re-wrote their writing

When you re-wrote your writing how many of your classmates comments do you use?	Frequency	Percent
All of them	1	12,5
Some	3	37,5
A few	4	50,0

Based on the students' answers, 50,0% of them answered that peer feedback is a practice that sometimes needs to be used during writing classes. Also 25,0% and 25,0% of the students reported "always" and "rarely" respectively (Table 11).

Table 11. Participants' responses on the opinion that peer feedback is a practice that needs to be used during writing classes.

Do you think that peer feedback is a practice that needs to be used during writing classes?	Frequency	Percent
Always	2	25,0
Sometimes	4	50,0
Rarely	2	25,0

Based on the students' answers, 37,5% of them answered that they will sometimes keep asking for their classmates' comments. Also 12,5% and 50,0% of the students reported "always" and "rarely" respectively (Table 12).

Table 12. Participants' responses on keeping asking for their classmates' comments

Will you keep asking for your classmates' comments from now on?	Frequency	Percent
Always	1	12,5
Sometimes	3	37,5
Rarely	4	50,0

What is more, all of the students reported that they can correct their own mistakes.

Finally, students were asked if there was anything that they did not like during the workshop and if there was anything that they would like to be done differently. Based on the students' answers the majority of them enjoyed the lessons. This is inferred by the answer "no". There were three students that did not like giving feedback to their classmates, as they gave answers like "I did not like giving feedback during the writing workshops". Also, some students mentioned that they would like the teacher to provide feedback. One of them answered that he would like to form groups and work together.

Prior to research, students were taught to write only conventionally with text templates in a classroom with teachers. In contrast, during the study, participants were presented with a new approach where the process and the product were equally emphasized by their involvement in writing multiple drafts, providing feedback from peers and teacher to achieve certain goals. It turned out that the teaching intervention enhanced the writing skills of the students, a result that can be attributed to various factors. So the post-writing results showed that there was an improvement in students' writing skills. The findings proved that students benefited from the intervention.

Conclusion

This chapter focused on the presentation of the main findings that emerged from the quantitative research instruments. From this point of view, the following chapter revisits the two research questions while evaluating the implementation and effectiveness of peer feedback. Finally, some limitations of the current study and suggestions for further research are going to be presented as well.

CHAPTER 5

5.1 Introduction

The last chapter evaluates and reflects on the implementation of peer feedback. In particular, it addresses the three research questions, it discusses the limitations of the research and it provides suggestions on how peer feedback can be researched in the future.

5.2 Revisiting the research questions

The information gathered from the learners' pre- and post-writing tests and the questionnaires provide the data for addressing the research questions of this dissertation.

5.2.1 To what extent can students' writing performance be improved through peer feedback in the process-based writing framework?

The first research question focused on the effectiveness of peer feedback in the framework of process writing in enhancing adult learners' writing skills. After the presentation and analysis of the pre- and post-tests and questionnaires, it became apparent that the learners feel that they have improved in the use of the target language while their responses in the post-test were more coherent, they used vocabulary and grammar forms more appropriately and their answers were more to the point. (Appendix III, p.49) In addition to that, the learners seem to have understood the improvement of their writing skills as it is reflected in their answers in the post-questionnaires (see Table 7). Moreover, by producing multiple drafts students' writing skills were enhanced making them to use suitable language and develop their writing ability. Another important point that should be mentioned is that the writing task was quite authentic as students had to give information about their country to a specific audience for a preset purpose. Considering the age of the participants this is a quite real task as they could have friends abroad and they would be required to perform a task like that. All in all, peer feedback within process writing

seems to have really helped most of the learners although some of the students' beliefs about writing remain quite diversified according to the results of the post-questionnaire. (see Table 6)

5.2.2. What are the attitudes of students towards the practice of peer comments?

The second research question is concerned with the reaction of the learners towards the comments of their peers and it has been noted that learners gained quite a lot of benefits from this process. First and foremost, they improved their performance in the language area of writing although the research did not last for a very long period of time. On top of that, learners appear to be less afraid regarding writing as it became obvious from their responses in the post-questionnaire (see Table 7). Moreover, learners appear to have appreciated the implementation of peer feedback as the results of the questionnaire show clearly that the learners' attitude towards it was quite positive (see Table 8 and Table 9). In addition to that, it is noteworthy to mention that learners showed a preference over giving feedback compared to receiving (see Table 8 & 9). This is probably due to the fact that receiving feedback from a peer makes learners feel uncomfortable as the dominant mentality is that only teachers are responsible for correcting and pinpointing mistakes. Moreover, it is pivotal to take into consideration the age of the participants as they have already shaped their ideas and way of thinking and it is probably one of the reasons that could account for this preference. Finally, through the implementation of peer feedback learners seem more confident to correct their own mistakes due to the experience gained through this process. In light of the above the two research questions were adequately validated as students supported the process writing approach to writing although being reluctant towards it at the beginning while their attitude towards peer feedback was quite positive and they realized its positive contribution. As a result, it would be recommended that the teacher use peer feedback occasionally so as to encourage learners to become more supportive and less anxious towards practicing writing.

5.2.3. To what extent do students feel confident on providing feedback to their peers?

The focus of the last research question was the confidence the participants gained throughout the year in providing peer feedback. The results found in the previous chapter show that students' attitude towards peer feedback was rather positive. As it was revealed from the post questionnaire analysis (see App.VI, p.71) the majority of the students enjoyed providing and receiving feedback since this new practice helped them develop positive attitudes towards writing. Moreover, all students felt that this new writing approach was more beneficial since it helped them improve their language performance in the target language and produce more coherent texts.

What is more, another factor that contributed to students' favorable attitude towards the use of peer feedback, was the student-centered approach adopted throughout the lesson. They were encouraged to take on responsibility for their own learning and show initiative thus becoming more autonomous. Students became less teacher-dependent and developed critical thinking. As a result, their self-confidence was boosted and felt less anxious towards practicing writing. Through the process of providing feedback to their peers, students gained valuable experience.

In the light of the above, the third research question was fully validated as students to great extent preferred the new approach of peer feedback instead of teacher feedback in writing and as the stated, they will keep on practicing it while writing.

5.3 Implications of Peer feedback and Process Writing

Having presented and discussed the results of the research in previous chapters, what follows are some important implications concerning peer feedback.

One of the most demanding parts of this paper was the effort for a robust understanding of peer feedback and process writing on behalf of the teacher. This makes quite apparent the fact that successful implementation of peer feedback in the

context of process writing is influenced by the teacher's knowledge and willingness to gain a deeper understanding into a learning theory. To that end, teachers should invest in their professional development by attending seminars or training workshops while they should also work on how they could evaluate the techniques they use, thus becoming more reflective in their teaching practices and lead their learners to become also reflective learners.

What is more, it is definitely important to mention that the benefits of process writing should be taken into consideration by curriculum designers and make them consider the option of incorporating tasks and activities related to process writing in the coursebooks written for the learners of the English language. In this way learners and teachers alike will have the chance to distant themselves from the mere production of written texts and they will be able to become aware of all the important steps that should take place before reaching the final written product.

All in all, process writing and peer feedback have indeed become an effective option to enhance learners' writing academic achievement. The implementation of peer feedback in the context of process writing seems imperative in today's world if we take into consideration the heterogeneous groups of learners that populate classrooms nowadays.

5.4 Limitations

Taking into consideration the results presented in the previous chapter the conclusion that can be reached is that peer feedback can have a quite beneficial impact on learners' motivation and linguistic competence in the writing skill. However, it is of outmost importance to mention the limitations of the particular study so as to consider how applicable the results are to the average learner.

The small number of participants is one of the limitations of this research as well as the fact that the learning situation was very specific with unique characteristics. As a result, the degree to which the results can be generalized for the learners of the particular language level is not easily defined.

Another limitation of this study was time. The time constraint has not given learners the chance to reflect on the new approach as the lessons were quite intensive and they did not have the chance to fully familiarize themselves with the necessary processes. Another aspect of time was the time needed on behalf of the teacher to explain to the students the steps of the whole process.

5.5 Suggestions for further research

In light of the findings and the limitations presented above what follows are some suggestions for further research in the particular field. First and foremost, it is suggested that a bigger research be carried out in order to examine the effectiveness of peer feedback in more populated classrooms.

The application of a delayed post-test is also recommended. This delayed test could explore the retention rate of the positive effects of the process writing approach on students' written output and of their altered stances towards peer feedback after a period of time. Therefore, we could have attained clearer results if both short-term and long-term effects were feasible.

Moreover, the present study focused its research on one of the skills of English language learning, writing. Therefore, other skills of the language such as speaking could become the focal point of a research. The results of this small scale research can be considered as a first step in exploring the concept of peer feedback in other settings and subjects too.

Finally, the creation of two different groups-an experimental and a control one-with adult students would definitely be an interesting concept through which their differences in writing performance and attitude could be addressed and analyzed in order to have even more clearer results of the implementation of process writing and peer feedback.

Conclusion

The current research addresses the effectiveness of peer feedback and process writing in an adult learners' context. The results were very encouraging and the conclusion that can be drawn is that adult learners can be definitely benefited by peer feedback. Peer feedback and process writing appear to be a promising combination in assisting learners in the acquiring of the written skill in English. Nevertheless, more research is needed in the field so that teachers understand how to train learners to give feedback and also to acquaint them with the principles of process writing.

Concluding Remarks

The main point of the particular research was the concept of peer feedback and process writing and specifically their effectiveness in enhancing the writing skill in an adult learners' context in Greece. The researcher used quantitative instruments in order to collect the required information, which answered the two research questions. The results were very satisfying as a comparison of the pre and post writing tests showed that peer feedback and process writing affected learners' writing skills in a positive way. As far as the effects of peer feedback on learners' motivation are concerned, the results were very optimistic as well. Learners' responses to the post-questionnaire show an evident increase in learners' motivation and excitement towards peer feedback in the writing process.

In spite of the fact that the current study included a small-scale research and some crucial limitations, it is significant as it contributes to an addition in the research base of peer feedback and especially process writing in Greece. Additionally,, the results of the study can provide the motive for the organization of training seminars so that teachers become familiar with peer feedback in the framework of process writing and its implementation.

Undoubtedly, process writing and peer feedback constitute a combination whose implementation proved to be quite encouraging in enhancing and developing learners' writing skills. Therefore, what can be inferred is that the concepts of process writing and peer feedback can be instilled in educators if they are accompanied with constant training and support. After all, the most important conclusion that can be drawn is that teachers and educators in general should make an effort to render their classrooms as learner-centered as possible as only in this way are the students given the chance to become independent learners.

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APPENDIX I-COURSEBOOK'S WRITING LESSON

Appendix II: Pre-writing test

A friend of yours is a reporter in an international travel magazine. He is going to write an article about your home town and he is asking for some information. Send him a letter and tell him about it.

You can give information about:

- ✓ History, culture
- ✓ Local customs
- ✓ Famous tourist destinations
- ✓ Things to do and see.
- ✓ Any other information you feel it is important.

Appendix III: Post-writing test.

You are a student in an exchange programme and you have visited another country. Your cousin has sent you a letter and he/she is asking you to tell him/her about it.

You can give information about:

- ✓ History, culture
- ✓ Local customs
- ✓ Famous tourist destinations
- ✓ Things to do and see.
- ✓ Any other information you feel it is important.

Appendix IV: Marking scheme

Marking scheme

The marking scheme that follows is inspired from an idea by PET University of Cambridge ESOL Examinations (2014).

Criteria:

- 1) **Content:** the learner is assessed for the relevance of its content and the amount of information he/she gave
- 2) **Communicative competence:** the learner is assessed for the communication of their message
- 3) **Organization:** the learner is assessed in terms of coherence and appropriateness of linking words
- 4) **Linguistic competence:** the learner is assessed for the range of vocabulary and grammatical accuracy

	Content	Communicative competence	Organization	Linguistic Competence
5	The message is relevant to the topic and the target reader is fully informed.	The conventions of communicative task are used appropriately attracting the reader's attention and communicating the message effectively.	The ideas are appropriately organized. The text is fully coherent using a variety of linking devices.	The text features appropriate everyday vocabulary. Use of simple and some complex grammatical structures are appropriate. Errors do not impede comprehension
4	The message is relevant to the topic but there may be slight irrelevancies. The reader is largely informed.	The conventions of communicative task are used appropriately communicating most of the message effectively.	The ideas are well organized. The text is generally coherent using enough linking devices.	Use of vocabulary is on the whole appropriate. Simple grammatical structures are used quite accurately. Although some errors are observable, comprehension is not impeded

3	Although there are some omissions, the message is on the whole relevant to the topic and the reader is adequately informed.	The conventions of communicative task are used generally appropriately and simple ideas are adequately communicated.	The ideas are organized and the text is coherent but there are few linking devices	Use of simple vocabulary is generally appropriate. Simple grammatical structures are used quite appropriately. Although there are many errors, the message can still be identified.
2	There are quite a few omissions and irrelevancies in the message. The reader is little informed	Simple ideas are adequately communicated.	The text is not very organized and coherent using limited linking devices	Use of basic vocabulary is appropriate. Basic grammatical structures are used appropriately enough. Many errors can be observed which impede comprehension at times.
1	There are many irrelevancies and important information is missing. The reader is very little informed.	Simple ideas are communicated in simple ways.	The text lacks coherence and is connected using very simple linking words.	Use of basic vocabulary is appropriate. Very simple grammatical structures are used accurately at times. Errors impede comprehension
0	The message is totally irrelevant and the reader is not at all informed			

Appendix V: Questionnaire 1

Dear students,

The questionnaire that follows will give me the opportunity to collect more information about your preferences as regards writing in English, how you organize your ideas when you have to write a topic and your views towards peer-feedback. As a result, I will be able to prepare the next sessions in a better way.

Please answer the following personal information first. The questionnaire is anonymous.

1. Gender: Male: Female:
2. Age: years old.
3. How many years have you been learning English?

Answer the following questions by ticking the appropriate letter. In some questions (questions 2, 7 and 9) you can tick more than one answer.

1. Do you like writing in English?
 - a) Always.
 - b) Sometimes.
 - c) Rarely.
 - d) Never.
2. What does writing in English mean to you? You can tick more than one answer.
 - a) A tool to express my thoughts.
 - b) A way to communicate with other people.
 - c) An obligation when learning the language.
 - d) An unpleasant but necessary process towards learning a new language.

3. How often do you write in English?
 - a) Whenever my teacher says so.
 - b) Once a week.
 - c) Two times a week.
 - d) Whenever there is a writing activity in my coursebook.

4. What do you believe about writing in English?
 - a) It is easy.
 - b) It helps me learn more about the target language
 - c) It is demanding but I like it.
 - d) It is difficult.

5. When writing in English which strategy do you follow?
 - a) I think a lot about the topic and keep some notes.
 - b) I do not keep notes and start writing straightaway.
 - c) I write a draft and then I go back and rewrite it making corrections.
 - d) I do some research about the topic and then I start writing.

6. After you have finished writing what do you do?
 - a) I submit it immediately,
 - b) I read it again and correct any mistakes in grammar or spelling.
 - c) I read it again and add any other ideas I may have.
 - d) I rewrite it including any corrections I may have made.

7. When your teacher gives you feedback on your writing, what does she do?
You can tick more than one answer.
 - a) She corrects all the mistakes that I have made.
 - b) She corrects some of my mistakes.
 - c) She comments on my mistakes without correcting them.
 - d) She helps me correct my mistakes.
 - e) She lets me correct my mistakes on my own.
 - f) She gives me advice on how to improve the quality of my writing.

8. What do you think about your teacher's comments?
- a) They are useful.
 - b) I find it hard to understand what I have to do.
 - c) Sometimes they dishearten me.
 - d) They help me a lot
9. What type of mistakes do you make? You can tick more than one answer.
- a) Grammatical.
 - b) Spelling.
 - c) Wrong word order.
 - d) Wrong phrase.
10. Once you have read your teacher's comments what do you do?
- a) I do nothing.
 - b) I discuss about them with my teacher.
 - c) I discuss my mistakes with a fellow student.
 - d) I re-write it.
11. Do you feel that you can correct your piece of writing on your own?
- a) Always.
 - b) Sometimes.
 - c) Rarely.
 - d) Never.
12. Do you like reading other student's writings?
- a) Always.
 - b) Sometimes.
 - c) I find it useless.
 - d) It is boring.
 - e) It is interesting to know how other students write.

13. Will you provide comments on other student's writing?

- a) Always.
- b) Sometimes.
- c) Rarely.
- d) Never.

If your answer in question 13 is (a) or (b) please answer 14(a). If your answer is (c) or (d) answer question 14 (b).

14a. If you like providing comments on others' students writing explain why:

- a) It is a rewarding activity in class.
- b) I learn from my fellow students' mistakes.
- c) It is encouraging that my fellow students make mistakes like I do.
- d) I want to receive feedback from my fellow students too.

14b. If you don't like it explain why:

- a) I think that the teacher's comments are more useful.
- b) I am embarrassed about my mistakes. .
- c) It is boring to read other student's writing.
- d) I find it hard to comment on it.

15. What type of comments do you give to your fellow students?

- a) I highlight the grammatical mistakes.
- b) I highlight the spelling mistakes.
- c) I correct the grammatical mistakes
- d) I correct the spelling mistakes.
- e) I ask if I don't understand something.
- f) I ask my teacher to help me.

16. What do you think of the comments you receive from your fellow students?

- a) They help a lot.
- b) They are useless.
- c) I don't understand them.
- d) I do not read them at all.

Appendix VI: Questionnaire 2

Dear students,

The questionnaire that follows will give me the opportunity to uncover any change of attitude towards writing strategies as well as your feelings regarding peer-feedback during writing.

Please answer the following personal information first. The questionnaire is anonymous.

4. Gender: Male: Female:
5. Age: years old.
6. How many years have you been learning English?

Answer the following questions by ticking the appropriate letter. In some questions (questions 5a, 5b, 6a, 6b and 7) you can tick more than one answer.

14. Did you like writing in English during this year?

- e) Always.
- f) Sometimes.
- g) Rarely.
- h) Never.

15. The writing workshops during the school year helped me improve my writing skills.

- a) Always.
- b) Sometimes.
- c) Rarely.
- d) Never.

16. Reflecting back on our writing classes, what is your opinion towards writing?

- a) It was easy and pleasant.
- b) It was easy but I did not like it.
- c) It was difficult and I did not like it.
- d) It was difficult but I liked it.
- e) It helped me a lot.

17. Did you like giving feedback to your classmates' paper?

- a) Always.
- b) Sometimes.
- c) Rarely.

5 α. If you liked it explain why. You can tick more than one answer.

- a) It was a constructive activity in class.
- b) I saw that my classmates make mistakes too.
- c) It gave me extra opportunities for practice.
- d) It was useful to know how my fellow students think and write.

5b. If you did not like it very much explain why. You can tick more than one answer.

- a) It was boring reading my classmates' paper.
- b) It was difficult finding their mistakes.
- c) It was hard for me to comment on their mistakes.
- d) I found it useless.

6. Did you like receiving feedback on your paper?

- a) Always.
- b) Sometimes.
- c) Rarely.

- 6a. If you liked it explain why. You can tick more than one answer.
- It helped me gain better insight on my paper.
 - It helped me correct the grammar mistakes in my paper.
 - It helped me correct the spelling mistakes in my paper.
 - It helped me improve the organization of my paper.
- 6b. If you did not like it very much explain why. You can tick more than one answer.
- I did not want my classmates see my mistakes.
 - I felt anxious when my fellow students corrected my mistakes.
 - I prefer teacher feedback.
 - I did not understand their comments.
7. What kind of mistakes did your classmates do? You can tick more than one answer.
- Spelling.
 - Grammatical.
 - Wrong word order.
 - Difficulty in expressing their ideas
8. What kind of mistakes did you do? You can tick more than one answer.
- Spelling.
 - Grammatical.
 - Wrong word order.
 - Difficulty in expressing my ideas.
9. When you re-wrote your writing how many of your classmates comments did you use?
- All of them
 - Some.
 - A few.
 - Very few.

10. Do you think that peer feedback is a practice that needs to be used during writing classes?

- a) Always.
- b) Sometimes.
- c) Rarely.
- d) Never.

11. Will you keep asking for your classmates' comments from now on?

- a) Always.
- b) Sometimes.
- c) Rarely.
- d) Never.

12. Do you feel that you can correct your own mistakes now?

- a) Always.
- b) Sometimes.
- c) Rarely.
- d) Never.

13. Was it anything that you did not like during the writing workshops?

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14. Was it anything that you would like to be done differently?

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Appendix VII : Training Sessions.

Training Session 1.

Olympic athletes who win medals often receive financial rewards from the government in the form of cash payments, secure jobs, or pensions as compensation for the sacrifices they make during years of training. However, some people feel this goes against the Olympic spirit of competing for glory, not rewards, and encourage athletes to resort to unfair means to achieve victory. Are you in favor of such rewards or not?

To win an Olympic medal is not only the highest achievement for any athlete, but it brings enormous prestige to his or her nation. Consequently, many of the governments offer money incentives to athletes in an attempt to increase the medals they win by their nation. However, a great controversy surrounds such rewards because of the Olympic spirit represents competing for glory, not for the money.

One argument in favor of financial rewards is that athletes should be compensated for the difficulties they face in reaching an Olympic standard. They make great personal and financial efforts because of long hours and the many costs of training. Proponents of such prizes also point that it is only fair for Olympic medalists to be assured of financial security since a career in sports is invariably short. Another argument is that a medal is a victory for the whole nation and it is a great example to young people start becoming involved with sports.

However, the opponents of such rewards say that the achievement is to win Olympic medals, and the reward should be a symbolic present like the ancient times. When athletes are given money as a reward, they might use unofficial substances because money is very tempting. Another drawback, is that many athletes want to advertise things for the money they gain.

All things considered, I believe that huge financial rewards for Olympic medals are both inappropriate and unnecessary. Athletes should compete for the honour they bring back to their country, not because it will make them rich.

- Can you provide feedback based on the correction code that follows?**

Correction code

S= Spelling mistake

G=Grammar mistake

=add a word/phrase/sentence

=erase a word/phrase/sentence

WW=Wrong word

WO= Wrong word order

P= Start a new paragraph here

C=Capital letter

Υπεύθυνη Δήλωση Συγγραφέα:

Δηλώνω ρητά ότι, σύμφωνα με το άρθρο 8 του Ν.1599/1986, η παρούσα εργασία αποτελεί αποκλειστικά προϊόν προσωπικής μου εργασίας, δεν προσβάλλει κάθε μορφής δικαιώματα διανοητικής ιδιοκτησίας, προσωπικότητας και προσωπικών δεδομένων τρίτων, δεν περιέχει έργα/εισφορές τρίτων για τα οποία απαιτείται άδεια των δημιουργών/δικαιούχων και δεν είναι προϊόν μερικής ή ολικής αντιγραφής, οι πηγές δε που χρησιμοποιήθηκαν περιορίζονται στις βιβλιογραφικές αναφορές και μόνον και πληρούν τους κανόνες της επιστημονικής παράθεσης.

