

## EFFECT OF CORRECTIVE FEEDBACK ON REVISION THROUGH COMPUTER-MEDIATED INSTRUCTION: THE PAKISTANI EFL CONTEXT

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### Abstract

*Computer-mediated technology communication is very effective tool in such an environment. However, there is little to see how peer response feedback through computer-mediated communication processes in EFL classroom. The current study explored 'how EFL learners provided feedback to their peers and its impact on revision'. The study also investigated the factors which impacted students' writing comments, and using computers for peer responses. Mixed methods approach was used to collect data in two different writing tasks as part of a students' English course. Findings revealed that peer response task was complicated which was influenced by different contextual factors. The results showed that EFL students' using feedback was based on their need and focus remained on the content. The peer feedback had not direct impact on revision; the participants initiated revisions mostly themselves without their peers' suggestions. Findings also revealed that the impact of peer response was strong on the length of essays but weak on communicative purpose. Although characteristics of writing tasks and proficiency in language were factors affecting the feedback writing for peers yet the role of computer mediation was considered supplementary to the oral peer response.*

**Key words:** EFL students; interviews; revision; peer response; corrective feedback

### 1) INTRODUCTION

Foreign language Teachers at all levels have to face complications to better incorporating the writing activities into their English courses. In the teaching of English as foreign language at college level, for example, most textbooks approach writing as a support to others communication skills which contain exercises at the end of lessons. Their focus is on dictation or handling of phrases.

In the field of SLA, language teachers have been advocating the use of peer response activities in which learners provide feedback to one another's writings which generate the cooperative dialogues required for second language learning (Swain, Brooks, & Tocalli-Beller, 2002). Previously, researchers investigated the cognitive processes which the learners used in peer response, by paying attention to the talks and the writing (Guerrero & Villamil, 1994, 2000; Storch, 1999, 2001; Villamil & Guerrero, 1996, 1998). They found that collaborative tasks through dialogues engaged the learners in the social, cognitive and linguistic activities needed for a language learning to develop. But, students' little knowledge on how useful feedback to be provided negatively affected the collaborative dialogues. Teaching learners about how and why collaboration is to be considered significant in learning to write.

In the L2 writing, authors suggested the use of writing process approaches (Barnett, 1989; Greenia, 1992), which initiated in L1 writing classrooms. Process approaches view writing tasks as a non-linear, dynamic and recursive activity that takes place in the stages and differ among writers. Hence, from this perspective, students should be encouraged to be engaged in multiple drafting and revisions' activities (Daiute, 1986; Faigley & Witte, 1981; Flower & Hayes, 1981; Sommers, 1982). Revision is considered a process in which learners make amendments throughout writing a draft to harmonize it with their changing intentions. Revision improves writing as it facilitates learners shaping their ideas until they appear clear to the reader (Sommers, 1980).

Process approaches increase the significance of peer response as a technique to assist in revision processes. When students collect feedbacks from their peers, it becomes easier for them to learn whether or not have their intended meanings are communicated. Research in English as foreign Language (EFL) classrooms has revealed that when the writers and the readers comment on one another's drafts, they have an active role to play in learning to write (Mendonça & Johnson, 1994), get the critical skills and confidence which are required to analyze and revise their own writings (Leki, 1990; Mittan, 1989), to develop the sense of audience (Mittan, 1989; Gere, 1987), and to obtain knowledge on a various writing styles (Spear, 1988).

Revision and peer response are perceived to be viable tools for the students to learn how to write in a foreign language, and some studies focus on the impact of peer responses on revisions (Berg, 1999; Connor and Asevanage, 1994; Hedgcock & Lefkowitz, 1992; Hewett, 2000; Lee, 1997; Mendonça & Johnson,

1994; Nelson & Murphy, 1993; Nystrand & Brandt, 1989; Paulus, 1999; Tang & Tithecott, 1999; Tsui & Ng, 2000; Villamil & Guerrero, 1998). These studies have revealed contradictory results. Some researchers in the past, found that few of the revisions students were due to the result of the peer response (Tsui & Ng, 2000; Connor & Asenavage, 1994; Spivey & King, 1989), but others were reported that the EFL learners used frequently their peers' responses when they interacted in some collaborative manners (Nelson & Murphy, 1993) and they also used their peers' suggestions selectively (Mendonça and Johnson, 1994). Most of the studies, however, involved English learners as a first (L1) and as L2; only few of the studies investigated how the learners who were the native speakers of English discussed their texts in English, even though this language is common in the United States and considered one of the most spoken languages in the world.

Recently, research on computer-mediated communication in L2 settings found that students who interacted synchronously through computer networks, participated more equally (Sullivan & Pratt, 1996; Warschauer, 1995a), expressed more in their target language (Beauvois, 1994; Kelm, 1992) and improved their attitudes towards learning a language (González-Bueno & Pérez, 2000). They also increased their motivation in communication (Kaufman, 1998), and became guides to one another in learning their L2 (Beauvois, 1997). Besides, these studies focused on the activities such as responding to questions asked by teacher, deliberating the texts or writing dialogues journal. Few L2 studies examined the students' language when they critiqued each other's writings through asynchronous computer-mediated communication.

## 2) PROBLEM STATEMENT

Review of the studies discussed earlier, on computer-mediated and face-to-face peer responses in L2 suggest that there is little known about how L2 learners are engaged and use peer responses. Particularly, in EFL classrooms, there is little information on how learners provide and understand asynchronous computer-mediated peer responses, and how peer responses impact their revision. This information is required to perceive to which extent computer-mediated peer responses could be used in EFL classroom and the role a computer has in peer response, and the extent to which learners utilize peer response for revisions. Little information available on these phenomena contains contradictions. The problem is that peer response, technology use and revisions are multi-dimensional phenomena which need a research strategy

capturing their complexities and protect the variety of the students involved.

### **3) RESEARCH QUESTIONS**

The current study was steered by the research questions as given below:

1. How EFL learners use computer-mediated (CMC) feedback provided by their peers about writing?
2. What is the impact of peers' feedback on EFL students' revisions?
3. What are the factors which influence the ways in which EFL learners provide computer-mediated peer feedback?

### **4) SIGNIFICANCE OF THE STUDY**

The study was undertaken for both practical and theoretical reasons. From practical perspective, this study provides information for EFL teachers to make informed decisions about writing activities to be involved in peer response and use of computer technology in EFL settings.

From theoretical perspective, this study is aimed at contributing the growing body of current knowledge on peer response process and revisions in two ways. First, the study provides significant information on the nature of peer response in computer-mediated EFL setting. Second, the contribution moves through the choice in methodology leaving open the possibility of exploring commonality and diversity in peer responding and revision, both within and between student writers.

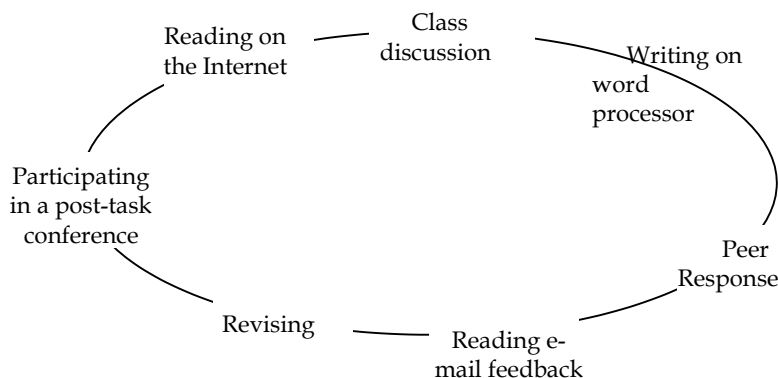
### **5) METHODOLOGY**

The sample of this study, were twenty EFL students of BS English in Khwaja Fareed UEIT, Rahim Yar Khan enrolled in BS English course which aimed to develop their ability in written and oral skills. They were students (male and female) of 3<sup>rd</sup> semester met on daily basis three days a week for one hour and thirty minutes' class. All of the students were studying English as foreign language. The participants were aging between 16 to 18 years old.

#### **5.1) METHODOLOGICAL APPROACH**

Students were given multiple sources so that they might learn how to read and write which help them to analyze, evaluate and critically think peer response activities. The students found out situational activities by searching them on the internet in order to improve their knowledge about the activities on the railway stations, airports, bazaars, historical places, shopkeepers etc. Based on the principle that the first language mediates the learning of a second language (Vygotsky,

1978), teacher-led and student- centered discussions used both English and Urdu. The resraercher introduced to the students about process-oriented



approach to put them in four writing cycles.

### *Figure 1 Showing Revision & Writing Cycles*

Each writing cycle was consisted of two weeks in which students produced 400- to 500 words writing prompts in English. This words' length was meant the students might be able to demonstrate their writing skills. First of all, students searched on the internet and explored their topics. In the next step, they discussed their topics in the class. In the third step, they wrote these activities on a word processor and by using e mails, they sent their drafts to the peers. After this, the students wrote a 150 to 200 words feedback paper for the writer. This feedback paper was sent again to the writer and he read the feedback of their work, revised their first draft and sent the second draft to the teacher. At the end students engage in the writing conference with the teacher to discuss their work and solve the questions and the issues.

### **5.2) DATA COLLECTION**

Following Figure 1 shows all the steps taken in the current study. Data collection were undertaken in the second (Task A, evaluative essay) and third (Task B, persuasive essay) writing cycles. Peer response preparation was made in the first cycle while member- check information from task A and B was made in forth cycle when required.

### **5.3 PEER RESPONSE AND REVISION SESSIONS**

Students worked in the pairs of their own choice in the preparations of the peer

response of task A and B. This was helpful for the students to able to get more time for discussion. They felt more comfortable in writing the comments with one person. After different activities with different classmates, they made pairs of their own choice.

### **5.3.1) LEARNING JOURNALS**

Throughout the English class, when each writing task was ended then researcher collected four learning journal entries. Learners achieved opportunities to reflect their learning experiences and described their views. Through learning journals researcher examined the learner attitudes and behaviors (Grabe & Kaplan, 1996).

### **5.3.2 INTERVIEWS**

Class was expected to have 30 students but only 24 students joined the class. Therefore, basically semi-structured were conducted with open ended questions as Fontana and Frey (1998), state that open ended and semi-structured questions are used to examine the students, their understandings on different aspects of peer response and the effectiveness of computers for peer response and purposeful sampling.

### **5.3.3) FIELD NOTES**

In the end of the class session, researcher examined the students' behavior and made his own notes. The aim of these notes were (a) to trace the related events in the students' behavior in data collection. (b) to record the students' comments.

### **5.3.4) DATA ANALYSIS**

Data collected for analysis consisted of (a) written peer prompts of task A and B (b) first and second drafts of these tasks, (c) tape recorded interviews, and (d) four journal entries. Additional data for data analysis was collected in the form of field notes. Two research instruments were used in the current study: (a) a coding scheme for language functions, and (b) a coding scheme for textual revisions. Coding Scheme for Language Functions. The coding scheme is helpful to analyze written prompts of the students using the model of Stanley's (1992) system for coding language functions during peer response.

### **5.3.5) QUANTITATIVE ANALYSIS**

From the Tasks 'A' (evaluative essay) and task B (persuasive essay) total ideas of units were 804 observed in the segmentation of the participants' feedback

comments. However, the students' feedback for Task A arranged for use more idea units (437) than the feedback for Task B (367) as shown in table 4.2 in the next page.

**Table 2**

*Number of Idea Units in the Participants' Feedback by Task*

Task A			Task B		Total
Participant	N	Rank	N	Rank	
Saqib	23	4	21	5	43
Tanvir	21	5	24	3	45
Asad	29	1	24	3	53
Uzma	22	4	19	6	41
Farah	12	8	17	7	29
Qasim	29	1	32	1	61
Ali	16	7	15	8	31
Rabia	19	6	0	10	19
Aimen	21	5	14	9	35
Hassan	22	4	28	2	50
Rena	27	2	20	5	47
Asif	20	6	14	9	34
Ahmad	28	4	21	2	49
Wasim	28	1	31	1	59
Jia	15	7	14	8	29

Mauz	19	6	1	10	21
Zara	20	5	13	9	33
Sara	21	4	27	2	48
Ayesha	26	2	19	5	45
Sana	19	6	13	9	32
<b>Total</b>	<b>437</b>		<b>367</b>		<b>804</b>

Given ideas were examined according to the function of language. Table.3 shows the types and frequencies of activities of language functions.

**Table 3**

*Type and Frequency of Language Functions in Peer Response Comments*

Frequency of Activities		
Response Type	N	%
Reacting	167	36
Advising	106	22
Announcing	89	19
Pointing	36	7
Acting as Audience	32	6
Eliciting	22	5
Collaborating	18	4
Questioning	5	1
<b>Total</b>	<b>475</b>	<b>100</b>

As shown in Table 4.3, students provide the most frequent type of language function by giving their comments was reacting (36%). Reactive functions of



language evaluative revealed that remarks neither pointed to a word or phrase in the text, nor advised. Other functions observed in the students' comments were questioning (1%), collaborating (4%), eliciting (5%), acting as audience (6%), pointing (7%), announcing (19%) and advising (22%). Table 4.4 shows the language functions identified along with examples from the students' comments. Examples are provided in English language.

**Table 5**  
*Type and Frequency of Language Functions Found in Peer Response Comments by Writing Task*

Response Type	Task-A (EvaluativeText)		Task-B (Persuasive Text)	
	N	%	N	%
Reacting	85	35	38	37
Advising	58	23	49	22
Announcing	51	21	37	17
Pointing	18	8	19	8
Eliciting	18	7	5	2
Collaborating	12	5	7	3
Acting as Audience	11	5	22	10
Questioning	4	3	2	1
<b>Total</b>	<b>257</b>	<b>100</b>	<b>224</b>	<b>100</b>

## **6) APPROACHES TO PROVIDING FEEDBACK**

Semi-structured interview transcripts and students' feedback commentaries were used as the data collected sources. Three criteria determined the students' approach in the current study: (a) the participants' perceptions of how they provided feedback (b) the majority of the language functions used, (c) the purpose in the opening part of their commentaries.

### **6.1 USING FEEDBACK**

Question 1. How do students use computer-mediated comments given by partners about their writing? The data to respond to this research question were obtained from (a) the transcripts of the semi-structured and the discourse-based sections of the interviews for Tasks A and B (b) the participants' first and second drafts (c) their feedback comments. To decide the participants', use of feedback, researcher first focus on the types of textual revisions about their paper. Then, researcher evaluated the motive of the participant for their revision. Finally, researcher recognized the revisions that were recommended to judge the influence of peer response on revision.

Results showed that most of the revisions of the students on persuasive and evaluative essays contain polishing of language below the clause level and the additions of the statement. Researcher also found that the participants used peer feedback as gallows to enhance their knowledge of the English language and as a source of content. In more revisions, the feedback was consisted of basically advising language functions. The effect of peer response was limited on the language used, less effect on the communicative purpose of the essays and dominant on the length. The students told that feedback is good as well as bad for them. In the next part, the researcher showed the results on each of these issues.

### **6.2) TYPES OF TEXTUAL REVISIONS**

Both qualitative and quantitative methods of analysis were engaged. For the qualitative analysis, the researcher noticed the discourse-based interview in which the students gave their opinion for their revision. As per quantitative analysis is concerned, the researcher calculated percentages and frequencies of the different types of textual changes that the students made on their drafts.

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### 6.3 QUANTITATIVE ANALYSIS

For the task ‘A’ the students made a total of 48 textual revisions from draft 1 to draft 2 (evaluative essay), and for task B they made 44 textual revisions from draft 1 to draft 2 (persuasive essay). Per students’ range of revision was from 0 to 8 for Task A and, from 0 to 7 for Task B. It is also noted that on each task there were two students, who quit their revision.

Table 6 presents the revisions made by the participants on Tasks A and B. Of the 92 revisions made, 4% were modifications that related to the writer’s purpose and expression of reason, 4% were deletions of detail or statement, 21% consisted of polishing the language below the clause level, 4% included the reshuffling of clauses and 73% comprised additions of detail or statement. Modifications that relay on changes that relate to the writers’ claims revision types and the rhetorical machining of discourse were not found in the students’ drafts.

**Table 6**

*Type and Frequency of Textual Revisions*

Textual Revisions	N	%
Addition of detail or statement	65	67
Deletion of detail or statement	3	4
Reshuffling of clauses	3	4
Modifications that relate to the writer’s purpose and expression of reasons	3	4
Changes that relate to the writer’s claims that reflect awareness of anticipated feedback	0	0
Modifications that relate to rhetorical machining of Discourse	0	0
Polishing the language below the clause level	18	21
Total	92	100

To judge if the participants revise on the persuasive and evaluative essay in different way the frequencies and types of textual revisions were also examined by task in Table 7. Results show that the students revised in a similar fashion in

both types of text. The most frequent revision was addition of detail or statement.

#### **6.4 QUALITATIVE ANALYSIS**

From the discourse-based interviews for Tasks A and B, researcher found the difficulty of many students to meet words length required (400-500), and by using the ideas from the feedback of their partner to lengthen their texts. Rabia, for example, said, “I tried to complete the word limit and in this I was missing lot of details.” Sana said “I meet about two hundred and fifty words and I was in difficulty to meet 450 words limit. Then I read that gave me many ideas.” Ayesha affirmed: “It’s easier to just add stuff on to it because I tend to be a lot shorter than I could be in English.” Zara also said, “Most of the time, I am in trouble in finding many words.” For Task B, which consisted of a persuasive essay, Harry respond, “I came to know that he was not persuaded, so I made my persuasion strong by adding onemore persuasive sentence in the first and the last paregraph.” Ahmad also made addition of persuasive sentence in the start but the researcher considered it less persuasive.”

Ahmad argued that he wrote what he considered was his thesis but researcher added something to it”. Participants read feedback of their peer to get the ideas for their essays but no finding the material which arose the ideas they get disappointed. Same was the case with Wasim. In the discourse-based interview for Task B, he argues, “I want to add something more in the essay if feedback would be helpful.” Some participants met their word limit and lost their interest in their partners’ feedback”. For example, researcher came to know in the semi-structured interview of Rena that she did not use her partners’ feedback because the word limit of her essay was already completed. In the same interview of Wasim researcher came to know that some of the things were useful while some part was not understandable to me. The students’ perceptions about their writing and feedback showed that they used feedback as helpful for their writing material or retardation to their linguistic development. Researcher exposed the feedback that Sara received and modifications that she made in the second draft to explain the how students add details after getting feedback. Jia was the one who had the lowest self- rated proficiency in the group, novice mid. She wanted to write about something which she knew well. For this purpose, she read a story of grandmother and granddaughter and wrote about the similarities in both of them. The next part shows the feedback comments got from Mauz. He had intermediate writing proficiency.

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### **6.5) PERCEIVED FACTORS THAT INFLUENCE PEER RESPONSE**

Question 3. What factors influence the ways in which the students participate in computer-mediated peer response? The basic data sources to answer to this question were the semi-structured interview transcripts and the learning journals. The secondary sources of information were drafts, observation notes and feedback commentaries

Uzma and Qasim provided the data on the factor of perceived language proficiency. Wasim, Andy and Qasim provided the data on the factor of the writing task. Furthermore, researcher collected data from the following interview questions:

1. Was your level of English a hindrance of providing feedback?
2. How did you solve your problem?? Tell if possible.
3. Do you consider, your feedback paved the way of your partners' writing?
4. Do you consider the assignment inclined the way you revised?

Students provided two types of information. First, Farah argued that her proficiency level was not too good to provide feedback she received from her partner. Then, Qasim reported that he provided feedback according to the perceived proficiency of his peer. These participants, however, assured that these problems did not hinder their communication as they used various strategies to lessen their language problems. The students affirmed six different strategies.

Second, there were two characteristics of writing task that affected the participation in peer responding. One was the word length for the task and other was the use of internet. These characteristics affected the length of the drafts submitted for peer feedback and the time invested. Finally, some participants responded and revised by the type of the text in the task. In the following parts, the researcher gave the findings in relation to the factors that affected the peer response.

#### **6.5.1) INFLUENCE OF PERCEIVED LANGUAGE PROFICIENCY**

Rabia perceived low English proficiency due to which she could not gave good feedback to her peer. Language proficiency of Rabia is novice mid. She wrote on her learning journal: "According to my point of view this activity does good to me but for my partner I think I can't help him because of my low proficiency in English". She was directed to Asad. Researcher came to know, in the semi-structured interview for Task 'A', peer response experience of Rabia with Hassan who had intermediate high proficiency in writing and with Ali whose writing proficiency was intermediate low she further said, "I could not help Ali

as his proficiency was higher from me. I could not find out mistakes in his articles. He was giving me almost an overload. But his feedback helped me also. The researcher noticed the feedback that Rabia sent to Ali and to Mauz. First, she provided feedback to Ali on a biography he wrote activities about a Tochi Khan political leader during the peer response preparation activities. Then she provided feedback to Mauz on his Web page evaluation for Task A. The following are the entire feedback commentaries written by Rabia to both of her peers. Her responses were coded for language functions and focus of attention.

1) Feedback to Ali. The first paragraph talks about Tochi Khan as a great celebrity and the whole Punjab also. I think that your main idea is very good. The second paragraph talks about Tochi Khan's education.

What else do you know about his education? I like the part where you say that Tochi Khan had conflicts with Muslim League (N), especially on political front. It occurs to me that Tochi Khan wanted peace for all Punjab. I think Tochi Khan was in favor of democracy in Pakistan and in other countries. Why don't you add where Tochi Khan is now?

I see that your draft was good and I hope to help you more. You use quotations, words and phrases that connect all the text. You have many questions. In addition, from beginning to end you have a terrific draft of the life of Tochi Khan.

2) . Feedback to Rena. What did I like more about your paper? The introduction paragraph is very detailed. I liked the part where you gave the colors of the link and I think that you described well the colors on the page.

Your writing made me feel a very similar opinion on the link, we thought similar. My favorite part in your paper is your paragraph about the similarities and differences between the links of Lahore and Faislabad.

In relation to the page on Lahore, I think that you need a little more in what the page offers. What places do you like and don't you like? Also, is this page useful for all people or just people with a lot of money? In addition, do you mean that you used the page or that it is too much for you to use?

"Oh yes, I read that your conclusion is that you would like to visit Lahore, me too. As for me, I want to go, but there is not enough money." What a shame!

Rabia's feedback comments showed that she paid attention on both of her peers' essays. Researcher also expose from the data that on her feedback to Ali she created slightly more idea units, although on her feedback to Rena she

unfolds more variety of language functions. Her feedback to Ali consisted of 12 idea units including acting as audience (2), eliciting (2), announcing (4), and reacting (4), functions. Her feedback to Rena, on the other hand, consisted of 10 idea units with acting as audience (1), reacting (4), advising (1), eliciting (2), announcing and questioning functions. Rabia used “interpretative” approach to Ali and “supportive” approach to Rena. Researcher suggest that the writing proficiency Rabia and her peer inclined the way she provided the feedback. She could understand Ali’s text, and draws out his ideas twice. With Rena, she exposes a variety of language functions that enhance more textual changes: questioning, advising and eliciting.

Lack of vocabulary was also one reason that retard the feedback comments. To overcome the problems of language, they use many strategies.

### 6.5.2) THE INTERNET AS A SOURCE OF INFORMATION

Two participants, Wasim and Ahmad, felt submerged by the amount of information on the Internet. Wasim, who spoke in the semi-structured interview for Task A: “I’am confused about the stuff to write about.” Wasim was of the view:

“It took much time in searching data about my topic. I spent about eight hours in one day in which I spent six hours in finding data and consume two hours on writing on my topic. This time effected much on the length, he wrote 162 words for task A and 216 word for task B.

Table 8

*Participants’ Number of Words in the First and Second Drafts for Tasks A and B*

Participant	Task A (evaluative essay)		Task B (persuasive essay)	
	Draft 1	Draft 2	Draft 1	Draft 2
Ahmad	170	386	255	499
Jia	93	661	519	527
Tanvir	616	625	723	790
Hassan	403	451	412	476

Zara	462	502	349	599
Wasim	162	571	216	534
Ali	121	548	534	534
Rena	630	641	571	604
Uzma	493	522	594	694
Qasim	177	453	376	552
Rena	669	702	520	545
Rabia	477	517	547	549

Wasim's second drafts, crossed the word limit: 571 for Task A and 534 for Task B. Wasim illustrate in her learning journal for Task A how he increased the word limit for his second draft for that task.

Jia provide very useful feedback. She interrogates what she wanted in the test and this was helpful to wrote 500 words I needed. This surprised me because I was not expecting this.

For Task B Wasim collaborate with Qasim, whom he thought useful. He expresses in the semi-structured interview for that task:

Qasim was proved beneficial as he understood I was having difficult time. He just diverts my attention on what is good and what is to write more.

### 6.5.3 THE NUMBER OF WORDS REQUIRED FOR THE TASKS

Ahmad illustrate word length issue needed for the essay. For task 'A' he wrote in the journal entry: "It was certainly difficult for me to write 500 hundred words about view of the Web site." For Task A, he reported in the semi-structured interview, "I frequently faced difficulty in completing the word limit. Researcher mentioned in the table 350, Ahmad wrote 270 for task A and 255 words for her task B in the first draft.

Qasim had faced this issue. Which he expressed in the learning journal for his second draft. "It was hard to search 500 words from the internet so I take help from my partner to finish my papers, word limit and improve its strength."

## 7. DISCUSSION

Findings of the current study regarding the multiplicity of the approaches



which the research participants used to get over their language hurdles and complications in fact revealed their own abilities to construct the ways and means to develop their writing performance in learning. Many of the approaches applied were not included in the peer response activities. This also indicated their capabilities as EFL learners. Ellis (1994) also mentioned that the use of approaches by the learners proves the characteristics of good language learners because they are mainly connected with form and communication when they have a dynamic approach to perform the task. In the current study, research participants were well aware of their learning procedure. Therefore, they used the strategies with flexible attitude. Code switching was revealed predominantly interesting among students. They instinctively made use of this strategy to compensate the language hurdles and complexities to develop the writing fluency. This clearly indicated that peer response in foreign language is a bilingual activity wherein the students use their L1 to adjust their intellectual processes at the time of writing their feedback/comments.

Other research studies (see for illustration in Swain & Lapkin, 1998; Anton & DiCamilla, 1998; Woodwall, 2002) examined code switching during EFL learning, but no research study investigated of how code switching in EFL learning occurs when EFL students respond to their peers' writing. This has appeared very interesting and beneficial area to investigate the field of L2 peer response through computer mediation.

One more approach used by students while writing feedback was a handout in which expressions were infused for preparing peer responses. This type of learning tool was given to be used during the preparation for response. The students, however, told that they occasionally used this tool when they faced problems in writing their feedback. This learning tool proved to be another "voice", this was not the only one, which students heard in the context of peer response to provide assistance in their L2 writing. Some of the researchers objected to the use of guidelines in the peer response because EFL students might use them mechanically instead of utilizing their L1 to make commentaries (Grabe & Kaplan, 1996). In EFL context, nevertheless, the learners are needed to be taught suitable language to fully take part in this procedure. Other research studies revealed that facilitator language in target language peer response yielded the greater academic and social benefits (Nelson et al., 1993; Mangelsdorf & Schlumberger, 1992).

The study also suggested if the students prepare well, they don't need to get an advance level of proficiency in writing in L2 to take part in peer response

activities through computer-mediated communication. Other studies (see for illustration in Zhu, 1995; Hacker, 1994; Stanley, 1992; Berg, 1999; McGroarty & Zhu, 1997; Lane & Potter, 1998) also emphasized the significance of training the students for peer response. These research studies utilized various methods of training which obviously focused on producing effective feedback/responses.

Preparation of the students in the current study, nonetheless, included not only providing a rationale regarding this kind of modeling and activity for giving comments, but also supplied language resources to inspire students how to use computer technology in writing their feedback. Computer-mediated peer responses in L2 is greatly complicated as it demands from EFL teachers to have four kinds of knowledge at least: first the teachers should have (a) know how about the procedure involved in the L2 writing proficiency, (b) know about the peer response as an informative technique, (c) well awareness of the computer technology applications for improving L2 writing, and (d) understanding in pragmatics of peer responses in English. These types of skilled approach are required to enable the EFL students to involve entirely in the computer-mediated peer responding tasks.

Peer response through computer-mediated communication is nearly a new area of research studies in the pedagogy of English and much more investigations are required to know if learning experiences are needed to be provided that actually support collaborative dialogues to occur in maximum in the computer-mediated environment to get efficiency for writing in target language. The case study approach used in this study captured part of the complexity of the processes involved. In the following paragraphs I share some reflections in relation to computer-mediated feedback.

Moreover, students' sending feedback in e-mail attachments appeared to be beneficial as compare to using other methods of computer-mediated communication. Compared to research learners who work through the synchronous communication, EFL students in the current study were not required to be at a computer at the same time for taking part in the peer response activity. Besides, they were provided more time to think and plan their contents and organizing their commentaries in foreign language. The research participants produced their commentaries by using a word processor and sent those feedback commentaries in the e-mail attachments. Compared to the participants who work through e-mails, the students in the study utilized

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various stylistic and rhetorical characteristics which are normally employed in the essays (Ferrara, Brunner & Wittenmore, 1991; Faigley, 1992). This task added the EFL students' practice of writing in L2 formally, although sometimes it made them feeling overcome by the quantity of writing they wanted to do for their course. This type of problem could probably be resolved by using the word processor tool which puts short feedback commentaries into students' writing in L2. The readers felt less overwhelmed by writing the feedback commentaries while the writers found it much easier to identify the issues which was being assessed.

Students showed their positive attitudes for using computer in EFL classroom. In repeated statements, students' level of comfort was much noted during working in the computer lab. They felt pleasure moments while working freely and finding opportunities to seek each other's assistance in writing their feedback commentaries and in producing the essays. They also realized the value of being provided all the writing and reading resources in an online centralized location. Nevertheless, they were much concerned regarding their perceived lack of communication with their peers in group. As discussed earlier, one participant stated that he was unable to convey all that he actually wanted to convey about his peers' written prompts. This was perhaps because of the absence of oral peers' response that the written peer response seemed more time consuming and complicated as the participants worked by themselves on the ideas which they wished to discuss in their feedback commentaries. This weak point can be addressed by asking the students to interact each other orally before giving the commentaries on their peers' drafts, or by asking them to discuss the written feedback commentary orally.

Moreover, research participants realized that they improved their abilities dramatically in reading and writing in English, but they also expressed that their listening and speaking abilities were barred. Beauvois (1998) mentioned that the students who worked through computer-mediated communication for learning English could bridge up between oral and written expression. But lack of time and opportunities to bridge up this gap is the more complex aspect of teaching this peer response through computer-mediated focused course.

Each participant produced nearly 1,400 words essays for given two tasks under this study. The writing activity certainly had positive effects on students' abilities in reading, writing and using some computerized writing tools available to them. With recent advances in technology, it seems very common for discussions, collaborations and negotiations to entirely occur through online

communication. These performative activities can contribute to a more articulated curriculum of English at college level (Jurasek, 1996) that is related to the basic courses with the latest English Literature and English Composition courses.

More findings of this study explored that the word processor language tools provided effective support to the research participants in language learning with opportunities for perceiving (Ellis, 1994) and hypothesis testing language form (Swain, 2000; Ellis, 1994). Other research studies conducted in first language revealed that these tools were detrimental because they used the similar prescriptive rules to all the texts regardless of the contexts or the contents, and they suggested for corrections that novice writers accepted without much criticism (Kozma, 1991). The research participants in this study, nevertheless, had two years of English studies, and they therefore had considerable knowledge of English grammar to find out accuracy from inaccuracy.

Students appeared to get improvement in their attitudes and enlarged their motivation to write in English as foreign language when they began to learn using word processing language tools. This was perhaps because they recognized that their essays could have been of better quality if they had had little complication with grammar during writing procedure.

## 7.1 CONCLUSION

The word processing tools were proved to be beneficial for the students. They solve the language problems in very quick way. First of all, they directed their attention to the language form and after some time when their learning improved to some extent they became attentive to the content because they depended on the ways of revision of their own text and the texts of the partners. They considered the reading on the computer screen and in the end, the students realized that oral communication should occur with computer-mediated communication.

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