

**IMPACT OF PEER FEEDBACK ON ESL
WRITING SKILL OF STUDENTS OF
INTERMEDIATE LEVEL IN MULTAN**

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Impact of Peer Feedback on ESL Writing Skill of Students of Intermediate Level in Multan

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ABSTRACT

This study investigates the impact of peer feedback on the ESL writing skills of intermediate-level students in Multan, Pakistan. The purpose of the research is to assess whether peer feedback enhances writing performance, addressing the problem of limited student progress in English writing despite traditional teacher-led instruction. Peer feedback is considered an innovative pedagogical strategy that can encourage student collaboration, improve writing accuracy, and foster independent learning. The significance of the study lies in its potential to improve ESL teaching methods, offering a learner-centered approach that is particularly relevant in Pakistani educational contexts. A quasi-experimental design was used, involving 100 students from KIPS College, divided into experimental and control groups. The experimental group received structured peer feedback, while the control group followed traditional methods. Data was gathered through pre-tests, post-tests, surveys, classroom observations, and interviews. Analysis revealed that students who received peer feedback demonstrated significant improvements in grammar, content organization, and overall writing fluency compared to the control group. These findings support the effectiveness of peer feedback in enhancing ESL writing skills and suggest its broader application in language learning environments.

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DEDICATION

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CHAPTER 1

INTRODUCTION

This chapter gives an introduction of research topic and includes a brief description of the study on the whole. The researcher explains the important key terms related to the topic here. It also contains statement of purpose, research objectives, research questions, significance of study and delimitations.

1.1 Background of the Present Study

The present research study shows Impact of Peer feedback on ESL writing skill of students at Intermediate level in Multan. English is an international language of communication to maintain relationships with the whole world. It is the most spoken language and is achieving high status in modern era due to its cognitive and analytical characteristics. But its usage varies from place to place. It is used in different forms in different contexts. According to Kachru's '*Three Circles Model of World Englishes*' (1988), the first circle is 'Inner Circle' where English is used as a native or first language (ENL) in different states like United States (US), United Kingdom (UK), Australia and Canada etc. As a native or first language, English is the mother tongue of its native speakers. In second or 'Outer Circle,' English is practiced as a second language (ESL) in different places like Pakistan, India and Singapore etc. As a second language, English is mostly used for official purposes. The third circle is 'Expanding Circle' where English is used as a foreign language (EFL) in countries like China, Russia and Brazil etc. In these areas, English is used to maintain inter-national relations with the whole world. The current study examines role of English as a second language in Pakistani context to see the effect of peer feedback on Intermediate level learners' writing skill and reveals positive outcomes.

1.1.1 English as a Second Language in Pakistan

In Pakistani context, English is used as a second language (ESL) in different areas especially in academic institutions because it is considered an important symbol of achieving high status in society. "It is a language spoken by more people as a second language than a first" (Crystal, 2003). It means many people use this language although they have their mother tongues and national languages too but speak and use English for performing their duties or important actions to maintain their status in specific

societies. People learn and practice English because it has become language of knowledge and technology in order to show prestige all over the world. According to Mashori (2007), English has been characterized as an authorized language of Pakistan because it is highly used in different fields such as science, schooling and technology as a yardstick to measure an individual's competence. English is the medium of instruction in all types of competitive exams such as CSS (Central Superior Service), PMS (Provincial Management Services) and PPSC (Punjab Public Service Commission) etc therefore is taught in primary, elementary, secondary and higher secondary levels. People of modern era learn English because its speakers find more job opportunities in private and government sectors as compare to those who don't have competence of this language. Therefore, in Pakistani context, English is considered a need of the day and is taken as a necessary tool to enhance personal grooming, development and growth in order to become successful person in the world because it is used for all purposes; to achieve honor and prestige, to exercise power and authority, to earn livelihood and to maintain international relations etc. So, people of Pakistan usually learn local language such as Punjabi, Siraiki etc as their First language to practice their customs and traditions, Urdu as a National language to show solidarity and patriotism and English as a second language to become successful in the world. English is now regarded a significant measure of success not only in education but also in professional fields too. Therefore, it has become part of educational policies in Pakistan so that students may interact with this language more and more in different ways to have great competence for facing challenges of the whole world. The present research study highlights the impact of peer feedback on ESL Writing skills of students of Intermediate level. The main focus is on English that is used as a second language in Pakistani context.

1.1.2 Peer Feedback

In modern era, peer feedback is considered as an innovative and most practicable teaching technique to improve learners' English competence and performance. In academic contexts, feedback plays a very significant role in language teaching because it assists teachers to teach effectively at different levels. It is also regarded as a great learning process and also acts as a motivational tool to stimulate the students to learn and gain more knowledge efficiently. Good feedback provides authentic information on a particular task in order to understand the target language in

a better way for attaining better performance of learners in form of good results. Thus, feedback improves both the students' performances and their working abilities (Hattie and Timperley, 2007).

Feedback is normally given in form of comments on performance of some person and therefore exposes both the positive and negatives sides of a person's ability. It is therefore regarded a crucial aspect of teaching as well as learning process because feedback in terms of comments on some linguistic performance of student or learner highlights his/her strengths and weaknesses in education. In old times, it was only considered a teacher's duty to provide feedback on students' works but in modern times, world has become a global village and therefore has introduced the use of peer feedback to enhance students' abilities to correct their mistakes in a flexible environment. The present study deals with impact of feedback on EFL writing in general and impact of peer feedback on ESL writing in specific.

According to Paulus & Clanton (2006), peer feedback is an excellent tool of analyzing a learner's work because it enhances creative ability of students. Peer feedback evaluates learners' writings and by interchanging reviews, tries hard to remove their mistakes in a good way. Thus, it is considered an essential part of student's language learning process. The continuous practice of providing authentic peer feedback on learner's language enhances the quality of final draft. In this way, students feel confident as they are motivated to learn effectively in a good environment. Peer feedback has been introduced as a modern trend now-a-days in order to facilitate teachers in providing feedback on different language skills. Naturally, peer feedback is a learner-centered approach because it is performed by efficient students to assist weak learners in education by focusing on learners' engagement in different kinds of learning processes. According to Geiringer et al., (2005), peer review has maximum potential to increase student's abilities of learning languages from their peers or co-learners and consider them as *'legitimate sources of knowledge'* (p, 321). Thus, it promoted Participatory learning environment for collaborative learning to attain good results.

Liu (2013) did research on peer feedback and described the complex nature of writing in English as second language learning. He said that as compared to other language skills of listening, speaking and reading, writing is indeed a problematic area for most students and is often described as a complex process for learners who try to acquire English for the first time in academic contexts. Therefore, they face linguistic

problems and solutions also to resolve these problems. There are different factors who affect writing performances. Thus students receive peer feedback in different ways. Sometimes, they receive comments on their written material which directly tell them their mistakes and shape their linguistic performances. Peer reviewers mostly comment on grammatical accuracy to correct their grammar such as word classes and syntax patterns etc. He also focused on the quality of peer feedback as he said that peer reviewers provide qualitative feedback as they describe learners' mistakes thoroughly in order to improve them. The feedback is also given in terms of scoring matrix too. In this manner, students' writings are assessed individually and are rated in terms of score by peers that tell about the critical stage of students' competence.

In 21st century, English language is learnt and used on a global scale. Therefore, classrooms situations are prepared according to technological developments in modern era in order to facilitate learners with innovations. In recent days, teachers play little role in learners' education due to advancement of audio-visual aids as well as peer feedback strategies. By applying the strategy of peer feedback, teachers' duties of teaching different skills to students are converted to efficient students in the classroom and a flexible environment is created in which students confidently acknowledge their mistakes and try to remove them. In this way, traditional roles of teachers are reversed and new classroom dynamics are approved for attaining students' effective learning outcomes. According to Rollinson (2005), in modern times, the best use of peer feedback is done in ESL (English as a Second Language) writing classrooms that prove *'as a potentially valuable aid for its social, cognitive, affective, and methodological benefits...'* (p. 23). Peer feedback is categorized different from teacher feedback because of its more constructive and less critical nature of dealing with students. Students feel embarrassed before teachers but before their co-fellows, they don't feel shame to note their mistakes. As a result of detailed feedback from co-fellows, learners only concentrate on their mistakes and do significant efforts for improvement. Thus teacher feedback is assumed as general whereas student responses are more specific and goal-oriented (Rollinson, 2005).

Liu and Hansen (2002) state that 'Peer feedback' is known by different terminologies like 'Peer review' or 'Peer responses' and shows many benefits such as students' progress in education, raised motivation, good writing skills, excellent critical thinking, good creative writing, boosted confidence and good social interaction etc. They

recognized peer feedback as a great procedure that involves the use of learners as sources of information who contact each other in distinct ways in order to maintain different roles and responsibilities regarding language writing gradually assigned to them by instructors, subject teachers, tutors or editors etc. for the purpose of commenting, correcting, editing, proofreading and critiquing on each other's writing materials in both forms written or spoken. As a result, students' language learning skills are developed and they become able to participate in different activities like dialogues, presentations, sharing thoughts, different ideas, future suggestions and critical remarks clearly because of their improved language skills. Thus, students can confidently communicate with people in different places about different topics and also can participate in any kind of essay competitions programs etc.

Lundstrom & Baker (2009) conducted a thorough study to reveal the benefits of peer feedback as it not only provides broad gains to the receivers but also to the persons who are giving feedback. In peer feedback, the efficient students who are giving feedback learn many things from this process. For example, they focus on the mistakes and know very well the ways through which these mistakes can be removed. Their confidence is raised to extreme level as they think themselves efficient enough to deal with other students and providing them guidelines to diminish their English language weaknesses etc. Peer feedback acts as the indispensable step for students to become self-regulated learners because in this process, students learn from their teachers or their peers and pass the self-controlled level to gain writing skill success. The current study on peer feedback is very significant and is considered an effective formative device of assessment for language learning because it proves beneficial for students as they understand the assessment system effectively. Thus, students show mostly positive attitudes towards peer feedback in academic contexts.

1.1.3 Writing Skill

English language competence requires excellence of four language skills: listening, speaking, reading and writing. Listening and reading are often recognized as 'receptive skills' and mostly demand fewer efforts for acquiring competence whereas more attention is given to 'active skills' of speaking and writing in academic contexts. The current study focuses on impact of peer feedback on ESL writing skills of intermediate students.

Writing skill is defined as an ability to write something well in form of different signs or symbols for specific purpose. Writing is done in different forms and with or without rules and gives outcomes in different formats such as letters, essays, paragraphs, applications and reports etc. During process of writing, different drafts are prepared and final draft is approved as an outcome to share with people in specific situations. In modern era, mostly individuals use ‘free writing’ as a fundamental method to share their ideas, thoughts or feelings with each other in educational context. In Pakistan, students of schools, colleges or universities express their opinions through different forms such as story writing, paragraph or essay writing etc. for purpose of writing; they need accuracy in spellings, accurate grammatical patterns, syntax and mechanics etc. Pakistan has Urdu as national language and different mother tongues like Punjabi, Siraiki and Pashto etc. Therefore, students struggle hard to write good English as a second language (Khan, 2011).

Writing is done for different purposes such as descriptive writing describes important persons, places or situations etc. Narrative writing provides narration in an interesting manner whereas persuasive writing persuades individuals on some topic. Argumentative writing deals with different kinds of arguments for highlighting some specific likings or disliking etc. Another important type of writing is ‘critical writing’ that basically involves positive as well as negative points of something to highlight merits and demerits etc. It also considers various kinds of verifications to provide reasonable endings according to different points of views. For example, in essay writing, the writer thinks about writing in different perspectives such as grammar, spelling, and punctuation etc. He/she also takes consideration of different cohesive ties used in the text to reveal certain facts and figures etc. While composing a piece of writing, writers thus face many difficulties regarding mechanics, grammar or spellings etc. Therefore, expert writers also need more graceful system of knowledge in both communication and comprehension skills.

Writing is an important creative skill in English language as well as great source of communication with people therefore demands proficiency and extensive efforts like other skills. As a communication tool, it allows people to analyze different purposes of talking, gossiping through oral interactions, giving presentations, achieving distinct goals of learning, ways of constructing meanings to convey different senses and also to teach different subjects etc. As a professional kit, writing builds people’s confidence

as it enables human beings to participate in different competitions, conferences, meetings and social gatherings etc (Zamel, 1992).

1.2 Statement of the Problem

The main focus of this study is to highlight the impact of peer feedback on ESL writing skill of students of Intermediate level in Multan, Pakistan. Peer feedback is categorized as an educational innovation, in modern era, to achieve positive outcomes in students' learning processes in different academic contexts. Through the peer feedback, learners' deal with English language effectively and try hard to remove their mistakes. The current research is an important effort to increase awareness about the significance of peer feedback in developing good writing skills at intermediate level in different colleges of Multan city. Writing is the fourth most important skill for students to attain good grades in different classes. Therefore, its competence is necessary and they need accurate grammatical structures, spellings, sentence patterns and mechanics etc. The present research also focuses on the analysis of learning outcomes as a result of ESL writing of English language on some topic and demonstrates different ways, principles or guidelines through which peer feedback removes students' mistakes of English language during different writing processes etc. Therefore, the present study critically examines Pakistani academic context of Intermediate level where students' use English as a second language and commit different mistakes that are further diminished by use of peer feedback.

In modern era of scientific and technological advancement, new techniques have been introduced and many traditional practices have been finished. For example, it was a tradition by teachers, tutors and editors to provide feedback on students' outcomes of English language in different forms. It was mandatory for a teacher to improve learners' language by use of different sources or guidelines but it was considered his/her duty and there was no concession in it. As a result, students' used to show little improvement because of gap between teachers and learners in terms of social distance, seniority, respect and prestige. At that time, students felt low confidence to talk or ask something about English language and this thing created hindrance in development of English as a second language in learners' minds. With the passage of time, power shifted from teacher to students and peer feedback emerged as a strong activity to remove all distances and differences. Through peer feedback, students' minds showed flexibility in language learning. They focused on their mistakes and

gladly accepted principles or guidelines from their fellow students in positive sense. Learners' also felt confidence to talk actively without taking tension of what other student will think about himself or herself. Thus, peer feedback provided more fruitful results in acquiring competence of English as a second language in Pakistani context in recent years and proved itself as a valuable aid due to its affective, social, cognitive, and methodological benefits.

1.3 Research Objectives

The objectives for present research study are as follows:

- To investigate the impact of peer feedback on improving ESL writing skill
- To demonstrate the techniques used for evaluating the Impact of peer feedback

1.4 Research Questions

The present research answers the following research questions:

1. How does peer feedback impact the development of students' writing skills?
2. What are the techniques used for administering the Impact of peer feedback on ESL writing skills of learners at Intermediate level?

1.5 Research Methodology

The present research is experimental in its nature and investigates the impact of Peer feedback on Intermediate level students' writing skills in KIPS College for boys Multan. During process of Peer feedback, the participants belonging to 1st year and 2nd year classes have been selected to write paragraphs and essays on the topics relevant to their course of studies. Data has been collected and analyzed by employing mixed methods. The current study has employed a quasi-nonequivalent (pre and post-test) control group design to investigate the effectiveness of peer feedback in improving the learners' writing skills. The study has been initiated at KIPS Boys College Multan, Punjab, Pakistan. This College is working under private organization. There are two colleges; one is for boys and other is for girls at the same city. Each of the Colleges consists of about 3000 to 4000 students. Most of the students belong to rural background having Punjabi, Siraiki (dialect of Punjabi), and Urdu as first language. The statistics show that these Colleges are showing good results. The researcher is working

as Lecturer in English at KIPS College for Boys Multan where the initial research is being commenced.

100 ESL non-native learners have participated in the study out of which 50 students are part of Experimental group and 50 students are part of Controlled group. The participants are male and they are likely to get intermediate level at KIPS College (Boys) of District Multan for academic year 2022-2023. Their age ranges from 17-19 years. Their performance in English is almost same according to their matriculation result card. Their marks percentage in English is between 50% and 75%. The researcher has evaluated the impact of peer feedback on ESL writing skill of the Intermediate students. For this purpose, the researcher has assigned different tasks to the students of the mentioned college. The entire Intermediate students have taken part in the study. More than two students who are weak in their writing skill have been paired with an efficient student having persuasive writing ability. The following five instruments of data analysis have been used in the current research study to evaluate the impact of peer feedback on ESL writing skill:

- Pre and post tests
- Text Analysis
- Survey questionnaire
- Classroom Observation
- Interviews

First of all, a pre-test has been administered in the present research. Students have done paragraph writing of 100 words relevant to their context. For this purpose, the participants of the study have been given 40 minutes to accomplish their tasks. The written paragraphs are collected and assessed by the teacher using writing scale. The scale is used to rate the learners and determine the performance difference based on pre and posttest. On 0-100 points, the scale depicts the following five major areas described as under:

- **Content** includes Knowledge and coverage of topic, relevance and quantity of detail.
- **Organization:** Clarity, fluency, sequence in development of ideas form organization.

- **Grammar:** Dealing with parts of speech, word construction order and its structure, tense, number, negation and accuracy in use of agreement is grammar.
- **Vocabulary:** Vocabulary comprises of choice, accuracy and range of words, effectiveness and appropriateness of register and meaning transfer.
- **Mechanics of writing:** Capitalization, punctuation, spelling and paragraph indentation conventions cover mechanics.

Pre-test is checked by neutral ratters (English lecturers of another college/s). The learners are given positive and authentic peer feedback after receiving a useful training session to comment and use the rating scale properly to avoid faulty revisions. After this, a post-test has been administered to study participants to evaluate the difference of their performance in pre and post-test which indicates the impact of peer feedback on improving their writing skill. At the end of feedback session, a questionnaire investigating the effectiveness of peer feedback has been administered. The researcher has conducted some face-to-face interviews with some of the participants so that usefulness of peer feedback can be checked easily and effectively. It is some sort of free discussion and interaction between researcher and participants. The researcher has asked the students to write different essays on different topics and has collected drafts to examine the impact of peer feedback on writing skills of the students.

1.6 Significance of the Research

The current study aims to see the impact of peer feedback on ESL writing skill of students of Intermediate level in Multan. This study is beneficial for future researchers to analyze the specific usage of peer feedback in different academic situations. For example, the future researchers can see the impact of peer feedback on ESL writing skill of students of Graduate or Post-graduate levels in order to evaluate their written compositions. Specifically, this study adds to the existing body of knowledge concerning the impact of peer feedback on students' education. The present research study helps both teachers and learners in practical teaching and learning areas due to the application of peer feedback respectively. The future researchers can also conduct a useful research in order to see the students' reactions both positive and negative after receiving peer feedback. It is estimated generally that students respond

differently in different situations. In the past, learners had habit of facing teacher feedback in which they usually had responses of different kinds but in present day situations, students have to face innovation in terms of peer feedback that can be an interesting or disgusting experience for the learners. Thus, in future, the researchers can conduct a useful study on learners' perceptions of experiencing peer feedback in different academic situations. The researchers can also do a comparative study about the role of teacher versus peer feedback in improving students writing skills and can see the development of students positively by observing merits and demerits of both strategies.

The current research study differs from previous studies in the sense that it focuses only on one active skill that is writing skill. The future researchers can focus on speaking skill and use of peer feedback to improve students' oral communication. With fellows, students can interact happily through communication and can watch or observe other students' facial expressions without any hesitation the trait that seems almost impossible in case of teacher feedback because students often show internal fears of facing or talking with their class teachers. Thus, the current study can stimulate other researchers to conduct an experimental study to observe impact of peer feedback on students' speaking skills. Role of peer feedback in improving students' listening skill is also very important because peer reviewers can better listen and tell about mistakes and students can have a better chance to improve their skills in this manner. It is also an important field of research in future. The current study focuses only on mistakes of spellings, punctuation, grammar or syntax etc. that happen in writing skill. The present study can be beneficial for other researchers to focus on the same mistakes happening during listening, speaking or reading some English language materials. The current research focuses on use of English as a second language whereas the future studies can be done on use of English as foreign language in Pakistani context. The present research is quite different from previous works because it explores the participants' perceptions, academic experiences, students' placement in groups and role of shared values, beliefs, cultural influences and traditions etc on learners' academic development as a result of peer feedback because students come from different cultural and social backgrounds thus they have different ideologies regarding acceptance or rejection of different things in academic contexts. The current study is a holistic approach to understand the role of peer feedback in process-oriented writing. It can stimulate other researchers to analyze

different ESL/EFL classrooms to analyze the effective use of peer feedback. To provide good and accurate feedback to the students for their improvement in learning English language is definitely a difficult job. Teachers who teach different languages know very well that it is a very tough job and in this process, they have to face many problems regarding teaching methods, skills, principles etc.

Peer feedback is significant in ESL classrooms because in these settings, teaching English as a second language is problematic. One issue is that teacher is the sole audience of students' writings and he/she has to handle the whole situation. Students do writing and hand over their writing material to receive teachers' feedback in different forms like holistic scoring, written commentaries or error correction etc. Through peer feedback, it becomes easy for teachers to manage ESL classrooms because efficient students' take responsibility of providing feedback to weak students. In general, students track the teacher's remarks to revise but ignore the ability of generating new ideas for revision. According to Gielen et al., (2010), Peer feedback is considered more reliable, facilitative and understandable on cognitive grounds because both students and peer reviewers interact with one another and learn knowledge at the same level. Thus peer feedback is considered a useful teaching device in order to boost writing skills and language learning processes. On Social grounds, providing peer feedback to weak students in ESL classrooms is very advantageous because it puts great social pressure on the students to develop and improve their linguistic performances. On linguistics grounds, peer feedback is indicated as a writing pedagogy that fosters self- control to second language learners. Students reply to peers' suggested corrections to see and remove similar weaknesses in their own writings. Students are allowed to read different perspectives on the same topic. Also, they are able to improve their self-assessment skills, and are equipped with the required skills of writing to make the desired progress.

1.7 Delimitations

In the current research study, the study has been delimited in two ways. First, this study has been confined to an ESL (English as a second language) writing class in KIPS College Multan, Pakistan. Second, this study includes only hundred students for investigation of their personal experiences regarding ESL learning and linguistic perceptions of different activities practicing in ESL writing classes in order to analyze the improved writing language learning processes. The current study has focused on

one private college that is KIPS College Multan. It has not considered any government or private college to concentrate solely on impact of peer feedback on ESL writing skills. The study also restricts to limited number of participants such as fifty students' have been selected for critically analyzing the impact peer feedback, language proficiencies and individual differences regarding learning outcomes, goals, motivational attitudes, knowledge and personal experiences etc.

Furthermore, the present research study analyzes impact of peer feedback in two months (eight weeks) and in this short time, focuses on language performances and mistakes that average students make while writing English as a second language. Through close observation of students for some specific time period enhances motivational levels and improving educational goals as well. The study only delimits to private institution that is KIPS College of Multan where students are charged higher tuition fees and therefore great focus is given to them in terms of learning processes. Learners' of private sector of higher education also demand broad peer response activities. In this regard, culture is also an important factor to discuss. In Pakistani context, students of KIPS College gather at one place but have come from different cultural backgrounds that influence the process of peer feedback because cultural traits automatically affect learners' perceptions of dealing with peer feedback thus students' responses also vary in this regard.

1.8 Organization of the Study

The chapter breakdown is as follows:

First chapter of present research study introduces the significance of English as a second language; role of peer feedback in language learning processes especially the impact of peer feedback on writing skills of students. This chapter throws light on peer feedback strategy in second language teaching and also includes the statement of the problem, research objectives, research questions, methodology, significance of study and delimitations. Second chapter describes in detail the previous literature reviewed regarding English as a second language (ESL) uses and teaching techniques in Pakistan, peer feedback and language skills especially writing skill. Third chapter introduces the research methodology used to see the impact of peer feedback on ESL writing skill of students. The research methods and tools have been discussed in this chapter in detail. Fourth chapter deals with analysis of the data collected. Both the written and verbal

data collected from the participants have been analyzed both quantitatively and qualitatively. Fifth chapter gives a detailed analysis of the results and discussion of the present study. The pedagogical implications of the research have been given both for students and teachers. The scope for future study has also been discussed in the concluding chapter.

CHAPTER 2

LITERATURE REVIEW

This chapter explores in detail the previous literature reviewed to carry out effective research by following the guidelines of worthy researchers' notable works on Impact of Peer Feedback on ESL Writing Skills of Learners at Intermediate level in academic contexts.

2.1 Peer Feedback

Feedback is normally given in form of comments on performance of some person and therefore exposes both the positive and negatives sides of a person's ability. It is therefore regarded a crucial aspect of teaching as well as learning process because feedback in terms of comments on some linguistic performance of student or learner highlights his/her strengths and weaknesses in education. In old times, it was only considered a teacher's duty to provide feedback on students' works but in modern times, world has become a global village and therefore has introduced the use of peer feedback to enhance students' abilities to correct their mistakes in a flexible environment. The present study deals with impact of feedback on EFL writing in general and impact of peer feedback on ESL writing in specific. Liu and Hansen (2002) state that 'Peer feedback' is known by different terminologies like 'Peer review' or 'Peer responses' and shows many benefits such as students' progress in education, raised motivation, good writing skills, excellent critical thinking, good creative writing, boosted confidence and good social interaction etc. They recognized peer feedback as a great procedure that involves the use of learners as sources of information who contact each other in distinct ways in order to maintain different roles and responsibilities regarding language writing gradually assigned to them by instructors, subject teachers, tutors or editors etc. for the purpose of commenting, correcting, editing, proofreading and critiquing on each other' writing materials in both forms written or spoken. As a result, students' language learning skills are developed and they become able to participate in different activities like dialogues, presentations, sharing thoughts, different ideas, future suggestions and critical remarks clearly because of their improved language skills. Thus, students can confidently communicate with people in different places about different topics and also can participate in any kind of essay competitions programs etc.

According to Geiringer et al., (2005), peer review has maximum potential to increase student's abilities of learning languages from their peers or co-learners and consider them as '*legitimate sources of knowledge*' (p, 321). Thus, it promoted Participatory learning environment for collaborative learning to attain good results. In 21st century, English language is learnt and used on a global scale. Therefore, classrooms situations are prepared according to technological developments in modern era in order to facilitate learners with innovations. In recent days, teachers play little role in learners' education due to advancement of audio-visual aids as well as peer feedback strategies. By applying the strategy of peer feedback, teachers' duties of teaching different skills to students are converted to efficient students in the classroom and a flexible environment is created in which students confidently acknowledge their mistakes and try to remove them. In this way, traditional roles of teachers are reversed and new classroom dynamics are approved for attaining students' effective learning outcomes. According to Rollinson (2005), in modern times, the best use of peer feedback is done in ESL (English as a Second Language) writing classrooms that prove '*as a potentially valuable aid for its social, cognitive, affective, and methodological benefits...*' (p. 23). Peer feedback is categorized different from teacher feedback because of its more constructive and less critical nature of dealing with students. Students feel embarrassed before teachers but before their co-fellows, they don't feel shame to note their mistakes. As a result of detailed feedback from co-fellows, learners only concentrate on their mistakes and do significant efforts for improvement. Thus teacher feedback is assumed as general whereas student responses are more specific and goal-oriented (Rollinson, 2005).

Rollinson (2005) briefly summarized some of the main arguments in the favor and against peer feedback, and to elaborate how teachers can establish a positive context for effective peer group response by organizing proper procedure and training. Accordingly, by giving the contributors practice in becoming critical readers and independent writers, Peers can support useful FB at different levels; especially trained learners in peer response advances to suitable revision and overall betterments in writing capability. Whether feedback is oral or written, the peer response process itself is a lengthy one and will consume a large total of time. Participants may not easily understand the idea of their peers, and critique their writing. Learners from various cultures may feel itchy with certain aspects of the social instruction demanded by peer

review. In addition, the teacher may find it hard not to interfere by providing feedback in addition to that of the student readers, which might lessen the inspiration of the pupils and commitment to their own responding. The very important decision such as Pre-training, Intervention training and doing peer feedback is necessary because without training, it is more likely that response will be unsuitable. It may be negative and clumsy.

Hyland and Hyland (2006) conducted a research connected to feedback on L2 learners' writings, which focused on the role of Feedback in writing instruction and discussing modern issues relating to teacher written and oral feedback, and collaborative and computer-mediated feedback. It is widely seen as critical for supporting and concentrating learning who working in the field of second language (L2) writing, and this importance has also been widely accepted by those. Furthermore, in process-based classrooms where it forms a key element of the learners' enhancing control over composing skills, and by genre-oriented teachers employing scaffold learning techniques, its significance is approved. Indeed, changes in writing pedagogy and research have thoroughly altered feedback practices with teacher written comments often supplemented with peer feedback, writing workshops, conferences, and computer-delivered feedback over the past twenty year. While across the world, feedback is a vital part of ESL/EFL writing programs as the research literature has not been unambiguously positive about its role in writing progress, and teachers often have logic that they are not making use of its full potential.

According to Paulus & Clanton (2006), peer feedback is an excellent tool of analyzing a learner's work because it enhances creative ability of students. Peer feedback evaluates learners' writings and by interchanging reviews, tries hard to remove their mistakes in a good way. Thus, it is considered an essential part of student's language learning process. The continuous practice of providing authentic peer feedback on learner's language enhances the quality of final draft. In this way, students feel confident as they are motivated to learn effectively in a good environment. Peer feedback has been introduced as a modern trend now-a-days in order to facilitate teachers in providing feedback on different language skills. Naturally, peer feedback is a learner-centered approach because it is performed by efficient students to assist weak learners in education by focusing on learners' engagement in different kinds of learning processes. In academic contexts, feedback plays a very significant role in language teaching

because it assists teachers to teach effectively at different levels. It is also regarded as a great learning process and also acts as a motivational tool to stimulate the students to learn and gain more knowledge efficiently. Good feedback provides authentic information on a particular task in order to understand the target language in a better way for attaining better performance of learners in form of good results. Thus, feedback improves both the students' performances and their working abilities (Hattie and Timperley, 2007).

Hattie and Timperley (2007) provided a theoretical investigation of feedback and viewed the facts related to its outcome on learning and achievement. This evidence proved that although peer feedback is among the major influences, the type of feedback and the way it is given can be differentially successful. Then, a model of feedback was projected by the researcher which recognized the particular properties and circumstances that made it valuable, and some typically problematic issues were discussed, including the timing of feedback and the sound effects of positive and negative feedback. Thus this analysis was conducted to recommend the ways in which feedback can be used to progress its efficiency in classrooms.

Lee (2008) examined the behavior of the participant students towards Peer Feedback in Two Hong Kong Secondary Classes. She noted a variation that how students of various levels responded to teacher feedback and found that the EFL learners wanted written feedback also. The high talent participant learners wanted more error feedback as compared to the low talent learners and found it more important and they were more positive about teacher feedback.. All the reported students wanted more written feedback, though they were receiving it before.

Tang and Tithecott (2009) investigated the significance of peer response groups in ESL writing classes. It examined in a small university college, in Western Canada with Twelve international Student Participants from Asia to scrutinize: (a) what the apprehensions of the learners were with regard to Peer Response and whether their ideas changed over time; (b) what kind of activities learners engaged in, during peer response sessions; and (c) whether and how contributors changed their writing as a result of participating in response session. Research methodology included probing and analyzing students' journal entries, Audiotapes of peer response sessions, and the drafts and final versions of students' writings. The participant students from different parts of the world such as Korea, Japan, Taiwan, and other countries were recruited in a small

University College, British Columbia between January and April, 1997. The program named as, The College English as a Second Language (CESL) has developed progressively, and there were more or less 400 ESL student learners and 20 instructors at the time of this study. The 12 learners in the study were a heterogeneous group of students in a Level 4 class, which is, upper intermediate to lower advanced with an normal TOEFL score of 500-540. In addition to, from different Asian countries, there were 10 women and 02 men: Korea (2), Japan (2), Hong Kong (1) India (1), and Taiwan (1). Moreover, some were in Canada to learn English for two years before returning to their home country, whereas others were preparing for academic work in certificate, Diploma, or degree programs in North America, Some had ended degree programs, whereas many had finished two years of junior college in their home countries, therefore, their backgrounds, L2 skill, and interests varied noticeably. Generally, the results indicated that Asian ESL learners tended to be optimistic about peer response and that they became somewhat more positive as the semester progressed. While they had some concerns about peer Feedback and valued the benefits of peer response as well. Moreover, some of them revised their writings, using peer comments. The student participants engaged in a mixture of social, cognitive, and linguistic behavior during the peer response session, as they worked to achieve the assigned task.

Lundstrom & Baker (2009) conducted a thorough study to reveal the benefits of peer feedback as it not only provides broad gains to the receivers but also to the persons who are giving feedback. In peer feedback, the efficient students who are giving feedback learn many things from this process. For example, they focus on the mistakes and know very well the ways through which these mistakes can be removed. Their confidence is raised to extreme level as they think themselves efficient enough to deal other students and providing him guidelines to diminish their English language weaknesses etc. Peer feedback acts as the indispensable step for students to become self- regulated learners because in this process, students learn from their teachers or their peers and pass the self-controlled level to gain writing skill success. The current study on peer feedback is very significant and is considered an effective formative device of assessment for language learning because it proves beneficial for students as they understand the assessment system effectively. Thus, students show mostly positive attitudes towards peer feedback in academic contexts.

Farrah (2012) examined learners' attitudes toward peer feedback in process writing classes and in addition to assess the usefulness of this teaching writing technique. Moreover, from the Five Sections of an undergraduate writing course offered by the English Department at Hebron University in the educational year 2010-2011, the sample of the study in which 105 students (male and female learners) were selected randomly. A pre-test and a post-test as well as a pre-questionnaire and a post-questionnaire having twenty participants follow a five-point Likert scale was applied. The results showed that it offered a chance for common interaction and the participant learners reviewed peer feedback as a meaningful experience. Moreover, it also improved the students' writing skill. Therefore, this technique improved learners' critical thinking, self-confidence, creativeness, and inspiration. Thus, it helped in enhancing their assignments. This paper offers some recommendations also. The learners were taught by the same instructor and were the students in an undergraduate writing course throughout the year 2010-2011. The participants were encouraged to comment and give their feedback on each other's paragraphs and Essays which were written weekly. The check list which was given to them, the students were asked to review each other's work as the teacher skilled the students as well. This study indicated that the learners in the post-test exams of this study enhanced their presentation and had positive attitudes towards peer feedback in their writing classes. The results of this study showed in the post-test exams the positive effect of the use of peer feedback in writing classes to increase students' enthusiasm and to develop their writing skills.

Liu (2013) did research on peer feedback and described the complex nature of writing in English as second language learning. He said that as compared to other language skills of listening, speaking and reading, writing is indeed a problematic area for most students and is often described as a complex process for learners who try to acquire English for the first time in academic contexts. Therefore, they face linguistic problems and solutions also to resolve these problems. There are different factors who affect writing performances. Thus students receive peer feedback in different ways. Sometimes, they receive comments on their written material which directly tell them their mistakes and shape their linguistic performances. Peer reviewers mostly comment on grammatical accuracy to correct their grammar such as word classes and syntax patterns etc. He also focused on the quality of peer feedback as he said that peer reviewers provide qualitative feedback as they describe learners' mistakes thoroughly

in order to improve them. The feedback is also given in terms of scoring matrix too. In this manner, students' writings are assessed individually and are rated in terms of score by peers that tell about the critical stage of students' competence.

Leng (2013) conducted a study on the analysis of written feedback on ESL students' written task to highlight on how the feedback acts as a type of written vocalizations between the lecturer and the students. It first peeps at two resources of data: in-text feedback and general comments written by the professor on the students' textual assignment. In view of this examination, the paper talks about the type (s) of criticism that advantage understudies the most. This investigation gives experiences regarding how the understudy felt with each kind of input. It likewise gives bits of knowledge into the likelihood of building up a scientific categorization of good criticism rehearses by thinking about the perspectives on the supplier and collector of composed input.

Nazari and Himat (2020) examined the procedure of peer feedback and its impact at Kandahar University, Kandahar, Afghanistan on Afghan EFL learners' educational accomplishment. In this study, to gather data from 150 participant students through questionnaire the quantitative research approach was used and all the learners were selected through haphazard sample. In addition to, the data was analyzed and frequency and percentage of demographic data also mean and standard deviation of the items also found out through IBM 24 version Statistical Package for Social Sciences (SPSS). It was proved in the findings of this study that participants use peer response because they understand the value of peer evaluation. Moreover, the students favored peer feedback and they desired it. Therefore, to analyze the writing of their peers and the use of peer feedback able the students to reduce participants' unease. Additionally, the findings also revealed that when student participants receive feedback from their fellow students, they become skilled. Similarly, peer feedback had a constructive impacts on learners' accomplishment as well as giving and receiving peer reaction helped with participants' writings as well.

2.2 ESL Learning Skills

Skills-based teaching is at the core of English as a Second language (ESL) and English as Foreign language (EFL) instructions. The literary studies mostly offer comparative and critical studies of learners' beliefs and ideas about English language

and its learning. Learners' perceptions are different everywhere and they depend on distinct cultural groups, and are also dependent on the ethnic, social, religious and situational factors. On the other hand, other studies have sought and examined the variety and uniformity of intra-cultural learners' perceptions of English language instruction and have found that the culture plays a very significant role in language learning. It is because every learner belongs to different background and his/her mother tongue varies accordingly thus he/she shows specific trend towards that dimension. For example, by discovering differences in belief in relation to English as second language learning between two groups of Korean students, Horwitz (1999) concluded that the intra-cultural group variation in learners' beliefs may be directly related to individual learners' distinct characteristics etc. These include: age, family background, life stages, language-learning contexts, and specific classroom practices etc. Despite these findings, the researcher has not only further investigated that how language learners' perceptions change with the passage of time as well as according to their learning environment, academic contexts and learning experiences etc. Saito and Ebsworth (2004) used a mixed research method. They examined that there are variations in beliefs of college-level Japanese ESL (English as a Second Language) and EFL (English as a Foreign Language) learners. The findings revealed that not only learners' perceptions are different but also their language teachers and classroom activities too in the two teaching contexts. ESL (English as a Second Language) learners show a distinct trend of learning as compared to EFL learners. Compared with EFL learners, ESL learners showed more positive attitudes towards classroom active participation, learner-centered approaches, and of their physical proximity to class teachers. Although, according to analysis, the two groups were almost similar in their views of instrumental motivation, yet they differed with regard to the various factors; the results showed that more ESL learners learned English language for the purposes of furthering education in their future study or for work in their professional lives. While many EFL (English as a Foreign Language) learners simply aimed to fulfill their university requirements. They just maintained the criteria and little bit moved towards excellence. It can be inferred that these linguistic, cultural, and academic differences reflected in the cross-sectional study. These are also possibly attributable to the completely different teaching contexts and instructional practices, as well as deal with the learners' motivations to learn English.

One of the key goals of ESL/EFL instructions is to prepare language learners to make use of English language effectively in their academic studies. During learning processes, they have to manage heavy reading demands in different versions. Genre based writings prove critical, comprehending lectures, or participating in tutorials and group discussions also demand mental as well as physical efforts a lot. Therefore, learners' emphasis on language skills are not meant to diminish the importance of systematic instructions but they also focus on building students' language prior knowledge in terms of vocabulary, grammar and distinct syntactic patterns. Such language-focused instruction should be practiced throughout the formal ESL/EFL classrooms and must be integrated into skills-based ESL/EFL instructions. Ultimately, different programs should be designed to help students in order to develop the basic skills of English language such as listening, speaking, reading and writing as well as strategies, and meta-cognitive awareness needed to achieve success in academic contexts (Newton, et. al, 2018).

2.3 Assessment of English Language

According to Chapelle & Brindley (2010), assessment is defined as a core concept. It is taken as the process of accumulating data and acknowledging students' knowledge of particular languages and skills. In assessment, data is collected through different measures and students' background knowledge is also considered. The researchers focus on what skills and languages are necessary for learners' effective learning of English as a Second language (ESL) (Chapelle & Brindley, 2010). According to Brown (2019), assessment is a continuous process. It does not stop in any stage of learning. It can be done at every stage of learning. Teachers assess students' competence and in the same way, learners' also assess their learning difficulties etc. Thus, assessment embraces various methodological strategies and tactics for good language learning. It emerges in different types among which formative assessment is a salient one. Brown (2019) defined formative assessment as an evaluating factor of analyzing students in the process of "forming" their competencies and skills with the goal of helping them to continue their growth processes etc. The key factor involved for such a formation is the delivery method adapted by the teacher and internalization done by the learners of appropriate feedback on linguistic performances, with an eye towards the future continuation of language learning processes etc. Formative assessment itself constitutes various conceptual categories and strategies.

According to Brown (2019), self-assessment is taken as a wide variety of mechanisms and techniques. Through the process of self-assessment, students describe, access, analyze, interpret and possibly assign merit or worth to evaluate the qualities of their own learning processes and products. In contrast to self-assessment, Informal assessment embraces a wide continuum of feedback by teachers that is provided for the learners for their effective language learning. It can occur in various forms such as beginning with different versions of non-judgmental, random, spontaneous remarks and replies, accompanying instructions and other impromptu comments to the learners etc. However, a diagnostic assessment literary aims to recognize and understand various features of a language which a learner is required to improve as well as it also considers that what a language course needs to be covered by ESL learners' for maintaining good English level competence(Brown, 2019).

2.4 Language Learning Difficulties faced by ESL Learners

Writing is considered to be the most important language skill for academic achievement because written assignments make up a large portion of tertiary evaluation. Fitzgerald (1995) asserts that An comprehensive examination of United States studies on English-as-a-second-language (ESL) learners' cognitive procedures proposed that, on the entirety, ESL learners acknowledged associated the vocabulary fairly well, observed their awareness and used many meta-cognitive techniques, used structures and beforehand knowledge to affect knowledge and memory, and were affected differently by different types of text structures. The majority of the variations between American ESL pupils and native English speakers looked to be in the speed and depressed engagement of particular processes. Significantly, the studies' results usually indicated that native-language learners' characteristics and preexisting reading theories and viewpoints work together reasonably well. Nevertheless, the statistical distinctions between procedures of ESL learners and those of indigenous English learners suggested that the already existing concepts and regards might need to be modified and discussed to address subsets of factors distinctive to ESL learners. The majority of ESL pupils struggle with English because of their lack of L2 proficiency. These students exhibit certain issues while learning English that are linked to various academic areas, such as academic writing, oral communication, group involvement, and lecture understanding. It's fascinating to observe that some students feel more comfortable writing than speaking. The difficulties faced by ESL students in classroom

settings were investigated by Robertson et al. in 2000. The results of the poll show that students have difficulties understanding informal English, writing reports, and delivering talks. One of the most difficult tasks a person can perform is learning a new language. The work required to switch between linguistically complicated structures is what makes learning a new language so challenging. Learning to reason in another tongue is also difficult. Above all, it requires patience, effort, and devotion. Being unable to accept accountability for one's own learning was deemed to be the main problem. The primary challenge faced by the majority of L2 students was to comprehend the distinctions between American and British culture, according to Khawaja and Stallman's (2011) findings from a second qualitative research involving 22 students from another institution.

Sherry (2004) has explored difficulties faced by international students for adapting to a new country and studying circumstances, it is important for educational organizations to be aware of students' needs and standards, and take steps to identify, evaluate, meet and surpass those requirements which are under their control. Adjusting to a new educational environment with practices and beliefs that are frequently different from those they were introduced to during their formative years presents a significant challenge for international students. Early research showed how teaching methods for English as a second language impacted students' and teachers' perceptions of academic results. The survey's findings indicated that because international students did not employ efficient study techniques, they had difficulty picking up the language. There was also the understanding that worldwide scholars have an excessive respect for legitimacy and expect the trainer to convey the "appropriate" answer, resulting in their denial to question during instructions – a notion in contrast to the Australian academic heritage of important analysis so highly considered in the studying procedures. The idea of foreign students as "passive recipients" who were unaware of the participatory teaching and learning techniques used in Western classrooms was prevalent. English linguistic ability is considered to be absolutely necessary for scholastic success.

When requested which language activity was most important for achieving high grades in their course, students' responses frequently differed from their answers when questioned which language skill they required to focus on the most this year. The problem was clarified by research done by Wong (2004), who discovered that the language barriers faced by Asian ESL students were caused by their previous exposure

to various teaching and learning modalities. The results indicate that some Asian students struggle to conduct autonomous research and complete tasks because they are used to the cramming method of instruction. As a result, language barriers and previous instruction and learning methods are linked to students' language difficulties, as evidenced by the research. These challenges may, to some degree, affect the learners' capacity to meet academic expectations in Western contexts and seamlessly adjust to a new academic setting. (Lee, Farruggia, & Brown, 2013).

Williams, et al. (2004) noted that there has been a lot of interest in recent years in the study of learners' views of their triumphs and mistakes in learning a foreign language. In this study, various approaches have been thoroughly examined to determine why some pupils are more successful than others. In a variety of scholastic settings, learners encounter challenges with their English language learning abilities. The study's objectives were to (1) look into secondary students' explanations for their successes and failings in learning foreign languages, and (2) look at how these differ based on age, gender, perceived success, and the particular language studied. 285 students between the ages of 18 and 25 who were enrolled in five colleges in the UK to study English, French, German, and Spanish made up the group. Language instructors distributed a straightforward open questionnaire to their students, asking them to assess their degree of perceived success in learning particular foreign languages and to identify the reasons for their success and failure in those areas. Grounded theory analysis was used to analyze the answers, enabling categories to develop from the data. The groups that emerged were then tabulated based on pupil age, gender, and linguistic proficiency, as well as estimated success level. One thousand comments roughly yielded ten categories for language acquisition success and eighteen categories for failure. Six of these were most frequently cited as explanations for both success and failure, out of a much broader variety of attributions that were found and are generally demonstrated in the research literature. Boys and females, year groups, reported achievement, and language learned all showed distinct differences.

2.4 ESL Learners' Perception of English Language Skills

According to Rahman (2010), during learning of English as a second language, there are four skills that a person needs for complete and effective communication. When learning a native language, speaking comes first, followed by hearing, reading, and ultimately writing. The four "language skills" are these. These abilities are

necessary for effective communication. Learning English has been crucial for students since elementary school, and it still is at the higher stage of their education. Although learning English is seen as a difficult job by Pakistani English language teachers, they are aware of how important it is to do so. Other languages are also spoken in Pakistan, and individuals unintentionally blend and move between them when communicating. (Rukh, 2014; Iqbal, 2011) People frequently switch between Urdu and English in Pakistan, where code switching has become a very prevalent occurrence. People move between codes in everyday living, the media, and even in official conversations. (K. R. Khan, 2004). During conversations, some individuals emphasized the value of English. Communication in English is now required in the age of globalization rather than a choice. During the interview process, a candidate must demonstrate their abilities using linguistic proficiency, regardless of how good their technical skills are. Additionally, one must understand and analyze the interviewer's language and dense vocabulary, which are used to gauge the candidate's language skills. One participant asserted that having strong linguistic abilities becomes essential once one assumes a leading role. Even if someone is skilled in technical work, effective English speaking is essential for selling a concept or product to customers. When sending workers overseas for tasks, employers favor those with stronger communication skills. Since they communicate daily in English, many respondents believe that oral conversation skills are the most crucial. Additionally, although English language training is not provided in the participants' workplaces, they expressed interest in signing up for classes that would help them advance their English language abilities. Being able to speak English clearly and proficiently is essential for many job positions in Pakistan, where English is the primary language used for business correspondence. Successful interview contact depends on the candidate's capacity for clear thought expression and comprehension. 97.4% of participants concurred that having bad English communication skills during job interviews reduces one's chances of being hired. During the job interview, getting stuck due to a lack of informed vocabulary could embarrass the applicant who is seeking for a better work chance. Incorrect tenses can hinder dialogue and perplex the recruiter. A expert may work in any industry, but effective and easy communication is enhanced by the ability to use the right phrase at the right moment. Additionally, every survey respondent acknowledged that their job is impacted by their English language abilities in many ways. Candidates with strong English language abilities typically

receive a better beginning wage from about half of all employers, which can also result in quicker advancement through the work ranks and larger salary raises (URI, 2019).

2.5 Writing Skills

Writing skill is defined as an ability to write something well in form of different signs or symbols for specific purpose. Writing is done in different forms and with or without rules and gives outcomes in different formats such as letters, essays, paragraphs, applications and reports etc. During process of writing, different drafts are prepared and final draft is approved as an outcome to share with people in specific situations. In modern era, mostly individuals use ‘free writing’ as a fundamental method to share their ideas, thoughts or feelings with each other in educational context. In Pakistan, students of schools, colleges or universities express their opinions through different forms such as story writing, paragraph or essay writing etc. for purpose of writing; they need accuracy in spellings, accurate grammatical patterns, syntax and mechanics etc. Pakistan has Urdu as national language and different mother tongues like Punjabi, Siraiki and Pashto etc. Therefore, students struggle hard to write good English as a second language (Khan, 2011).

Writing is done for different purposes such as descriptive writing describes important persons, places or situations etc. Narrative writing provides narration in an interesting manner whereas persuasive writing persuades individuals on some topic. Argumentative writing deals with different kinds of arguments for highlighting some specific likings or disliking etc. Another important type of writing is ‘critical writing’ that basically involves positive as well as negative points of something to highlight merits and demerits etc. It also considers various kinds of verifications to provide reasonable endings according to different points of views. For example, in essay writing, the writer thinks about writing in different perspectives such as grammar, spelling, and punctuation etc. He/she also takes consideration of different cohesive ties used in the text to reveal certain facts and figures etc. While composing a piece of writing, writers thus face many difficulties regarding mechanics, grammar or spellings etc. Therefore, expert writers also need more graceful system of knowledge in both communication and comprehension skills.

Writing is an important creative skill in English language as well as great source of communication with people therefore demands proficiency and extensive efforts like

other skills. As a communication tool, it allows people to analyze different purposes of talking, gossiping through oral interactions, giving presentations, achieving distinct goals of learning, ways of constructing meanings to convey different senses and also to teach different subjects etc. As a professional kit, writing builds people's confidence as it enables human beings to participate in different competitions, conferences, meetings and social gatherings etc (Zamel, 1992).

2.6 Peer Feedback and the usage of Technology

Peer review has been proven important for helping student learners in both the acquisition of domain-specific knowledge and the growth of domain-independent, is a broadly used instructional approach. Peer review in academic writing can be implemented with or without technology by addressing larger audiences, supporting multiple reviews, and managing the procedure more professionally although the former enables the teacher in practicing more difficult educational designs. Therefore, as the use of technology gets recognized in the typical classroom, the number of studies in the literature to support peer review activities increases progressively, use technology as well. Moreover, where students play both the roles, reviewers and reviews and provide multiple reviews, being also free to choose the peer work they want to review, the technology-supported peer review domain, focusing on the setting. We refer to this peer review method as "Free Selection." The literature abounds with studies that employ technology-enhanced learning environments approximately peer feedback. For example, Silva and Moreria (2003) through the Web Com system supported the peer interaction, while Liu and Moreover, an important volume of information replace and may pose a complicated organizational overhead for the instructor is required by Peer review Therefore, by distributing material, Technology can lift this overhead, granting admittance to peer work, gathering student work, guiding learners in the review procedure, and providing a wide-ranging picture to the instructor that orchestrates the procedure. In addition to, in peer review, one of the greatest reimbursements of using technology is to have student learners perform multiple reviews. Generally, many studies employed technology-enhanced learning environments by addressing this issue, and explored the reimbursement emerging from increasing the number of peer assessors (e.g., Tsai & Liang, 2009; Tseng & Tsai, 2007) by comparing single versus manifold peer reviews (Cho & Schunn, 2007) argued peer review system enhanced their writing practice more than the students that received feedback from a single professional than

those the student learners that received feedback from multiple peers in the SwoRD web-based. Tsai (2005) maintained conceptual understanding employed web-based peer assessment. Thus, evidently, technology can improve peer review, an already flexible and powerful educational tool. Additionally, the affordances of technological systems on the effectiveness of implementing any specific versions of peer review-based learning are still in requirement.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents a detailed explanation of research design, setting, participants and Instruments that have been adopted to carry out purposive research.

3.1 Research Design

The current study analyzes Impact of Peer Feedback on ESL writing skills of students at Intermediate level in KIPS College for boys Multan. The present research interprets students' written materials through mixed method approach to show influence of peer feedback on students' academic development regarding writing skill and is experimental in its nature. The mixed method approach has been adapted for current study because the data has been collected through different research instruments such as pre-tests, post-tests, questionnaire, observation method and semi-structured interviews and has been presented in form of facts, tables and graphs. For this purpose, the researcher has explored the following dimensions to highlight role of peer feedback:

- a) Writing paragraphs & essays
- b) Quasi-nonequivalent (pre- and post-test)

The learners of Intermediate level have written paragraphs on selected topics and role of peer feedback has been examined through pre and post-tests accordingly.

3.2 Population

The current study has been conducted at one branch of KIPS College for Boys Multan, Pakistan. KIPS College is working under private organization and is showing good results every year. KIPS has many campuses in different areas of Pakistan. But in Multan, there are two campuses of KIPS College; one is for boys and second is for girls and have strength of almost 8000 to 9000 students etc. They belong to different urban and rural backgrounds having competence of different mother tongues such as Punjabi, Siraiki, and Urdu etc. For the current research study, both branches of KIPS College for Boys and Girls situated in Multan city have been selected because the researcher is working as Lecturer in English in KIPS College for Boys Multan Campus and as a visiting lecturer in English in KIPS College for Girls Multan Campus.

3.3 Sampling

For conducting the current research, 100 ESL non-native Intermediate learners from Boys campus of KIPS College have participated in the study. The participants are male students of mentioned college and have been enrolled in intermediate level (Pre-medical group) in both Campus of KIPS College of District Multan under academic session from 2022 - 2024. Students belong to two classes of 1st year and 2nd year (Premedical groups). Participants belonging to pre-medical groups have been chosen for current study due to their extensive interest in English as Second language learning for fulfilling their aims of becoming great doctors in future. The role of peer feedback has been examined through analyzing writing skills of students of experimental and controlled groups. The controlled group includes 50 students that belong to 2 classes: one is of 1st year students (CC1) and the 2nd is of 2nd year students (CC2) which have been taught through traditional ways of teaching. The experimental group has shown the Impact of peer feedback as they have been taught through innovative strategy like peer feedback and have been given special lectures. The experimental group consists of 50 students and includes 2 classes: 25 students of 1st year pre-medical class (EC1) and same number of 2nd year pre-medical class (EC2) of KIPS College for Boys Multan. The students' age ranges from 17-19 years. Their performance in English is almost same according to their matriculation result card. Their marks percentage in English is between 50% - 75%. The students' data has been shown through table below:

	Roll Numbers (EC1)	Age	Marks %	Roll Numbers (EC2)	Age	Marks %
1	EC /PM A1	17 years	75%	EC /PM B1	18 years	75%
2	EC/ PM A2	17 years	72%	EC/ PM B2	18 years	75%
3	EC /PM A3	17 years	74%	EC /PM B3	18 years	72%
4	EC/PM A4	17 years	71%	EC/PM B4	18 years	74%
5	EC/PM A5	18 years	70%	EC/PM B5	19 years	67%
6	EC/PM A6	17 years	73%	EC/PM B6	18 years	75%
7	EC/PM A7	17 years	75%	EC/PM B7	18 years	72%
8	EC/PM A8	18 years	72%	EC/PM B8	18 years	74%
9	EC/PM A9	17 years	74%	EC/PM B9	18 years	68%
10	EC/PM A10	17 years	65%	EC/PM B10	19 years	75%
11	EC/PM A11	18 years	75%	EC/PM B11	18 years	72%
12	EC/PM A12	18 years	72%	EC/PM B12	18 years	74%
13	EC/PM A13	17 years	55%	EC/PM B13	18 years	70%
14	EC/PM A14	17 years	73%	EC/PM B14	18 years	75%
15	EC/PM A15	17 years	75%	EC/PM B15	19 years	56%
16	EC/PM A16	17 years	72%	EC/PM B16	18 years	74%
17	EC/PM A17	17 years	74%	EC/PM B17	18 years	69%
18	EC/PM A18	17 years	60%	EC/PM B18	18 years	75%
19	EC/PM A19	17 years	75%	EC/PM B19	18 years	72%
20	EC/PM A20	17 years	72%	EC/PM B20	18 years	64%

21	EC/PM A21	18 years	74%	EC/PM B21	18 years	65%
22	EC/PM A22	17 years	60%	EC/PM B22	18 years	75%
23	EC/PM A23	17 years	75%	EC/PM B23	18 years	72%
24	EC/PM A24	18 years	52%	EC/PM B24	19 years	74%
25	EC/ PM A25	17 years	74%	EC/ PM B25	18 years	55%

Table 3. 1 Students' Data: Experimental Group (EC1 & EC2)

	Roll Numbers (CC1)	Age	Marks %	Roll Numbers (CC2)	Age	Marks %
1	CC /PM A1	18 years	75%	CC /PM B1	18 years	75%
2	CC/ PM A2	18 years	75%	CC/ PM B2	18 years	75%
3	CC /PM A3	18 years	72%	CC /PM B3	18 years	72%
4	CC/PM A4	18 years	74%	CC/PM B4	18 years	74%
5	CC/PM A5	19 years	67%	CC/PM B5	19 years	67%
6	CC/PM A6	18 years	75%	CC/PM B6	18 years	75%
7	CC/PM A7	18 years	72%	CC/PM B7	18 years	72%
8	CC/PM A8	18 years	74%	CC/PM B8	18 years	74%
9	CC/PM A9	18 years	68%	CC/PM B9	18 years	68%
10	CC/PM A10	19 years	75%	CC/PM B10	19 years	75%
11	CC/PM A11	18 years	72%	CC/PM B11	18 years	72%
12	CC/PM A12	18 years	74%	CC/PM B12	18 years	74%
13	CC/PM A13	18 years	70%	CC/PM B13	18 years	70%
14	CC/PM A14	18 years	75%	CC/PM B14	18 years	75%
15	CC/PM A15	19 years	56%	CC/PM B15	19 years	56%
16	CC/PM A16	18 years	74%	CC/PM B16	18 years	74%
17	CC/PM A17	18 years	69%	CC/PM B17	18 years	69%
18	CC/PM A18	18 years	75%	CC/PM B18	18 years	75%
19	CC/PM A19	18 years	72%	CC/PM B19	18 years	72%
20	CC/PM A20	18 years	64%	CC/PM B20	18 years	64%
21	CC/PM A21	18 years	65%	CC/PM B21	18 years	65%
22	CC/PM A22	18 years	75%	CC/PM B22	18 years	75%
23	CC/PM A23	18 years	72%	CC/PM B23	18 years	72%
24	CC/PM A24	19 years	74%	CC/PM B24	19 years	74%
25	CC/ PM A25	18 years	55%	CC/ PM B25	18 years	55%

Table 3. 2 Students' Data: Controlled Group (CC1 & CC2)

3.4 Procedure

The present research study evaluates the impact of peer feedback on ESL writing skill of students of KIPS College Multan at Intermediate level. For this purpose, the researcher has assigned different tasks such as writing paragraphs and essays, filling questionnaires and conducting Interviews to the students of the selected Campuses of KIPS College Multan division in order to see the Impact of peer feedback on students' ESL writing skills. The entire pre-medical groups of Intermediate students have participated in the study. There are 1st year and 2nd year classes of students and each class has strength of 50. The 2 classes have been converted into 2 groups: Experimental

(EC1 & EC2) and Controlled (CC1 & CC2). EC1 consists of 25 students of 1st year class and EC2 consists of 25 students of 2nd year class and both classes have been taught through peer feedback. CC1 & CC2 contain 25 students of 1st year and 25 students of 2nd year and have been taught through traditional methods of teaching. The 50 students of Experimental classes (EC1 & EC2) have been divided into 10 groups as five students make one group and each group has been assigned a graduate student who has strong, effective and persuasive writing ability and is topper in his/her class. In this way, 10 graduate students have been selected to provide peer feedback to Intermediate learners. The current study deals with multi-draft process-oriented writing approach and peer feedback. Before data collection, the researcher has discussed with the students the way to employ peer feedback.

3.5 Data Collection Tools

For the current research study, the following four instruments of data collection have been used to evaluate the Impact of Peer feedback on ESL writing skill of students at Intermediate level in KIPS College for Boys Multan.

- 3.5.1 Pre and Post-tests
- 3.5.2 Survey questionnaire
- 3.5.3 Classroom Observation
- 3.5.4 Interviews

3.5.1 Pre & Post-Tests

The first data collection tool for the current study is pre and post-test. In order to analyze the role of peer feedback in developing effective writing skills of students at Intermediate level, a pre-test has been administered in which students have to write down a paragraph of 100 words and an essay of 250 words. The topics of essays and paragraphs are included in syllabus of English Grammar. For paragraph writing, the participants have been given 30 minutes and for essay, they have been given 60 minutes (1 hour) to accomplish their tasks. The participants have to complete their test under strict observation. For pre-test paragraph and essay writing, the topics are as follows:

Sr. no	Pre-test	Topics	Time allotted
1)	Paragraph writing	'Courtesy'	30 minutes
2)	Essay writing	'My Ambition'	60 minutes

Table 3. 3 Pre-test

The format of pre-test is as follows:

<u>Pre-test</u>		
Name: -----	Roll no: -----	Class: -----
Subject: English	Time allotted: 1 hour & 30 minutes	
Instructions		
<ul style="list-style-type: none"> Attempt all questions on time. Don't use dictionary or other sources. In case of any query, raise hand. 		
Q1: Write a paragraph of 100 words on 'Courtesy.'		
Q2: Write an essay of 250 words on 'My Ambition.'		

Table 3. 4 Pre-test Question paper

Students have been given time of 1 hour and 30 minutes to complete their test. The written paragraphs have been collected and checked by the teachers of KIPS College and mistakes have been highlighted regarding grammar, content, organization, vocabulary and mechanics through a writing quality scale (WQS) proposed by Crossley et al. (2020) to rate the learners' performance of pre and post-tests. The writing quality scale (WQS) shows the following dimensions of writing:

Sr. no	Areas of study	Main Focus
1)	Content	Topic coverage, quantity, knowledge and relevant Information etc.
2)	Organization	Coherent Ideas, clarity and sequence etc.
3)	Grammar	Word classes, word order and tenses etc.
4)	Vocabulary	Lexicon, word relations and word meanings etc.
5)	Mechanics of writing	Punctuation, spellings, capitalization etc.

Table 3. 5 Writing scale

After this, the learners have been given a useful training session to use the rating scale properly in order to give positive and authentic peer feedback so that faulty revisions may be avoided.

After the completion of pre-test peer feedback process, a post-test has been taken from participants to evaluate the differences of their performance in pre and post-test which indicates the impact of peer feedback on improving their writing skill. For this purpose, students again have been given a paragraph of 100 words and an

essay of 250 words accordingly. The topics of tests are part of students' English subject syllabus and are as follows:

Sr. no	Post-test	Topics	Time allotted
1)	Paragraph writing	'A Picnic Party'	30 minutes
2)	Essay writing	'Sports and Games'	60 minutes

Table 3. 6 Post-test

The format of post-test is as follows:

<u>Post-test</u>		
Name: -----	Roll no: -----	Class: -----
Subject: English	Time allotted: 1 hour & 30 minutes	
Instructions		
<ul style="list-style-type: none"> Attempt all questions on time. Don't use dictionary or other sources. In case of any query, raise hand. 		
Q1: Write a paragraph of 100 words on 'A Picnic Party.' Q2: Write an essay of 250 words on 'Sports and Games.' <div style="text-align: center; margin-top: 10px;">-----</div>		

Table 3. 7 Post-test Question paper

Students have completed their tasks of writing paragraph and essay within the allotted time limit under observation. After that, teachers have checked their writing materials through writing quality scale (WQS) to show their grip on grammar, vocabulary and mechanics of writing etc. The effect of Peer feedback has been shown in post-test results.

3.5.2 Survey Questionnaire:

After finishing the feedback session on pre and post-tests, the 2nd data collection tool for conducting present research study is questionnaire that has been administered in order to investigate the effectiveness of peer feedback on students' writing skills improvement. The researcher has adapted questionnaire format of Likert (1932) in his study. The teacher has distributed questionnaire among students and has guided them how to solve this. For this purpose, the researcher's duty is to direct students to fill up the questionnaire carefully and he/she has to remain present around students at that time in class to resolve the issues of ambiguous items if any.

In order to conduct the current research study, the researcher has prepared a questionnaire of 20 Items which consists of four parts. The first part of questionnaire includes five Items from 1-5 which discuss in detail the helpfulness of analyzing peer's

words. It shows the impact of peer's words on learners' mind to bring positive change in writing. The second part of questionnaire consists of five Items from number 6-10 that describes the helpfulness of teacher feedback in improving writing skills of students effectively. According to the criteria of present research study, teachers have to give proper feedback after checking their pre-test and post-tests and help learners to learn from their mistakes. The third part of questionnaire includes five Items from 11-15 and explains the helpfulness of revision by students as they see their mistakes and try to learn significant things from them. The last part of questionnaire shows Items from 15-20 and elaborates the helpfulness of peer feedback. The main function of questionnaire is to examine students' power of conception towards peer feedback. The responses of all items have been noted through Likert scale of five options showing trend from 'strongly agree' to 'strongly disagree.' The questionnaire for present study is as follows:

Impact of Peer Feedback on Students' Writing Skill

Dear participants I am AYAN, M. Phil Scholar in National University of Modern Languages (NUML), Registration No -----, I am conducting an experimental research entitled "Impact of Peer feedback on ESL writing skills of ESL learners at Intermediate level in KIPS College Multan." One of my tools for data collection is questionnaire. Therefore, you are requested to provide data by filling the questionnaire. I assure you that this data will only be used for research purpose.

Name (optional): ----- **Class:** ----- **Age:** ----- **Group:** -----

Subject: English **Time allotted:** 20 minutes

Instructions

- Attempt all.
- In case of any query, raise hand.
- Tick the appropriate option.

1. Peer feedback brings excellence in students' writing skills through useful directions.

(a) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree

2. Peer feedback is a well-planned learning activity.

(a) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree

3. Peer feedback focuses on the task rather the individual.

(a) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree

4. Students feel comfortable to listen peer' words for their improvement.

(a) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree

5. Peer words aim at motivating the learners.

(a) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree

6. Feedback provides a clear way to improve critical writing.

(a) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree

7. The timing of the feedback has been considered to be appropriate.

(a) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree

8. Feedback can be provided in different ways e.g. verbal, written peer.

(a) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree

9. Feedback can improve the students' writing skills.

(a) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree

10. Do you think feedback significant in improving writing skills of learners?

(a) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree

11. Peer feedback enables learners to learn from their mistakes.

(a) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree

12. Peer feedback encourages students to avoid grammatical mistakes.
 (a) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree
13. Through peer feedback, ESL learners improve English competence.
 (a) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree
14. ESL learners avoid spelling mistakes with help of peer feedback.
 (a) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree
15. Peer feedback evaluates writing skill more critically at Intermediate level.
 (a) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree
16. Do you think that the learners feel a difference in them while being taught through peer feedback method?
 (a) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree
17. Peer feedback helps to use vocabulary in different senses.
 (a) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree
18. Peer feedback influences ESL writing in positive directions.
 (a) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree
19. Peer feedback provides a flexible environment for effective learning.
 (a) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree
20. Peer feedback has more positive results than teacher feedback.
 (a) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree
-

Table 3. 8 Questionnaire: Impact of Peer Feedback on Students' Writing Skill

In order to solve questionnaire, students have been given 20 minutes. After this, their responses have been analyzed to evaluate the impact of peer feedback on ESL writing skill of students at Intermediate level.

3.5.3 Classroom Observation

Classroom checklist is the third important data collection tool that has been used for present research. In order to see the impact of peer feedback on ESL writing skills of Intermediate learners, it is a useful technique that analyzes students' actions and reactions on different activities such as writing tests, filling questionnaires and appearing in interview sessions. The researcher has used this tool to examine the classroom behaviors of learners while learning English as a second language. For this purpose, the researcher has focused on every aspect of research such as pre-test, post-test, questionnaire and interview sessions accordingly. First of all, the researcher has remained a keen observer as he has observed participants and the whole classroom setting during pre-test as he has been present there as an invigilator. Students have completed tests and after that received their checked materials. After this, peer feedback has been provided to students and their language improvement has been noted through observation. During peer feedback sessions, the researcher has observed classroom environment and participants' responses and reactions through different classroom activities like group discussions and question/answer sessions etc. In the next phase, students have been given questionnaires to fill and they have been informed that they

are under observation. Later, students appeared in interview and shared their views regarding Impact of peer feedback on improving their ESL writing skills. The whole process has been observed in order to reach level of accuracy in results. The researcher remained friendlier with the learners in the Classroom Settings to provide flexible environment to Intermediate learners. During the classroom observation, the researcher focused on different activities like pretests, posttests and the questionnaire, during and after the treatment sessions. The classroom observation checklist is as follows:

Sr. no	Checklist
1.	The teacher presented materials in class for students and the whole situation was observed by researcher.
2.	Teacher conducted pre and post-tests in flexible environment and researcher observed minutely because was an invigilator.
3.	Students had authority to raise hand and ask any question from observer regarding tests, questionnaire and interview.
4.	Students were motivated to learn from their mistakes through peer feedback.
5.	ESL learners improved their writing skills through peer responses.
6.	Students gave high responses of questionnaire as they found peer feedback useful in improving their language skills.
7.	Teachers provided maximum assistance to ESL learners to learn from peer feedback.
8.	The teacher showed respect for diverse questions by learners and responded accordingly.
9.	Peer feedback helped students to improve mistakes of grammar and syntax.
10.	With help of peer feedback, students enhanced competence of English language.

Table 3. 9 Classroom Observation Checklist

3.5.4 Semi-structured interview

The 4th important data collection tool for conducting current research study is use of semi-structured interview. In order to see the impact of peer feedback on students' ESL writing skill at Intermediate level, the researcher has conducted some face-to-face interviews with the participants after completion of their pre and post-tests, questionnaire and observation in order to check the usefulness of peer feedback in academic contexts. Semi-structured Interview appeared in form of free discussion as an interaction between researcher and the students to exchange ideas and information to get maximum results. Its main purpose is to allow students to express their views, opinions and ideas freely regarding the impact of peer feedback on ESL writing skills of students. Here is the checklist of some questions asked by researcher:

Sr. no	Checklist
1.	What is your opinion about English as a second language?
2.	What is ESL writing skill?
3.	Describe four language skills.
4.	Define peer feedback.
5.	Can writing skill be improved?
6.	Discuss different types of mistakes in writing.
7.	Is peer feedback significant in improving students language skills?
8.	What is the Impact of peer feedback on ESL writing skill?
9.	Do Intermediate learners need peer feedback?
10.	Can students avoid mistakes through help of peer feedback?

Table 3. 10 Semi-structured Interview checklist

The above table shows series of ten questions that will be asked by Intermediate learners of KIPS College for boys Multan and their responses will be recorded and analyzed in the next chapter of data analysis in order to reveal the impact of peer feedback on students' ESL writing skills.

3.6 Ethical Considerations

The current study is Experimental in its nature and therefore takes account of ethical considerations in order to produce valid and authentic results. The current study gives surety of participants' security, understanding and confidentiality. For the current research study, the researcher obtained consent of participants though consent from and also gave them freedom to choose their partners in groups. The researcher also took the formal approval of research supervisor and from higher authorities of Institute to carry out this research study effectively.

3.7 Data Analysis

The researcher has analyzed results of pre and post-tests in the next chapter. The statistical analysis of questionnaire has been done and checklist of observation has been assessed. Students' responses of semi-structured interviews have also been analyzed and the researcher has evaluated all the data with the help of tables and graphs in chapter four 'Data Analysis.'

CHAPTER 4

DATA ANALYSIS

In this chapter of research study, the researcher has adapted a quasi-experimental research design by Cook & Campbell (1979) in order to evaluate responses of participants regarding impact of peer feedback on students' ESL writing skills at Intermediate level in KIPS college Multan. The population of study comprises of 200 students of two classes of 1st year and 2nd year out of which a sample of 100 students has been chosen for experimental and controlled study. There are 50 students out of which 25 students belong to 'Experimental Class 1 (EC1) that shows strength of 1st year students and 25 students belong to 2nd year and are part of 'Experimental Class 2 (EC2).' The remaining 50 students come under the category of 'Controlled Classes' as 25 1st year students become part of 'Controlled Class 1 (CC1) and 25 students of 2nd year make 'Controlled Class 2 (CC2).' The researcher has analyzed the data collected from 100 Intermediate level students of both 1st year and 2nd year classes of KIPS college Multan during time period of six uninterrupted weeks. The students belong to 2 classes and details are as follows:

Sr. no:	Classes	Sampling (100)	Experimental (50)	Controlled (50)
1	1 st year class	50	25	25
3	2 nd year class	50	25	25

Table 4. 1 Students' Data

The researcher has given a detailed Introduction about peer feedback to the students belonging to Experimental classes (EC1 & EC2) in the first week. After this, the researcher has taken three consecutive lectures per week in all the two classes for 35-40 minutes and has focused on experimental groups to educate them properly about peer feedback. While the remaining students belonging to Controlled classes (CC1 & CC2) have been taught in normal way and they have not been educated regarding peer feedback. These Intermediate students attend classes regularly and learnt through traditional methods of teaching. But all selected students of Experimental Classes (EC1 & EC2) and Controlled Classes (CC1 & CC2) have attempted pre and post-tests. The researcher has taught all students of Controlled classes (CC1 & CC2) with traditional teaching methods in college while the experimental classes (EC1 & EC2) have been

taught with unique language teaching methods in collaboration with teaching about the practical application of peer feedback to get effective results.

Out of 400 registered population of Intermediate students, 100 students of both 1st year and 2nd year classes have been selected for the present research study. They all are ready to cooperate with one another as they show their preferences to be added with specific students in groups to give effective results. The researcher has arranged specific activities to give special lectures to the Experimental groups. All the special classes have lasted for six weeks and after that all students belonging to experimental classes (EC1 & EC2) and controlled classes (CC1 & CC2) have attempted pre and post-tests given by the researcher and wrote paragraphs and essays on assigned topics. The researcher has selected topics of paragraphs and essays for pre and post-tests from the previous examination papers. The selected learners attempted tests and showed their progress. The learners belonging to experimental study (EC1 & EC2) discussed the tests and also commented on their peers' writings. The researcher employed pre and post-tests as assessment tools to investigate the progress of students. All the tests have been assessed and marks have been awarded to students according to their writing performances. In this chapter of data analysis, the researcher has evaluated the data in form of tables and graphs to see the impact of peer feedback on ESL writing skills of Intermediate learners of KIPS college Multan.

Small grouping of students make them active learners, efficient, and confident to learn attentively. According to Liu and Hansen (2002), the small grouping of learners enhances chances of effective learning through different techniques and students better interrelate with each other. They feel more energetic and dutiful to learn new things with new strategies rather than the students who are taught through traditional ways of teaching show less interest in their studies because they feel less motivated and become bored of traditional teaching methods. The students have been taught through traditional methods of teaching and they have not been divided in groups and have not been assigned any graduate student. To analyze data, the researcher has discussed details with Intermediate learners to employ peer feedback in order to get better results. The following table shows the data collection procedure adopted by the researcher for the present research study: As the table shows:

Classes	Pre-test	Treatment	Post-test
(EC1 & EC2)	1	Yes	1
(CC1 & CC2)	1	No	1

Table 4. 2 Quasi-Experimental Design

In order to conduct the present research study, the researcher has taken the consent of the College Principal through consent form as the researcher is working as English Lecturer in the afore-mentioned College. The selected participants of Intermediate level are all registered students in college and have participated in current study voluntarily. Their consent forms have also been achieved to avoid any ambiguity in data analysis process. The participants have also been given surety of the safe use of data collected from them only for the purposes of study.

The current chapter shows the data that has been analyzed both textually and statistically in order to see the impact of peer feedback on ESL writing skills of Intermediate learners. This chapter has been organized on basis of results obtained from selected students of experimental and controlled groups through data collection methods such as pre-tests, post-tests, questionnaire, observation and semi-structured interviews. The researcher has conducted the present study at Intermediate level and has followed the following order to discuss and analyze the data received from selected participants of experimental and controlled groups:

4.1 Analysis of Pre and Post-Test results of Experimental and Controlled Classes

4.2 Analysis of Questionnaires of Experimental and Controlled Classes

4.3 Analysis of data received from the classroom observation

4.4 Analysis of responses of semi-structured Interviews

4.1 Analysis of Pre and Post-Test results of Experimental Classes (EC1 & EC2)

The current study analyzes data received from pre and post-test results of experimental and controlled classes. The first data collection tool for the current study is pre and post-test. The researcher has conducted an experiment on selected students of Experimental (EC1 & EC2) and Controlled Classes (CC1 & CC2). In order to analyze the role of peer feedback in developing effective writing skills of students at Intermediate level, a pre-test has been administered in which students have been given a paragraph of 100 words and an essay of 250 words. The topics of essays and paragraphs are part of their English Grammar syllabus. For paragraph writing, the

participants have been given 30 minutes and for essay, they have been given 60 minutes (1 hour) to accomplish their tasks. The participants have to complete their test under strict observation. For pre-test paragraph and essay writing, the topics are as follows:

Sr. no	Pre-test	Topics	Time allotted
1)	Paragraph writing	'Courtesy'	30 minutes
2)	Essay writing	'My Ambition'	60 minutes

Table 4. 3 Pre-test Format

4.1.1 Pre-Test Results: Experimental Classes (EC1 & EC2)

All the selected students of Experimental classes (EC1 & EC2) attempted pre-tests and completed all tasks on time. After that, tests have been checked by teachers and results have been shared. 50 students of KIPS college participated voluntarily and gave results. When students were given pre-tests then they found paragraph writing simple than the essay writing and considered essay writing a critical and creative task. As the results reveal that not a single student crossed seventy percent while the test was designed from their English subject syllabus.

Experimental Class 1 (EC1)	Roll Numbers 1 st year	Total Marks	Marks Obtained	Percentage %
1	EC /PM A1	20	12	60
2	EC/ PM A2	20	10	50
3	EC /PM A3	20	13	65
4	EC/PM A4	20	9	45
5	EC/PM A5	20	8	40
6	EC/PM A6	20	10	50
7	EC/PM A7	20	11	55
8	EC/PM A8	20	9	45
9	EC/PM A9	20	8	40
10	EC/PM A10	20	8	40
11	EC/PM A11	20	11	55
12	EC/PM A12	20	9	45
13	EC/PM A13	20	8	40
14	EC/PM A14	20	7	35
15	EC/PM A15	20	11	55
16	EC/PM A16	20	9	45
17	EC/PM A17	20	7	35
18	EC/PM A18	20	8	40
19	EC/PM A19	20	11	55
20	EC/PM A20	20	9	45
21	EC/PM A21	20	10	50
22	EC/PM A22	20	8	40
23	EC/PM A23	20	9	45
24	EC/PM A24	20	11	55
25	EC/ PM A25	20	10	50

Table 4. 4 ECI Pre-test Results

Table 4.4 shows result of Experimental class 1 (EC1) at Intermediate level in form of marks and percentages obtained. The maximum score is 13 and minimum score is 7 out of 20 in pre-test. The situation can best be understood through the following graph:

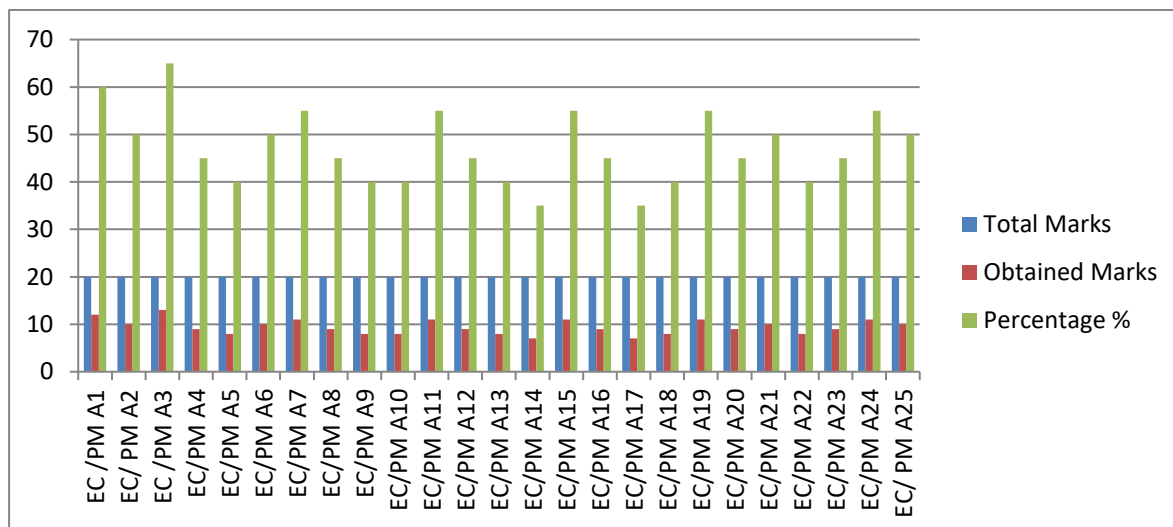


Figure 4. 1 Pre-test Result of Experimental Class 1 (EC1)

Fig 4.1 shows Pre-test Experimental Class graphical representation of 1st year of KIPS College Multan and reveals that only 1 student scored 13 out of 20 and his percentage is 65% and one student achieved 60% as his marks are 12 out of 20. Out of 25 students of 1st Year class, 5 students' marks are 55% as they got 11 out of 20 marks. The data reveals that 4 students' marks are 50% as they got 10 out of 20 marks and 6 students' marks are 45% as they got 9 out of 20 marks. 6 students' marks are 40% as they got 8 out of 20 and 2 students' marks are below 40% as they got 7 out of 20 and their percentage is 35%. The students' ratio and their percentages can be shown as follows:

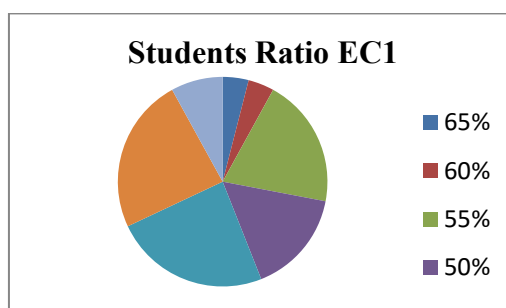


Figure 4. 2 Students Ratio of Experimental Class 1

Figure 4.2 shows students ratio of Experimental Class 1 and reveals that students have weak writing skills as more students got less percentage and only one

student got highest percentage of 65% that is below 70% means that students need to improve their writing skills for their good results.

Experimental Class 2 (EC2)	Roll Numbers 2nd year Class	Total Marks	Marks Obtained	Percentage %
1	EC /PM B1	20	9	45
2	EC/ PM B2	20	8	40
3	EC /PM B3	20	13	65
4	EC/PM B4	20	9	45
5	EC/PM B5	20	7	35
6	EC/PM B6	20	13	65
7	EC/PM B7	20	7	35
8	EC/PM B8	20	13	65
9	EC/PM B9	20	11	55
10	EC/PM B10	20	10	50
11	EC/PM B11	20	13	65
12	EC/PM B12	20	9	45
13	EC/PM B13	20	8	40
14	EC/PM B14	20	10	50
15	EC/PM B15	20	11	55
16	EC/PM B16	20	9	45
17	EC/PM B17	20	8	40
18	EC/PM B18	20	13	65
19	EC/PM B19	20	11	55
20	EC/PM B20	20	10	50
21	EC/PM B21	20	13	65
22	EC/PM B22	20	9	45
23	EC/PM B23	20	8	40
24	EC/PM B24	20	10	50
25	EC/ PM B25	20	11	55

Table 4. 5 EC2 Pre-test Results

Table 4.5 shows result of Experimental class 2 (EC2) at Intermediate level in form of marks and percentages obtained. The maximum score is 13 and minimum score is 7 out of 20 in pre-test. The situation can best be understood through the following graph:

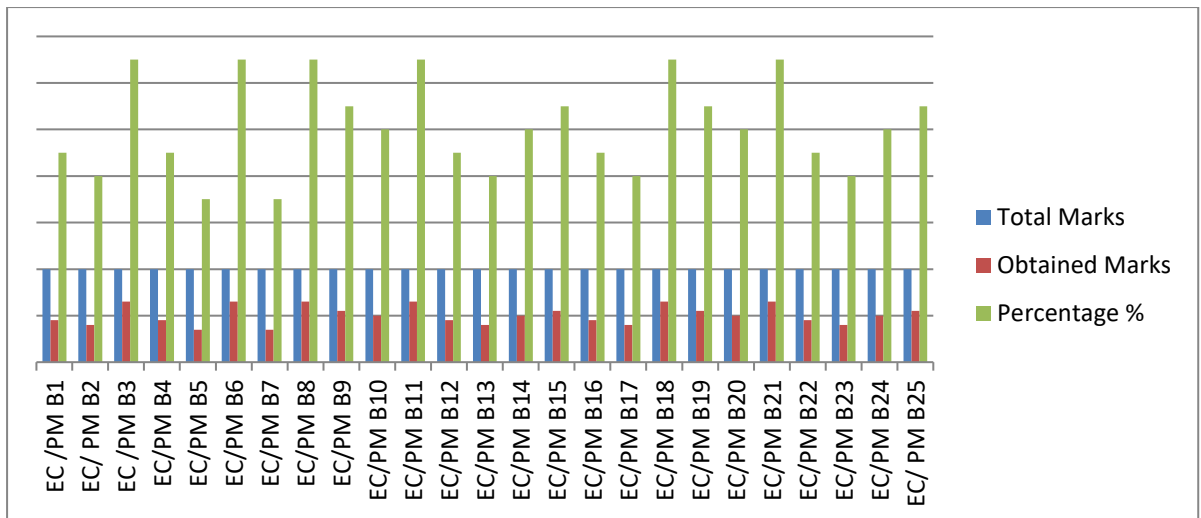


Figure 4. 3 Pre-test Result of Experimental Class 2 (EC2)

Fig 4.3 shows Pre-test Experimental Class graphical representation of 2nd year (Boys) of KIPS College Multan and reveals that 6 students scored 13 out of 20 and their percentage is 65% and there was no student who achieved 60%. Out of 25 students of 2nd Year (Boys) class, 4 students' marks are 55% as they got 11 out of 20 marks. The data reveals that 4 students' marks are 50% as they got 10 out of 20 marks and 5 students' marks are 45% as they got 9 out of 20 marks. 4 students' marks are 40% as they got 8 out of 20 and 2 students' marks are below 40% as they got 7 out of 20 and their percentage is 35%. The percentage can be shown in the following chart:

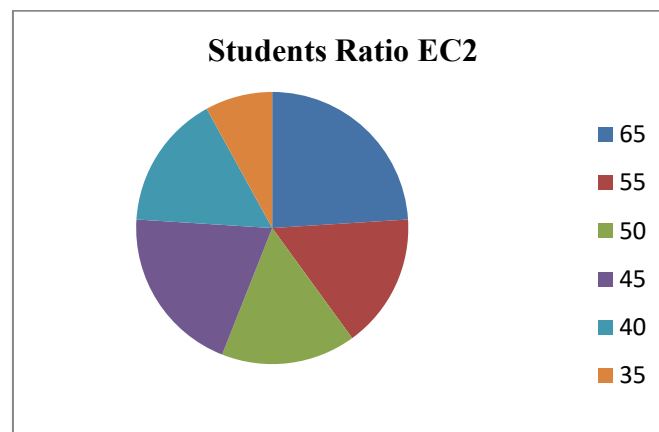


Figure 4. 4 Students Ratio of Experimental Class 2

Figure 4.6 shows students ratio of Experimental Class 2 of 2nd year of KIPS College Multan and reveals that students have average writing skills as students got average percentages.

4.1.2 Pre-Test Results: Controlled Classes (CC1 & CC2)

All the selected 50 participants of 1st year and 2nd year controlled classes (CC1 & CC2) attempted pre-tests and gave results as shown in the table below:

Controlled Class 1 (CC1)	Roll Numbers 1 st year	Total Marks	Marks Obtained	Percentage %
1	CC /PM A1	20	13	65
2	CC/ PM A2	20	11	55
3	CC /PM A3	20	13	65
4	CC/PM A4	20	10	50
5	CC/PM A5	20	13	65
6	CC/PM A6	20	9	45
7	CC/PM A7	20	8	40
8	CC/PM A8	20	10	50
9	CC/PM A9	20	11	55
10	CC/PM A10	20	9	45
11	CC/PM A11	20	8	40
12	CC/PM A12	20	13	65
13	CC/PM A13	20	9	45
14	CC/PM A14	20	7	35
15	CC/PM A15	20	13	65
16	CC/PM A16	20	9	45
17	CC/PM A17	20	7	35
18	CC/PM A18	20	10	50
19	CC/PM A19	20	11	55
20	CC/PM A20	20	10	50
21	CC/PM A21	20	9	45
22	CC/PM A22	20	9	45
23	CC/PM A23	20	8	40
24	CC/PM A24	20	10	50
25	CC/ PM A25	20	7	35

Table 4. 6 CC1 Pre-test Results

Table 4.6 shows result of Controlled class 1 (CC1) at Intermediate level in form of marks and percentages obtained. The maximum score is 13 and minimum score is 7 out of 20 in pre-test. The situation can best be understood through the following graph:

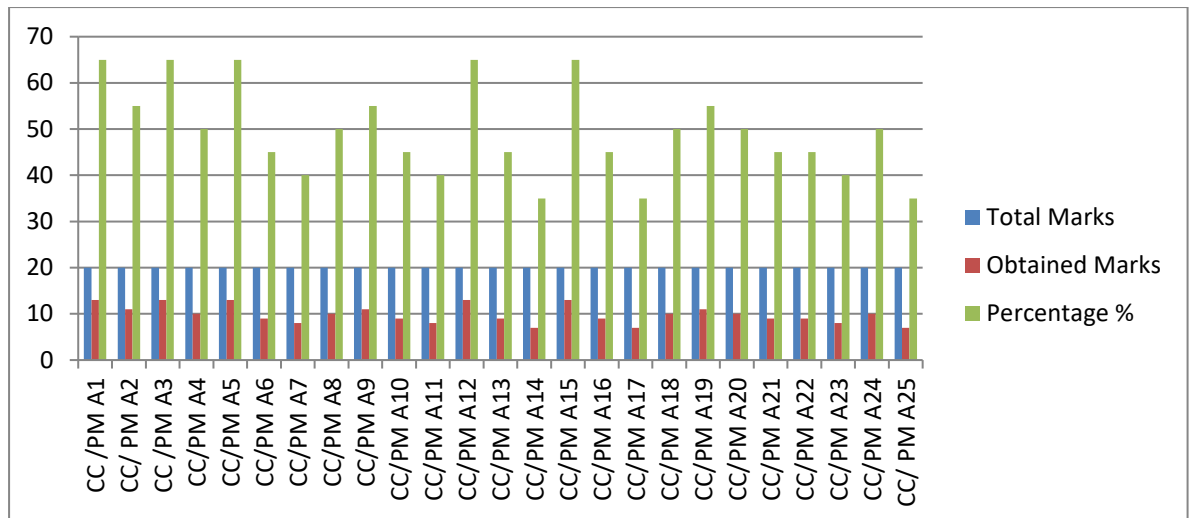


Figure 4. 5 Pre-test Result of Controlled Class 1 (CC1)

Fig 4.5 shows Pre-test Controlled Class graphical representation of 1st year of KIPS College Multan and reveals that five students scored 13 out of 20 and their percentage is 65% and there was no student who achieved 60%. Out of 25 students of 1st Year (Girls) class, 3 students' marks are 55% as they got 11 out of 20 marks. The data reveals that 5 students' marks are 50% as they got 10 out of 20 marks and 6 students' marks are 45% as they got 9 out of 20 marks. 3 students' marks are 40% as they got 8 out of 20 and 3 students' marks are below 40% as they got 7 out of 20 and their percentage is 35%. The percentage can be shown in the following chart:

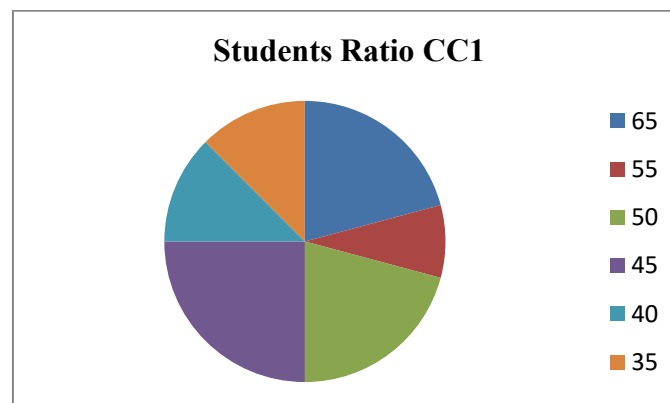


Figure 4. 6 Students Ratio of Controlled Class 1

Figure 4.6 shows students ratio of Controlled Class 1 of 1st year of KIPS College Multan and reveals that students have average writing skills as more students got average percentage and 5 students got 65% marks but no one crossed 70%. No student attained 60%. The graphical representation of CC1 shows students' need to improve their writing skills for their efficient writing.

Controlled Class 2 (CC2)	Roll Numbers 2 nd year	Total Marks	Marks Obtained	Percentage %
1	CC /PM B1	20	13	65
2	CC/ PM B2	20	8	40
3	CC /PM B3	20	9	45
4	CC/PM B4	20	10	50
5	CC/PM B5	20	8	40
6	CC/PM B6	20	11	55
7	CC/PM B7	20	9	45
8	CC/PM B8	20	10	50
9	CC/PM B9	20	8	40
10	CC/PM B10	20	9	45
11	CC/PM B11	20	11	55
12	CC/PM B12	20	10	50
13	CC/PM B13	20	12	60
14	CC/PM B14	20	10	50
15	CC/PM B15	20	13	65
16	CC/PM B16	20	9	45
17	CC/PM B17	20	8	40
18	CC/PM B18	20	10	50
19	CC/PM B19	20	11	55
20	CC/PM B20	20	9	45
21	CC/PM B21	20	8	40
22	CC/PM B22	20	13	65
23	CC/PM B23	20	9	45
24	CC/PM B24	20	11	55
25	CC/ PM B25	20	10	50

Table 4. 7 CC2 Pre-test Results

Table 4.7 shows result of Controlled class 2 (CC2) at Intermediate level in form of marks and percentages obtained. The maximum score is 13 and minimum score is 7 out of 20 in pre-test. The situation can best be understood through the graph. The graphical representation of CC2 shows students' need to improve their writing skills for their efficient writing. The graphical representation of data is as follows:

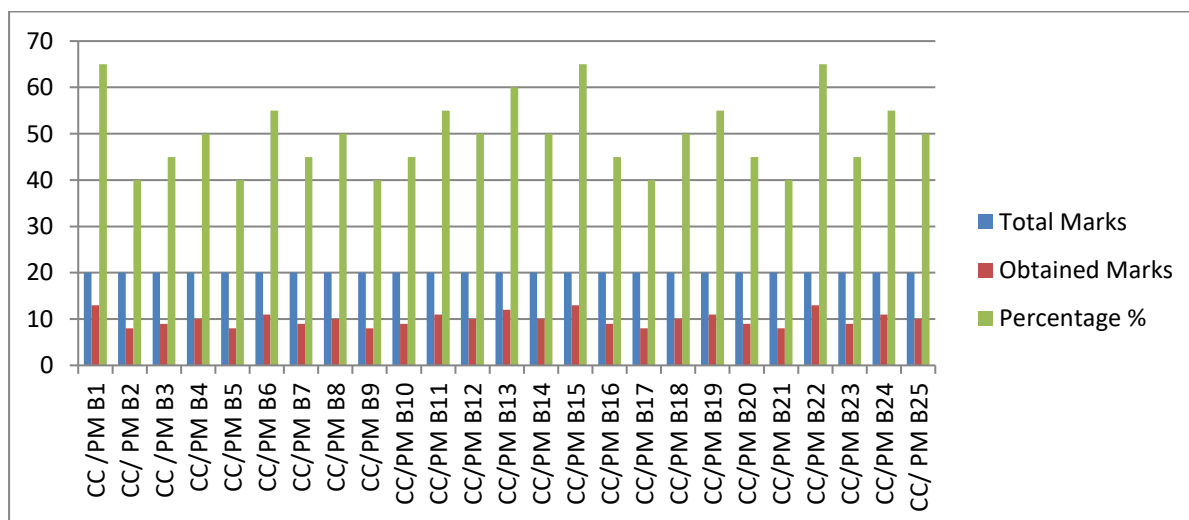


Figure 4. 7 Pre-test Result of Controlled Class 2 (CC2)

The above mentioned figure 4.7 shows graphical representation of pre-test results of 2nd year of KIPS College Multan and reveals that 3 female students scored 13 out of 20 and their percentage is 65% and there only one student achieved 60% as she got 12 marks out of 20. Out of 25 students of 2nd Year class, 4 students' marks are 55% as they got 11 out of 20 marks. The data reveals that 6 students' marks are 50% as they got 10 out of 20 marks and 6 students' marks are 45% as they got 9 out of 20 marks. 5 students' marks are 40% as they got 8 out of 20. The lowest percentage of 2nd year is 40%. The percentage can be shown in the following chart:

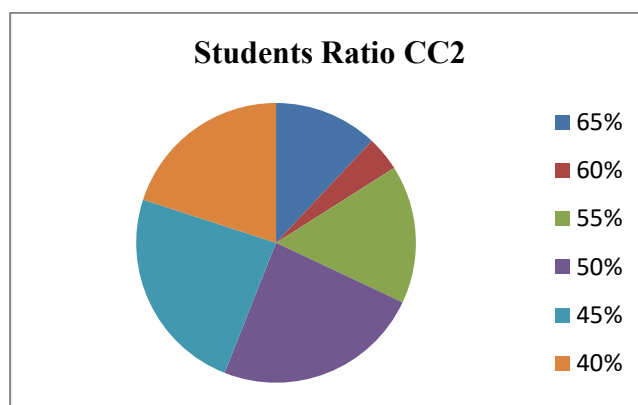


Figure 4. 8 Students Ratio of Controlled Class 2

Figure 4.8 shows students ratio of Controlled Class 2 of 2nd year of KIPS College Multan and reveals that students have good writing skills as students got average percentages. No student reached below 40% but none of them crossed 70% therefore they need to improve their writing skills.

4.1.3 Analysis of Post-Test Results: Experimental Classes (EC1 & EC2)

Pre and post-tests are the 1st data collection tools in the present research study. First of all, students appeared in pre-tests. Later on, a post-test has been administered in order to analyze the role of peer feedback in developing good writing skills of Intermediate learners. The format of post-test is same as pre-test just the topics of paragraph and essay-writing are different. In post-test, students have been given a paragraph of 100 words and an essay of 250 words. The topics of essays and paragraphs are part of their English Grammar syllabus. For paragraph writing, the participants have been given 30 minutes and for essay, they have been given 60 minutes (1 hour) to

accomplish their tasks. The participants have to complete their test under strict observation. For post-test paragraph and essay writing, the topics are as follows:

Sr. no	Post-test	Topics	Time allotted
1)	Paragraph writing	'A Picnic Party'	30 minutes
2)	Essay writing	'Sports and Games'	60 minutes

Table 4. 8 Post-test Format

After giving authentic peer feedback on pre-tests conducted by students at first level, they were given a post-test to see their progress regarding Impact of peer feedback on ESL writing skills of Intermediate students of KIPS College Multan. All the selected students attempted pre-tests and completed their tasks of writing paragraph and essay on time. After that, tests have been checked by teachers and results have been shared. 50 students of KIPS college participated voluntarily and gave results. The post-test pattern is same as pre-test just the topics are different.

Experimental Class 1 (EC1)	Roll Numbers 1 st year	Total Marks	Marks Obtained	Percentage %
1	EC /PM A1	20	17	85%
2	EC/ PM A2	20	14	70%
3	EC /PM A3	20	16	80%
4	EC/PM A4	20	12	60%
5	EC/PM A5	20	9	45%
6	EC/PM A6	20	16	80%
7	EC/PM A7	20	15	75%
8	EC/PM A8	20	12	60%
9	EC/PM A9	20	14	70%
10	EC/PM A10	20	12	60%
11	EC/PM A11	20	15	75%
12	EC/PM A12	20	10	50%
13	EC/PM A13	20	13	65%
14	EC/PM A14	20	14	70%
15	EC/PM A15	20	16	80%
16	EC/PM A16	20	10	50%
17	EC/PM A17	20	13	65%
18	EC/PM A18	20	10	50%
19	EC/PM A19	20	14	70%
20	EC/PM A20	20	14	75%
21	EC/PM A21	20	10	50%
22	EC/PM A22	20	12	60%
23	EC/PM A23	20	15	75%
24	EC/PM A24	20	13	65%
25	EC/ PM A25	20	10	50%

Table 4. 9 EC1 Post-test Results

Table 4.9 shows result of Experimental class 1 (EC1) at Intermediate level in form of marks and percentages obtained in post-test. Students have shown positive

impact of peer feedback through their results. In post-test, the maximum score is 17/20 and minimum score is 9/20. The situation can best be represented through the following graph:

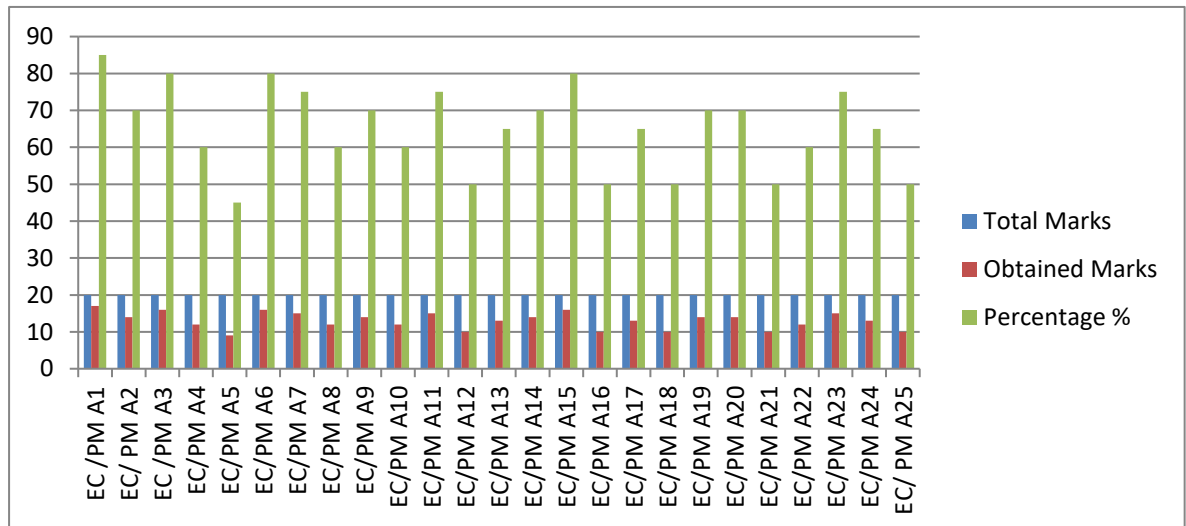


Figure 4. 9 Post-test Result of Experimental Class 1 (EC1)

Fig 4.9 shows Post-test results of EC1(1st year) of KIPS College Multan and reveals good outcomes as 1 student scored 17 out of 20 and his percentage is 85% and 3 students achieved 80% as their marks are 16 out of 20. Out of 25 students of 1st Year class, 4 students' marks are 75% as they got 15 out of 20 marks. The data reveals that 4 students' marks are 70% as they got 14 out of 20 marks and 3 students' marks are 65% as they got 13 out of 20 marks. 4 students' marks are 60% as they got 12 out of 20 and 5 students' marks are 50% as they got 10 out of 20. Only one student's marks are below 50% as he received 9 marks out of 20. The students' ratio and their percentages can be shown as follows:

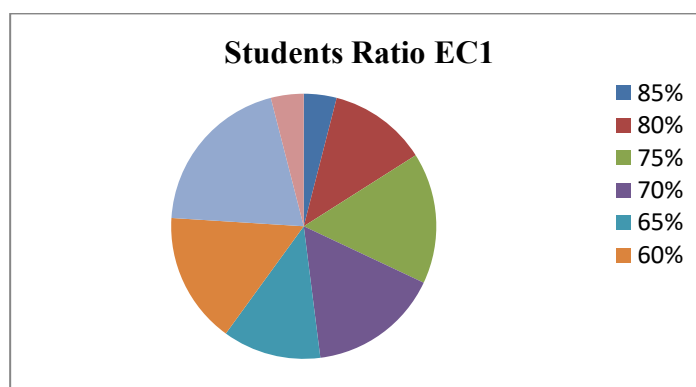


Figure 4. 10 Students Ratio of Experimental Class 1

Figure 4.10 shows students ratio of Experimental Class 1 and reveals that students highlighted positive peer feedback as their writing skills got improved in post-tests. The above pie-chart shows high percentage of 85% and lowest percentage 45% that shows a good response peer feedback.

Experimental Class 2 (EC2)	Roll Numbers 2nd year	Total Marks	Marks Obtained	Percentage %
1	EC /PM B1	20	16	80%
2	EC/ PM B2	20	15	75%
3	EC /PM B3	20	16	80%
4	EC/PM B4	20	9	45%
5	EC/PM B5	20	14	70%
6	EC/PM B6	20	14	70%
7	EC/PM B7	20	12	60%
8	EC/PM B8	20	14	70%
9	EC/PM B9	20	16	80%
10	EC/PM B10	20	10	50%
11	EC/PM B11	20	14	70%
12	EC/PM B12	20	12	60%
13	EC/PM B13	20	15	75%
14	EC/PM B14	20	10	50%
15	EC/PM B15	20	13	65%
16	EC/PM B16	20	12	60%
17	EC/PM B17	20	9	45%
18	EC/PM B18	20	14	70%
19	EC/PM B19	20	12	60%
20	EC/PM B20	20	10	50%
21	EC/PM B21	20	14	70%
22	EC/PM B22	20	10	50%
23	EC/PM B23	20	9	45%
24	EC/PM B24	20	12	60%
25	EC/ PM B25	20	14	70%

Table 4. 10 EC2 Post-test Results

Table 4.10 shows result of Experimental class 2 (EC2) at Intermediate level in form of marks and percentages obtained. The maximum score is 17 and minimum score is 9 out of 20 in post-test. The situation can best be represented through the following graph:

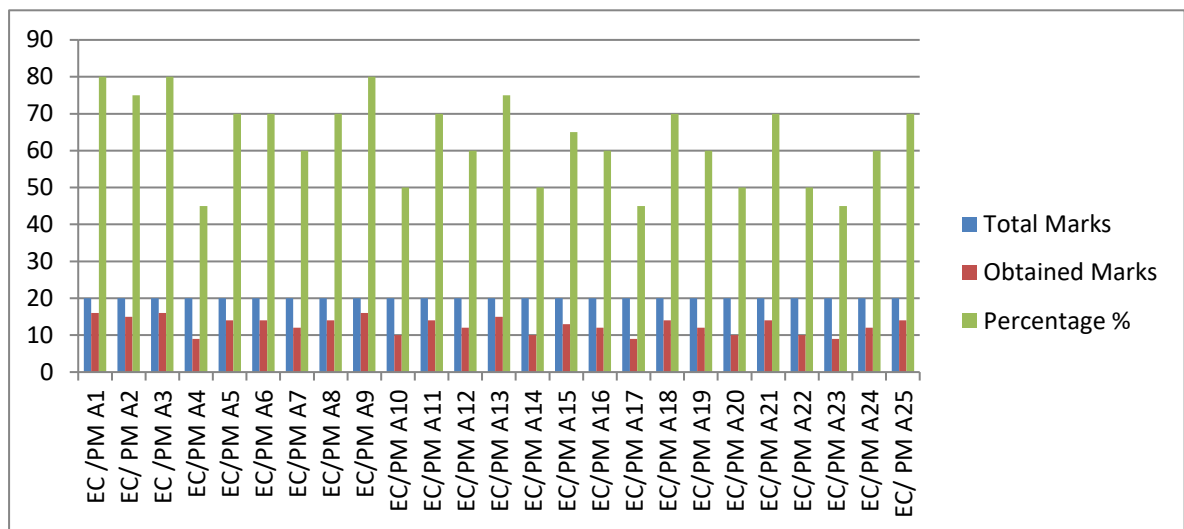


Figure 4. 11 Post-test Result of Experimental Class 2 (EC2)

Fig 4.11 shows results of Post-test of Experimental Class (EC2) of 2nd year of KIPS College Multan and reveals that 3 students scored 16 out of 20 and their percentage is 80%. Out of 25 students of 2nd Year (Boys) class, 2 students' marks are 75% as they got 15 out of 20 marks. The data reveals that 7 students' marks are 70% as they got 14 out of 20 marks and 1 student's marks are 65% as he got 13 out of 20 marks. 5 students' marks are 60% as they got 12 out of 20 and 4 students' marks are 50% as they got 10 out of 20 marks. The lowest percentage in class is 45% achieved by 3 students who got 9 out of 20 marks. The percentage can be shown in the following chart:

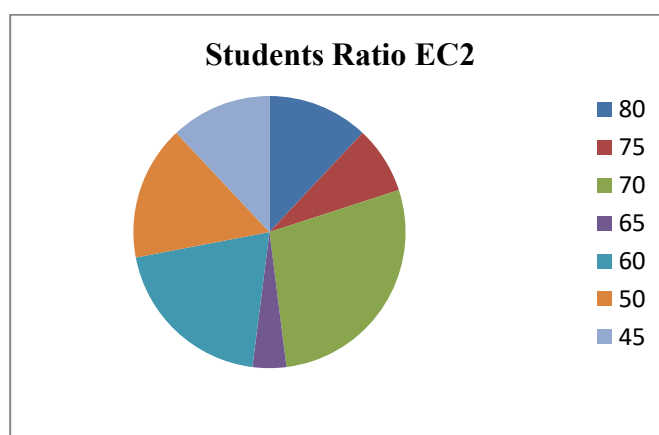


Figure 4. 12 Students Ratio of Experimental Class 2

Figure 4.12 shows students ratio of Experimental Class 2 of 2nd year of KIPS College Multan and reveals that students have good impact of peer feedback as they showed positive results in post-tests and attained good percentages.

4.1.4 Analysis of Post-Test Results: Controlled Classes (CC1 & CC2)

The current study has taken into account 2 Controlled classes (CC1 & CC2). Both classes attempted post-tests and showed the following results:

Controlled Class 1 (CC1)	Roll Numbers 1 st year	Total Marks	Marks Obtained	Percentage %
1	CC /PM A1	20	12	60%
2	CC/ PM A2	20	10	50%
3	CC /PM A3	20	11	55%
4	CC/PM A4	20	9	45%
5	CC/PM A5	20	8	40%
6	CC/PM A6	20	10	50%
7	CC/PM A7	20	11	55%
8	CC/PM A8	20	10	50%
9	CC/PM A9	20	12	60%
10	CC/PM A10	20	10	50%
11	CC/PM A11	20	11	55%
12	CC/PM A12	20	10	50%
13	CC/PM A13	20	11	55%
14	CC/PM A14	20	10	50%
15	CC/PM A15	20	10	50%
16	CC/PM A16	20	10	50%
17	CC/PM A17	20	11	55%
18	CC/PM A18	20	12	60%
19	CC/PM A19	20	10	50%
20	CC/PM A20	20	11	55%
21	CC/PM A21	20	8	40%
22	CC/PM A22	20	10	50%
23	CC/PM A23	20	11	55%
24	CC/PM A24	20	11	55%
25	CC/ PM A25	20	12	60%

Table 4. 11 CC1 Post-test Results

Table 4.11 shows results of Controlled class 1 (CC1) of 1st year in form of marks and percentages obtained. The class shows maximum score of 12/20 and minimum score of 8/20 in post-test. The situation can best be represented through the following graph:

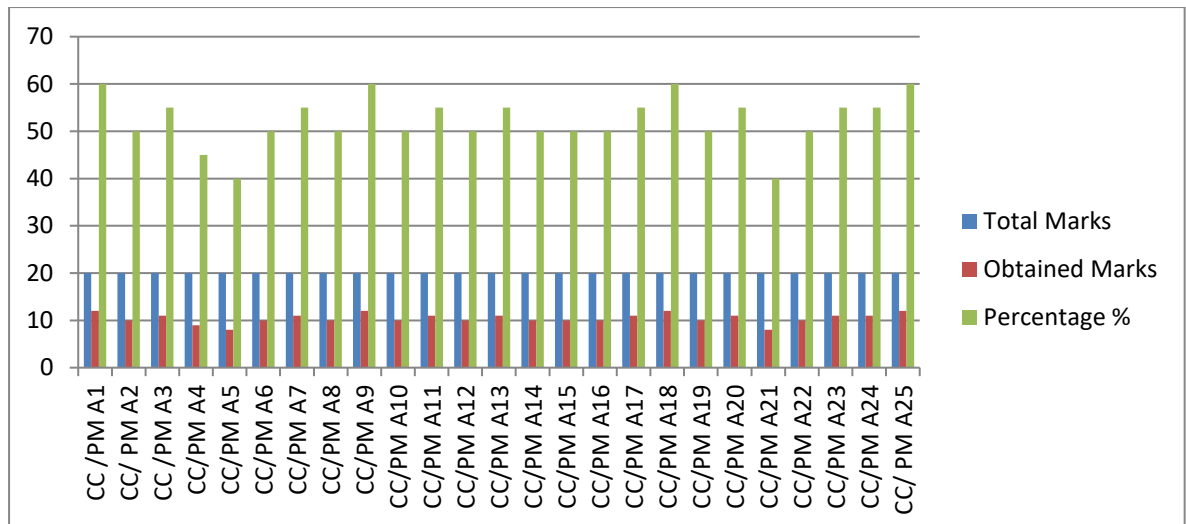


Figure 4. 13 Post-test Result of Controlled Class 1 (CC1)

Fig 4.13 shows Post-test results of Controlled Class 1 of 1st year of KIPS College Multan and reveals average marks and percentages. The results show that 4 students' got 60% marks as they got 12/20 marks. 55% marks have been awarded to 8 students in class as they got 11/20 marks in test. 10 students scored 10 out of 20 and their percentage is 50% and 1 student achieved 45% marks as he got 9 out of 20. Out of 25 students of 1st Year class, 2 students' marks are 40% as they got 08 out of 20 marks. Thus, in CC1 class, the highest percentage is 60% and lowest is 40%. The percentage and students' ratio can be shown in the following chart:

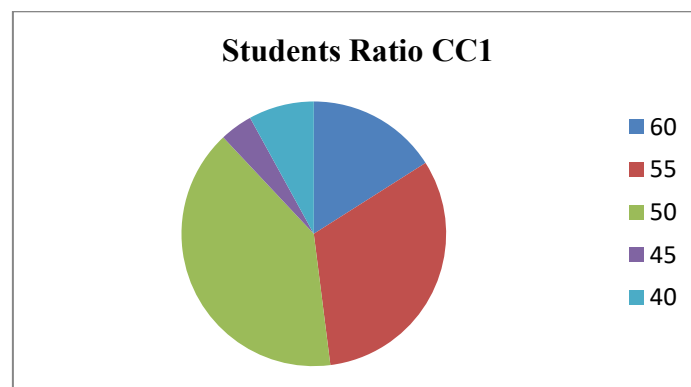


Figure 4. 14 Students Ratio of Controlled Class 1

Figure 4.14 shows students ratio of Controlled Class 1 of 1st year of KIPS College Multan and reveals that students exposed average writing skills in post-test.

Controlled Class 2 (CC2)	Roll Numbers 2 nd year	Total Marks	Marks Obtained	Percentage %
1	CC /PM B1	20	12	60%
2	CC/ PM B2	20	10	50%
3	CC /PM B3	20	13	65%
4	CC/PM B4	20	11	55%
5	CC/PM B5	20	10	50%
6	CC/PM B6	20	11	55%
7	CC/PM B7	20	12	60%
8	CC/PM B8	20	11	55%
9	CC/PM B9	20	9	45%
10	CC/PM B10	20	11	55%
11	CC/PM B11	20	10	50%
12	CC/PM B12	20	10	50%
13	CC/PM B13	20	12	60%
14	CC/PM B14	20	9	45%
15	CC/PM B15	20	10	50%
16	CC/PM B16	20	12	60%
17	CC/PM B17	20	08	40%
18	CC/PM B18	20	12	60%
19	CC/PM B19	20	8	40%
20	CC/PM B20	20	12	60%
21	CC/PM B21	20	8	40%
22	CC/PM B22	20	10	50%
23	CC/PM B23	20	10	50%
24	CC/PM B24	20	10	50%
25	CC/ PM B25	20	08	40%

Table 4. 12 CC2 Post-test Results

Table 4.12 shows result of Controlled class 2 (CC2) at Intermediate level in form of marks and percentages obtained. The maximum score is 13 and minimum score is 8 out of 20 in post-test. The situation can best be represented through the following graph:

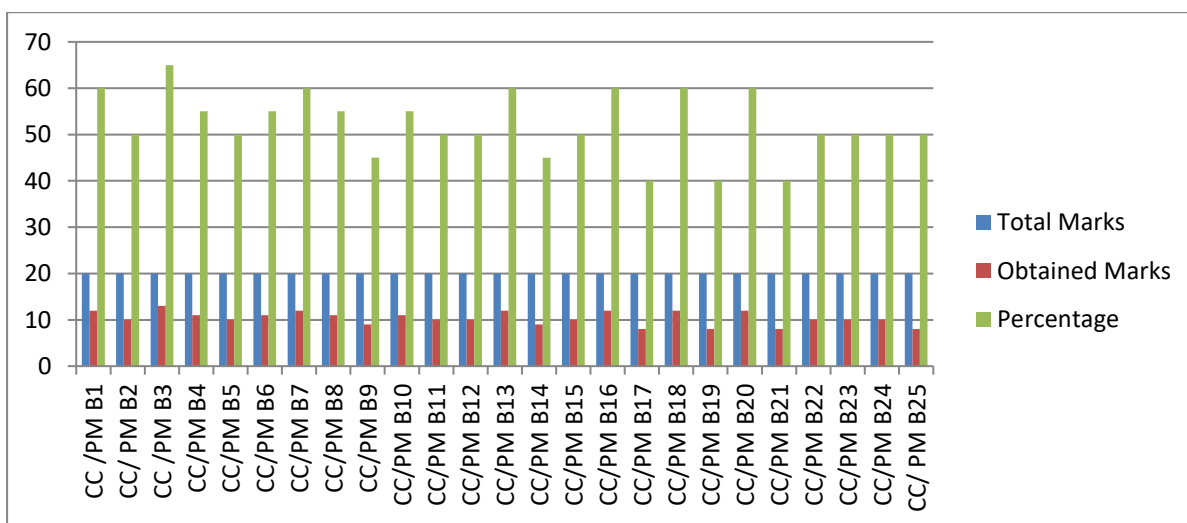


Figure 4. 15 Post-test Result of Controlled Class 2 (CC2)

The above mentioned figure 4.15 shows graphical representation of post-test results of 2nd year of KIPS College Multan and reveals no change in students' writing skills as students' highest percentage reached 65% and lowest reached to 40% in post-tests. The results show that 1 student attained 65% marks as he got 13 out of 20. 6 students scored 12 out of 20 and their percentage is 60% and 4 students achieved 55% marks as they got 11 out of 20. Out of 25 students of 2nd Year class, 8 students' marks are 50% as they got 10 out of 20 marks. The data reveals that 2 students' marks are 45% as they got 08 out of 20 marks and 4 students' marks are 40% as they got 08 out of 20 marks. The percentage can be shown in the following chart:

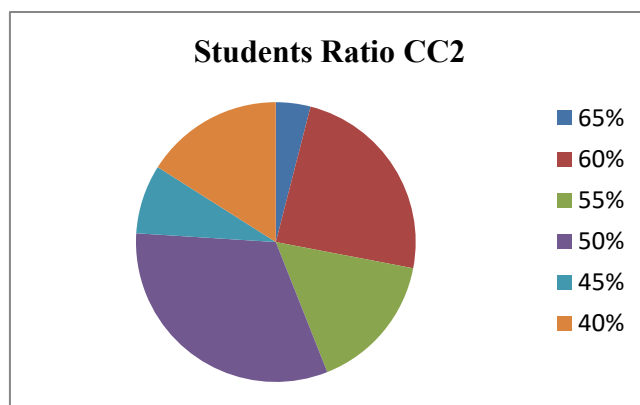


Figure 4. 16 Students Ratio of Controlled Class 2

Figure 4.16 shows students ratio of Controlled Class 2 of 2nd year of KIPS College Multan and reveals that students have average writing skills as students got percentages from 40% to 65%.

4.1.5 Comparison of Pre & Post-Test Results

In this chapter, the researcher has done comparison of pre and post-test results to see the impact of peer feedback on ESL writing skills of students of Intermediate level. The comparison is as follows:

4.1.5.1 Analysis of EC1 & EC2 Pre & Post-test Results

The following table 4.13 shows comparison of EC1 Pre & Post-test Results of Experimental Class 1 (1st Year) of KIPS College Multan and reveals the positive impact of peer feedback on students' writing skills at Intermediate level.

Roll numbers 1st year	Pre-Test Total marks	Obtained marks	Percentage%	Post-Test Obtained marks	Percentage%
EC /PM A1	20	12	60%	17	85%
EC/ PM A2	20	10	50%	14	70%
EC /PM A3	20	13	65%	16	80%
EC/PM A4	20	9	45%	12	60%
EC/PM A5	20	8	40%	9	45%
EC/PM A6	20	10	50%	16	80%
EC/PM A7	20	11	55%	15	75%
EC/PM A8	20	9	45%	12	60%
EC/PM A9	20	8	40%	14	70%
EC/PM A10	20	8	40%	12	60%
EC/PM A11	20	11	55%	15	75%
EC/PM A12	20	9	45%	10	50%
EC/PM A13	20	8	40%	13	65%
EC/PM A14	20	7	35%	14	70%
EC/PM A15	20	11	55%	16	80%
EC/PM A16	20	9	45%	10	50%
EC/PM A17	20	7	35%	13	65%
EC/PM A18	20	8	40%	10	50%
EC/PM A19	20	11	55%	14	70%
EC/PM A20	20	9	45%	14	75%
EC/PM A21	20	10	50%	10	50%
EC/PM A22	20	8	40%	12	60%
EC/PM A23	20	9	45%	15	75%
EC/PM A24	20	11	55%	13	65%
EC/ PM A25	20	10	50%	10	50%

Table 4. 13 Comparison of EC1 Pre & Post-test Results

Table 4.13 shows comparison of pre and post-test results of EC1 in form of marks obtained and percentages achieved. The comparison shows a great difference in performance of Intermediate learners of KIPS College Multan. Before pre-test, the researcher didn't apply any technique of collaborative language teaching or peer feedback and taught them with traditional modes. Thus, the pre-test results show original capability of students to learn language in classrooms with traditional techniques or strategies.

After pre-test, the researcher conducted special lessons regarding peer feedback and collaborative language learning for consecutive three weeks in which he discussed in detail the significance of peer feedback on improving ESL writing skills of learners for achieving good results. Students took great interest in it and showed good results in post-tests. The comparison of pre and post-tests of EC1 shows that students were highly motivated by peer feedback and they used it for improving their writing skills. The pre-test results of students of EC1 vary from 35% to 65% whereas post-test results of students vary from 45% to 85%. The results showed that students revealed their keen interest in improving their writing skills through peer feedback. Their paragraph and

essay writing got improved as they made little mistakes regarding grammar, syntax, vocabulary and spellings. The statistical comparison of pre and post-test results of EC1 is as follows:

Features	EC1 Pre-test Result	EC1 Post-test Result
N	25	25
Min	7	9
Max	13	17
Sum	236	326
Mean	9.44	13.4
Variance		
S.D		
Mode	9	14
Median	9	13

Table 4. 14 Statistical Comparison of EC1 Results

The statistical analysis of pre and post-test results of EC1 demonstrate that students showed better performance in post-tests after peer feedback sessions. Table 4.14 states that total number of students of EC1 is 25. Pre-test marks range from 7 (minimum) to 13 (maximum) whereas of post-test range from 9 (minimum) to 17 (maximum). Sum of pre-test is 236 and of post-test is 326. Mean of EC1pretest is 9.44 whereas of post-test is 13.4. Pre-test variance is ----- and of post-test is ----- --. The standard deviation of pre-test is ----- and of post-test is ----- . The mode of pre-test is 9 and of post-test is 14. The median of pre-test is 9 and of post-test is 13. Thus, the statistical analysis of pre and post-test results of EC1 shows strong effect of peer feedback on students' ESL writing skills at Intermediate level.

4.1.5.2 Analysis of EC2 Pre & Post-test Results

The following table 4.15 shows comparison of EC2 Pre & Post-test Results of Experimental Class 2 (2nd Year) of KIPS College Multan and reveals the positive impact of peer feedback on students' writing skills at Intermediate level.

Roll numbers 2nd year	Pre-Test Total marks	Obtained marks	Percentage%	Post-Test Obtained marks	Percentage%
EC /PM B1	20	9	45%	16	80%
EC/ PM B2	20	8	40%	15	75%
EC /PM B3	20	13	65%	16	80%
EC/PM B4	20	9	45%	9	45%
EC/PM B5	20	7	35%	14	70%
EC/PM B6	20	13	65%	14	70%
EC/PM B7	20	7	35%	12	60%
EC/PM B8	20	13	65%	14	70%
EC/PM B9	20	11	55%	16	80%
EC/PM B10	20	10	50%	10	50%

EC/PM B11	20	13	65%	14	70%
EC/PM B12	20	9	45%	12	60%
EC/PM B13	20	8	40%	15	75%
EC/PM B14	20	10	50%	10	50%
EC/PM B15	20	11	55%	13	65%
EC/PM B16	20	9	45%	12	60%
EC/PM B17	20	8	40%	9	45%
EC/PM B18	20	13	65%	14	70%
EC/PM B19	20	11	55%	12	60%
EC/PM B20	20	10	50%	10	50%
EC/PM B21	20	13	65%	14	70%
EC/PM B22	20	9	45%	10	50%
EC/PM B23	20	8	40%	9	45%
EC/PM B24	20	10	50%	12	60%
EC/ PM B25	20	11	55%	14	70%

Table 4. 15 Comparison of EC2 Pre & Post-test Results

Table 4.15 shows comparison of pre and post-test results of EC2 in form of marks obtained and percentages achieved. The comparison shows a great difference in performance of Intermediate learners of KIPS College Multan. Before pre-test, the researcher didn't apply any technique of collaborative language teaching or peer feedback and taught them with traditional modes. Thus, the pre-test results show original capability of students to learn language in classrooms with traditional techniques or strategies.

After pre-test, the researcher conducted special lessons regarding peer feedback and collaborative language learning for consecutive three weeks in which he discussed in detail the significance of peer feedback on improving ESL writing skills of learners for achieving good results. Students took great interest in it and showed good results in post-tests. The comparison of pre and post-tests of EC2 shows that students were highly motivated by peer feedback and they used it for improving their writing skills. The pre-test results of students of EC2 vary from 35% to 65% whereas post-test results of students vary from 45% to 80%. The results showed that students revealed their keen interest in improving their writing skills through peer feedback. Their paragraph and essay writing got improved as they made little mistakes regarding grammar, syntax, vocabulary and spellings. The statistical comparison of pre and post-test results of EC2 is as follows:

Features	EC2 Pre-test Result	EC2 Post-test Result
N	25	25
Min	7	9
Max	13	16
Sum	253	316
Mean	10.12	12.64
Variance		
S.D		
Mode	13	14
Median	10	14

Table 4. 16 Statistical Comparison of EC2 Results

The statistical analysis of pre and post-test results of EC2 demonstrate that students showed better performance in post-tests after peer feedback sessions. Table 4.16 states that total number of students of EC2 is 25. Pre-test marks range from 7 (minimum) to 13 (maximum) whereas of post-test range from 9 (minimum) to 16 (maximum). Sum of pre-test is 253 and of post-test is 316. Mean of EC2 pre-test is 10.12 whereas of post-test is 12.64. Pre-test variance is ----- and of post-test is ----- . The standard deviation of pre-test is ----- and of post-test is ----- . The mode of pre-test is 13 and of post-test is 14. The median of pre-test is 10 and of post-test is 14. Thus, the statistical analysis of pre and post-test results of EC2 shows strong effect of peer feedback on students' ESL writing skills at Intermediate level.

4.1.5.3 Analysis of CC1 Pre & Post-test Results

The following table 4.17 shows comparison of CC1 Pre & Post-test Results of Controlled Class 1 (1st Year) of KIPS College Multan and reveals students' average writing skills at Intermediate level.

Roll numbers 1 st year	Pre-Test Total marks	Obtained marks	Percentage%	Post-Test Obtained marks	Percentage%
CC /PM A1	20	13	65	12	60
CC/ PM A2	20	11	55	10	50
CC /PM A3	20	13	65	11	55
CC/PM A4	20	10	50	9	45
CC/PM A5	20	13	65	8	40
CC/PM A6	20	9	45	10	50
CC/PM A7	20	8	40	11	55
CC/PM A8	20	10	50	10	50
CC/PM A9	20	11	55	12	60
CC/PM A10	20	9	45	10	50
CC/PM A11	20	8	40	11	55
CC/PM A12	20	13	65	10	50
CC/PM A13	20	9	45	11	55
CC/PM A14	20	7	35	10	50
CC/PM A15	20	9	45	10	50
CC/PM A16	20	9	45	10	50

CC/PM A17	20	7	35	11	55
CC/PM A18	20	10	50	12	60
CC/PM A19	20	11	55	10	50
CC/PM A20	20	10	50	11	55
CC/PM A21	20	13	65	8	40
CC/PM A22	20	9	45	10	50
CC/PM A23	20	8	40	11	55
CC/PM A24	20	10	50	11	55
CC/ PM A25	20	7	35	12	60

Table 4. 17 Comparison of CC1 Pre & Post-test Results

Table 4.17 shows comparison of pre and post-test results of CC1 in form of marks obtained and percentages achieved. The comparison of CC1 results shows a no major difference in performance of Intermediate learners of KIPS College Multan. Before pre and post-tests, the researcher didn't apply any technique of collaborative language teaching and taught them with traditional modes. Thus, the pre and post-test results show original capability of students to learn language in classrooms with traditional techniques or strategies. The statistical comparison of pre and post-test results of CC1 is as follows:

Features	CC1 Pre-test Result	CC1 Post-test Result
N	25	25
Min	7	8
Max	13	12
Sum	257	261
Mean	10.28	10.44
Variance		
S.D		
Mode	9	9
Median	10	11

Table 4. 18 Statistical Comparison of CC1 Results

The statistical analysis of pre and post-test results of CC1 demonstrate that students showed better performance in post-tests after peer feedback sessions. Table 4.18 states that total number of students of CC1 is 25. Pre-test marks range from 7 (minimum) to 13 (maximum) whereas of post-test range from 8 (minimum) to 12 (maximum). Sum of pre-test is 257 and of post-test is 261. Mean of CC1 pre-test is 10.28 whereas of post-test is 10.44. Pre-test variance is ----- and of post-test is -----, The standard deviation of pre-test is ----- and of post-test is -----, The mode of pre-test is 9 and of post-test is 9. The median of pre-test is 10 and of

post-test is 11. Thus, the statistical analysis of pre and post-test results of CC1 shows students' average ESL writing skills at Intermediate level.

4.1.5.4 Analysis of CC2 Pre & Post-test Results

The following table 4.19 shows comparison of CC2 Pre & Post-test Results of Controlled Class 2 (2nd Year) of KIPS College Multan and reveals students' average writing skills at Intermediate level.

Roll numbers 2 nd year	Pre-Test Total marks	Obtained marks	Percentage%	Post-Test Obtained marks	Percentage%
CC /PM B1	20	13	65	12	60
CC/ PM B2	20	8	40	10	50
CC /PM B3	20	9	45	13	65
CC/PM B4	20	10	50	11	55
CC/PM B5	20	8	40	10	50
CC/PM B6	20	11	55	11	55
CC/PM B7	20	9	45	12	60
CC/PM B8	20	10	50	11	55
CC/PM B9	20	8	40	9	45
CC/PM B10	20	9	45	11	55
CC/PM B11	20	11	55	10	50
CC/PM B12	20	10	50	10	50
CC/PM B13	20	12	60	12	60
CC/PM B14	20	10	50	9	45
CC/PM B15	20	13	65	10	50
CC/PM B16	20	9	45	12	60
CC/PM B17	20	8	40	08	40
CC/PM B18	20	10	50	12	60
CC/PM B19	20	11	55	8	40
CC/PM B20	20	9	45	12	60
CC/PM B21	20	8	40	8	40
CC/PM B22	20	13	65	10	50
CC/PM B23	20	9	45	10	50
CC/PM B24	20	11	55	10	50
CC/ PM B25	20	10	50	08	40

Table 4. 19 Comparison of CC2 Pre & Post-test Results

Table 4.19 shows comparison of pre and post-test results of CC2 in form of marks obtained and percentages achieved. The comparison shows no difference in performance of Intermediate learners of KIPS College Multan. Before pre and post-test, the researcher didn't apply any technique of collaborative language teaching or peer feedback and taught them with traditional modes. Thus, the pre and post-test results of CC1 & CC2 show original capability of students to learn language in classrooms with traditional techniques or strategies. The statistical comparison of pre and post-test results of CC2 is as follows:

Features	CC2 Pre-test Result	CC2 Post-test Result
N	25	25
Min	8	8
Max	13	13
Sum	249	259
Mean	9.96	10.36
Variance		
S.D		
Mode	9	9
Median	10	11

Table 4. 20 Statistical Comparison of CC2 Results

The statistical analysis of pre and post-test results of CC2 demonstrates that students showed better performance in post-tests after peer feedback sessions. Table 4.20 states that total number of students of CC2 is 25. Pre-test marks range from 8 (minimum) to 13 (maximum) whereas of post-test range from 8 (minimum) to 13 (maximum). Sum of pre-test is 249 and of post-test is 259. Mean of CC2 pre-test is 9.96 whereas of post-test is 10.36. Pre-test variance is ----- and of post-test is ----- ---. The standard deviation of pre-test is ----- and of post-test is ----- . The mode of pre-test is 9 and of post-test is 15. The median of pre-test is 10 and of post-test is 11. Thus, the statistical analysis of pre and post-test results of CC2 shows students' average ESL writing skills at Intermediate level.

The current research study shows positive impact of peer feedback on Students academic development at Intermediate level. The researcher has analyzed results of pre and post tests of experimental classes (EC1 & EC2). He has done comparison of pre and post-tests results and found out great difference of performance after peer feedback sessions. Students are highly motivated by peer feedback as they find comfortable environment to discuss and resolve their issues related to writing. Peer feedback made them enable to perform better in academic contexts.

4.2 Analysis of Questionnaires received from Experimental Classes

The 2nd data collection tool for conducting present research study is questionnaire that has been administered in order to investigate the effectiveness of peer feedback on students' writing skills Improvement. Questionnaires are very popular data collection tool in educational research. Likert (1932) prepared formulated questionnaire to analyze attitudes of participants towards certain phenomenon. For conducting the

present research study, the researcher has employed questionnaire by Likert (1932) to two experimental classes (EC1 & EC2) after the final treatment of peer feedback of 6 weeks to investigate learners' attitudes towards peer feedback in classrooms. The questionnaire items have been structured by following Likert scale in order to get responses of selected participants to analyze the impact of peer feedback on students' writing skills at Intermediate level.

The researcher has distributed questionnaire among students in every experimental class and has guided them properly how to solve this. For this purpose, the researcher's duty is to direct students to fill up the questionnaire carefully. In order to conduct the current research study, the researcher has prepared a questionnaire of 20 Items. The main function of questionnaire is to examine students' power of conception towards peer feedback. The responses of all items have been noted through Likert scale of five options showing trend from 'strongly agree' to 'strongly disagree.' In order to solve questionnaire, students have been given 20 minutes. After this, questionnaires have been collected and their responses have been analyzed to evaluate the impact of peer feedback on ESL writing skill of students at Intermediate level. The results are as follows:

Question Items	Option (a) Strongly Agree	Option (b) Agree	Option (c) Neutral	Option (d) Disagree	Option (e) Strongly Disagree	Total Responses
1	15	25	09	1	0	50
2	10	20	8	4	0	42
3	10	15	15	5	2	47
4	11	19	10	0	0	40
5	05	25	13	3	2	48
6	8	12	15	5	0	40
7	7	20	13	3	5	48
8	10	22	8	7	3	50
9	9	15	11	2	2	39
10	12	18	11	5	0	46
11	10	20	13	3	2	48
12	6	21	18	5	0	50
13	10	20	9	4	2	45
14	10	20	05	8	7	50
15	15	20	5	2	1	43
16	10	18	12	1	0	41
17	8	12	15	4	0	39
18	5	25	10	5	3	48
19	5	15	15	8	7	50
20	12	22	10	2	1	47

Table 4. 21 Analysis of Questionnaire's Responses

Table 4.23 shows analysis of responses collected from selected participants of current research study. The results show positive impact of peer feedback on 2 experimental classes EC1 & EC2. The number 1 question Item of questionnaire is about useful directions provided by peer feedback to bring excellence in students' writing skills. The item number 1 got 100% responses as 15% students strongly agreed on this and considered peer feedback directions most effective in learning English as a second language. 25% students agreed on it and 9% students remained neutral as they showed neutral effect of peer feedback. For them, to have peer feedback is ok and good but without peer feedback, they can learn from traditional teaching and learning styles. 1% students disagreed as they are habitual of traditional styles of learning therefore didn't like innovation.

The item number 2 of questionnaire is 'Peer feedback is a well-planned learning activity.' This item got 84% responses from selected participants. 8 students didn't response on this question while 10% students strongly agreed on activity of peer feedback. 20% students agreed on this and found peer feedback as a well-planned learning activity that bring fruitful results. 8% students remained neutral as they showed neither agreement nor disagreement. 4% students disagreed from the situation and considered peer feedback as haphazard situation that can be spontaneously applied in classroom settings. The item 3 is about 'Peer feedback focuses on the task rather the individual.' This item got 94% responses. 10% students strongly agreed on the situation and 15% students agreed on it and found peer feedback task oriented. 15% students remained neutral. 5% students disagreed and 2% students strongly disagreed as they found peer feedback not human-oriented instead of task-oriented.

The item 4 is about 'Students feel comfortable listening peer' words for their improvement.' This item got 80% responses. 10% students left this question unattended. 11% students strongly disagreed and 19% students agreed on the situation and found peer feedback a comfortable situation in which students feel excited listening peer words as they are highly motivated by their peer fellows. 10% students remained neutral on the situation and no student showed disagreement on this. The item number 5 is about 'Peer words aim at motivating the learners.' This item got 96% responses as 5% students strongly agreed and 25% students agreed on situation and found peer feedback as highly motivated activity. 13% students remained neutral and 3 students

disagreed and 2 students strongly disagreed as they felt less motivated by peer feedback. Overall, this item got positive response regarding impact of peer feedback.

The item number 6 of questionnaire is about 'Feedback provides a clear way to improve critical writing.' This item got 80% responses from selected participants. 10% students didn't response on this question while 8% students strongly agreed on activity of peer feedback. 12% students agreed on this and found peer feedback as a well-planned learning activity that provides excellent ways of improving creative writing of students. 15% students remained neutral. 5% students disagreed from the situation and found peer feedback as less critical.

The number 7 Item of questionnaire is 'The timing of the feedback has been considered to be appropriate.' This item got 96% response from all students. 7% students strongly agreed on this and considered peer feedback's timing appropriate for teaching and learning English as a second language. 20% students agreed on it and 13% students remained neutral. 3% students disagreed and 5% students strongly disagreed as they considered timing of peer feedback inappropriate and demanded more time to understand things from this strategy effectively.

The item 8 of questionnaire is 'Feedback can be provided in different ways e.g. verbal or written.' This item got 100% responses. 10% students left this question unattended. 22% students strongly disagreed and 8% students agreed on the situation and found peer feedback effective in different ways such as verbal or written modes. 7% students remained neutral on the situation and 3% students disagreed. The item number 9 is about 'Feedback can improve the students' writing skills.' This item got 78% responses as 9% students strongly agreed and 15% students agreed on situation and found peer feedback as a good activity to bring excellence in students' writing skills. 11% students remained neutral. 2% students disagreed and 2% students strongly disagreed as they didn't show any effect of peer feedback on students' writing skills.

The Item number 10 of questionnaire is 'Do you think feedback significant in Improving writing skills of learners?' This item got 92% responses from selected participants. 12% students strongly agreed. 18% students agreed on this and found peer feedback as a good activity to improve ESL writing skills of learners at Intermediate level. 11% students remained neutral. 5% students disagreed from the situation and considered peer feedback as haphazard situation that can be spontaneously applied in

classroom settings and can or cannot improve writing skills. The Item 11 of questionnaire is 'Peer feedback enables learners to learn from their mistakes.' This item got 96% responses. 10% students strongly agreed on the situation and 20% students agreed and found peer feedback as a useful activity that helps students to learn from their writing mistakes such as grammar, vocabulary and spellings etc. 13% students remained neutral. 3% students disagreed and 2% students strongly disagreed. The overall response of Item number 11 was positive towards peer feedback's significance.

The item 12 is 'Peer feedback encourages students to avoid grammatical mistakes.' This item got 100% responses. 6% students strongly disagreed and 21% students agreed on the situation and found peer feedback helpful and effective in avoiding grammatical mistakes during English as second language learning. 18% students remained neutral while 8% students disagreed. 5% students left this question unattended. The Item 13 of questionnaire is about 'Through peer feedback, ESL learners improve English competence.' This item got 90% responses as 10% students strongly agreed and 20% students agreed on situation and found peer feedback effective in improving English competence of ESL learners. 9% students remained neutral. 4% students disagreed and 2% students strongly disagreed. Overall, this item got positive response regarding impact of peer feedback.

The Item 14 of questionnaire is 'ESL learners avoid spelling mistakes with help of peer feedback.' This item got 100% response from all students. 10% students strongly agreed on this and considered peer feedback as an important strategy to remove spelling mistakes during ESL writing. 20% students agreed. 5% students remained neutral. 8% students disagreed and 7% students strongly disagreed but the item showed positive impact of peer feedback in removing spelling mistakes. The item 15 of questionnaire is 'Peer feedback evaluates writing skills more critically at Intermediate level.' This item got 86% responses. 15% students strongly agreed and 20% students agreed. 5% students remained neutral. 2% students disagreed and 1% students strongly disagreed. 7% students left this question unattended.

The item number 16 is 'Do you think that the learners feel a difference in them while being taught through peer feedback method?' This item got 82% responses as 10% students strongly agreed and 18% students agreed on situation and found that peer feedback brings positive results in students' learning of ESL writing skills effectively.

12% students remained neutral. 1% students disagreed. The analysis of this item's responses revealed positive attitude towards peer feedback.

The item 17 of questionnaire is 'Peer feedback helps learners to use vocabulary in different senses.' This item got 78% responses. 8% students strongly disagreed and 12% students agreed on the situation and found that peer feedback is very helpful for learners in using vocabulary in distinct ways. 15% students remained neutral. 4% students disagreed. 11% students left this question unattended. The item number 18 of questionnaire is 'Peer feedback influences ESL writing in positive directions.' This item got 96% responses as 5% students strongly agreed and 25% students agreed on situation and found peer feedback as a great activity to improve writing skills in better ways. 10% students remained neutral. 5% students disagreed and 3% students strongly disagreed. The overall response of this item is positive towards impact of peer feedback on ESL writing skills of learners at Intermediate level.

The Item 19 of questionnaire is 'Peer feedback provides a flexible environment for effective learning.' This item got 100% responses from selected participants. 5% students strongly agreed. 15% students agreed on this and found peer feedback appropriate for English as second language learning. 15% students remained neutral. 8% students disagreed and 7% students strongly disagreed with the statement. The Item 20 of questionnaire is 'Peer feedback has more positive results than teacher feedback.' This item got 94% responses. 12% students strongly agreed on the situation and 20% students agreed and found peer feedback quite unique and more powerful strategy as compared to teacher's feedback. 10% students remained neutral. 2% students disagreed and 1% students strongly disagreed. 3% students left this question unattended. The overall response of Item number 20 was positive towards peer feedback's significance.

The positive results of questionnaire show growing interest of students learning through peer feedback technique. As the responses reveal that most of the students have selected options of 'strongly agree', 'agree' and neutral and very few have selected 'disagree' or 'strongly disagree.' Thus, more than 70% learners demonstrated positive Impact of peer feedback for effective Improvement of ESL writing skills at Intermediate level.

4.3 Analysis of data received from the classroom observation

Class room checklist is the third important data collection tool that has been used for present research. In order to see the impact of peer feedback on ESL writing skills of Intermediate learners, it is a useful technique that analyzes students' actions and reactions on different activities such as writing tests, filling questionnaires and appearing in interview sessions. The researcher has used this tool to examine the classroom behaviors of learners while learning English as a second language. For this purpose, the researcher has focused on every aspect of research such as pre-test, post-test, questionnaire and interview sessions accordingly. First of all, the researcher has remained a keen observer as he has observed participants and the whole classroom setting during pre-test as he has been present there as an invigilator. Students have completed tests and after that received their checked materials. After this, peer feedback has been provided to students and their language improvement has been noted through observation. During peer feedback sessions, the researcher has observed classroom environment and participants' responses and reactions through different classroom activities like group discussions and question/answer sessions etc. In the next phase, students have been given questionnaires to fill and they have been informed that they are under observation. Later, students appeared in interview and shared their views regarding Impact of peer feedback on improving their ESL writing skills. The whole process has been observed in order to reach level of accuracy in results. The researcher remained friendlier with the learners in the Classroom Settings to provide flexible environment to Intermediate learners. During the classroom observation, the researcher focused on different activities like pre-tests, post-tests and the questionnaires, during and after the treatment sessions. During observation, researcher focused on every aspect of learning and teaching in classrooms. He focused on that the teacher presented materials in class for students properly.

The researcher applied a different pedagogical strategy that is peer response, group learning and feedback to evaluate Intermediate level learners' ESL writing skills. The researcher did proper planning for the selected participants of four Experimental classes. First, the topics of paragraphs and essays of pre-tests and post-tests were chosen from the designed syllabus of English language. Learners practiced writing through process approach in order to do brainstorming to generate new ideas, writing and learning through peer feedback activities. Learners engaged themselves actively in

collaborative learning and took part in them with great interest and learnt to write essays with critical thinking with the help of their peers. The use of these learning activities and strategies enhanced the writing skill of all participants of experimental classes without any stress, and they generated new ideas and improved their writing ability through use of peer feedback. The whole teaching and learning session through peer feedback was observed and positive results were generated.

4.4 Analysis of responses of semi-structured Interviews

The 4th important data collection tool for conducting current research study is use of semi-structured interview. In order to see the impact of peer feedback on students' ESL writing skill at Intermediate level, the researcher has conducted some face-to-face interviews with the participants after completion of their pre and post-tests, questionnaire and observation in order to check the usefulness of peer feedback in academic contexts. Semi-structured Interview appeared in form of free discussions as an interaction between researcher and the students to exchange ideas and information to get maximum results about significance of using peer feedback in academic contexts. Its main purpose is to allow students to express their views, opinions and ideas freely regarding the impact of peer feedback on ESL writing skills of students. The researcher asked open-ended questions ten questions from Intermediate learners of KIPS College Multan and recorded and analyzed their responses to see the impact of peer feedback on students' ESL writing skills.

Questions	Positive Response	Neutral Response	Negative Response	No Response
1	25%	20%	5%	0
2	29%	11%	7%	3%
3	22%	23%	5%	0
4	18%	22%	5%	5%
5	16%	24%	8%	2%
6	25%	18%	4%	3%
7	29%	11%	6%	4%
8	27%	13%	3%	7%
9	21%	19%	5%	5%
10	18%	22%	3%	7%

Table 4. 22 Responses of Semi-structured Interviews

Table 4.24 shows results of responses collected from participants of experimental classes (EC1 & EC2). The 1st question was about English as a 2nd language. This question was positively answered by 25% students and they described

the importance of English language in detail. 20% responses were neutral means students talked about English as 1st or 2nd language and also talked about historical development of this language. 5% students showed less interest in English language because they considered it as a foreign language. The overall response of this question was positive as more students talked about this language and showed their keen interest.

The question number 2 of semi-structured Interview was about ESL writing skill and received 29% positive responses from participants. They defined writing skills as well as ESL writing skills. 11% students' responses were neutral as they talked about English language all skills as a whole. 7% students gave negative responses as they showed less interest in writing skill and talked about other skills also. 3% students did not response on this question and skipped it. Question number 3 of Interview was about the general description of 4 language skills and got 22% positive responses from learners as they described in detail the all language skills. 23% students remained neutral as they talked about all things. 5% students gave negative responses as they talked more about English language rather than skills.

Question number 4 of Interview was about peer feedback and got 18% positive responses from learners as they defined peer feedback and showed their interest in this question. 22% students remained neutral as they talked about different things regarding peer feedback. 5% students gave negative responses as they talked more about teacher feedback rather than peer feedback and 5% students skipped this question.

The 5th question was about Improvement of writing skill. This question was positively answered by 16% students and they described different ways to improve writing skill. 24% responses were neutral means students talked about all aspects of writing i.e; writing mistakes and grammar etc. 8% students showed less interest in writing skill and talked about other skills improvement too. The overall response of this question was positive as more students talked about writing skill and showed their keen interest.

The 6th question was about different types of mistakes in writing. This question was positively answered by 25% students as they described different kinds of mistakes in writing such as of grammar, syntax, spellings, vocabulary and paragraphs writing skills etc. 18% responses were neutral means students talked about writing mistakes as

well as writing types etc. 4% students showed less interest in this question and talked about writing in general and 3% students skipped this question.

Question number 7 of Interview was about the significance of peer feedback in improving English language skills of students in ESL classrooms. This question got 29% positive responses from learners as they admitted the importance of peer feedback. 11% students remained neutral as they talked about all things regarding peer feedback. 6% students gave negative responses as they also talked about significance of teacher feedback too and 4% students skipped this question. Question number 8 of Interview was about Impact of peer feedback on writing skills of ESL learners and got 27% positive responses from learners as they talked about positive impact of peer feedback on students' writing skills and showed their interest in this question. 13% students remained neutral as they talked about different things regarding peer feedback. 3% students gave negative responses as they talked about teacher feedback's significance and 7% students skipped this question.

Question number 9 of Interview was about the need of peer feedback for Intermediate learners. This question got 21% positive responses from participants as they demanded peer feedback for their effective learning of English language skills. 19% students remained neutral as they talked about peer feedback generally and discussed different aspects. 5% students gave negative responses as they talked about need of other things too for English language improvement. 5% students skipped this question. The last question number 10 of Interview was about students avoiding mistakes through peer feedback and got 18% positive responses from learners as they admitted this fact that peer feedback helps students to overcome their mistakes of English as second language learning. 22% students remained neutral. 3% students gave negative responses as they had view that students can avoid mistakes through traditional styles of teaching and learning too. 7% students skipped this question. Thus, the responses collected from participants during semi-structured Interviews showed positive Impact of peer feedback on students' ESL writing skills at Intermediate level.

CHAPTER 5

FINDINGS & CONCLUSIONS

This chapter of current research study deals with the findings, conclusions and recommendations. In the present research, the findings have been discussed in connection with already done research on the similar topic and results, obtained from data collection tools, have been analyzed to establish future recommendations. The research questions and objectives of present study provided Intermediate learners a better learning atmosphere including peer feedback to improve their ESL writing skills. The main purpose of present research is to see the effect of peer feedback on ESL learners at Intermediate level. The current study claims that impact of peer feedback on students is positive in collaborative language learning environment of classrooms and this new method of teaching proved beneficial for students' ESL writing skills at Intermediate level. The findings of the present research demonstrate students' need of innovative teaching and learning techniques such as peer feedback to enhance their language learning skills especially writing creativity. At Intermediate level, peer feedback is very significant for ESL learners as it helps students to improve their skills through innovative and flexible learning environment. Students improve their writing skills as they feel more confident during writing processes and create critical and creative drafts skillfully.

The current research study highlights that peer feedback has strong impact on learners' writing skills because this teaching method improved learning skills of all selected participants of experimental group. Each student showed his/her progress while learning to write effectively through use of peer feedback strategy. The use of peer feedback remained successful because not only it improved writing but also other skills too and developed active learning engagement of students with each other through active classroom participation and spontaneous response to peers. Students actively did brainstorming and discussions before and after writing and passed their arguments regarding improvement of ESL writing skills in the experimental classes. The evaluation of data attained from data collection instruments showed encouraging effect of peer feedback on learners' critical and creative writing ability at Intermediate level.

The next portion of this chapter is about conclusions regarding impact of peer feedback on Intermediate learners. From the beginning, teaching English as a Second

(ESL) or a Foreign Language (EFL) has remained a powerful topic in the whole world because of difficulty of mastering English language skills at different levels and in different contexts. In order to educate students, English language is taught through different teaching approaches, theories and methods. Students need excellence in four language skills of listening, speaking, reading and writing. There are various factors that affect learning of language skills that's why different approaches are utilized to motivate students to learn language through skills. Out of four language skills, writing is an acquired skill that demands effective learning sessions and innovative strategies to bring excellence in producing critical and creative writing.

Pakistan is a developing country where teaching and learning English language is considered a complicated task. Although, it is well-known in Pakistan that English language learning is necessary for the bright future of students. It is considered a successful tool for ESL learners especially at Intermediate level to be competent enough to appear in different competitive exams such as PMS, PPS, CSS etc. Thus, teachers have responsibility to teach English to students more effectively so that they may be able to perform well in different academic domains. English is mostly taught as a subject not as a language in ESL classrooms because the environment is not kept much conducive here to have command of English skills. Teachers mostly teach through traditional methods like product centered approach, Grammar Translation Method etc. They do not try to apply instructive tools to educate students because of scarcity of resources such as un-availability of audio-visual aids etc. That's why, modern techniques like peer feedback are not so much in practice and these things create hurdles in improving ESL writing skills at Intermediate level.

Writing skill is a practical task that is mostly considered difficult in Pakistani academic contexts. Written composition is often ignored by students in classrooms at both secondary and intermediate levels and therefore they commit various kinds of mistakes in writing such as of grammar, spellings, vocabulary and paragraph writing skills etc. In order to resolve writing issues, students need new techniques and strategies such as peer feedback that play a significant role to improve their writing performances. Peer feedback is helpful for students at Intermediate level as it enhances students' writing skills and brings fluency, creativity and writing competency etc. Through the use of peer feedback, brilliant and competent students provide feedback to weak students and they attain opportunities to learn English language by having chance of

strong interaction with each other in powerful educational settings. During peer feedback, students are assigned different writing tasks in groups and they complete their tasks and receive remarks of their peers for effective writing. Peer feedback is a two way processes in which students work in collaboration with their peers and improve their ESL writing skills through checking of their writing materials by their peers and receiving remarks in different forms like opinions, assessment, corrections, suggestions and comments etc.

In the present research study, peer feedback proved some kind of process centered approach and involved participants to interact with one another for sake of educational skills development. This new strategy focused on different activities for example brainstorming of ideas, Group discussions and Re-writing of drafts etc. During peer feedback, students discussed different things with one another and competitive students provided language support to weak students in order to shape their creative writing. Students composed ideas and received guidance by their peers through feedback and avoided mistakes of writing. During whole learning sessions, students felt freedom and organized their writings in the best possible manners.

To see the impact of peer feedback in current study, the researcher administered 2 experimental classes (EC1 & EC2) including 1st year and 2nd year classes and two controlled classes (CC1 & CC2) of 1st year and 2nd year classes. The current study collected data from selected participants of experimental and controlled classes through data collection tools such as pre-tests, post-tests, questionnaires, observations and Interviews in order to see the impact of peer feedback on ESL writing skills of students' at Intermediate level. The researcher selected 100 students from 400 total registered students of pre-medical groups at Intermediate levels of KIPS college Multan. First of all, all the selected 100 students attempted pre-tests and wrote paragraphs and essays on selected topics from their English subject syllabus. They completed their written tasks on time. Their tests were checked and commented to expose their mistakes. After that, they received peer feedback and attempted post-tests in which they showed positive results. The researcher analyzed all the pre and post-tests results data in tabulated form graphically and statistically. The results of pre and post- test showed strong influence of peer feedback on ESL writing skills of selected Intermediate learners. Students were highly motivated through peer feedback and they openly discussed their mistakes with their peers and found possible ways to eradicate writing

issues. The results of post-tests of experimental classes (EC1 & EC2) were amazing and almost all students showed progress.

The analysis of experimental classes (EC1 & EC2) pre-test results show that the minimum score is 7 and the maximum score is 13 out of 20 marks. The percentage varies from 35% to 65% in pre-tests. After peer feedback sessions, in the post-tests, the percentage changed and the ratio of minimum and maximum marks also increased that highlighted strong influence of peer feedback on learners at Intermediate level. The post-test results of experimental class 1 (EC1) revealed 9, the minimum score achieved by students and 17, the maximum score achieved. The percentage varied from 45% to 85% in post-tests. The significant changes reveal positive impact of peer feedback on Intermediate learners of KIPS college Multan. In experimental class 2 (EC2), the class showed minimum score of 8/20 and maximum score of 17/20 in post-test. The percentage varied from 40% to 85% in post-tests. The researcher compared pre and post-tests results of 2 experimental classes (EC1 & EC2) and did statistical analysis and mentioned values of mean, median, mode, variance and standard deviation. The statistical analysis also exposed positive impact of peer feedback in removing mistakes of learners during writing processes. The controlled classes (CC1 & CC2) didn't show progress as they were not taught through peer feedback, therefore, their results didn't show any major difference.

The researcher also used questionnaires to see response of participants regarding impact of peer feedback in classrooms. The responses of students emphasized the helpfulness of peers' reviews for improving writing skills of students at Intermediate level. The results highlighted success of peer feedback in ESL classrooms and showed that peer feedback is a more powerful technique than traditional methods to improve critical and creative writing.

The classroom observation is another tool for data collection which was used by the researcher to support the results which were collected through both the pre-post tests and questionnaires. The classroom observation focused on the educational plan through various factors such as classroom organization, medium of instruction, time duration of the lectures, learners' behaviors, materials used in classroom, teaching practices and methodologies etc which play important roles in students' academic development especially writing skills. During the experimental session, the researcher wanted to examine the learners' reactions before and after pre-post tests, and during

and after the treatment, and it may also support and contribute to aforementioned results. Moreover, the researcher recognized that the students showed their interest in the classroom language learning activities followed by peer assessment. It is also observed that the students learned essays critically and creatively. The students of experimental classes (EC1 & EC2) engaged themselves in interest developing which make the learning process as a fun. In this experimental research, the students learnt to do brainstorming, mind mapping, drafting, revision, rewriting and improving writing skills without stress in flexible environment. Through the help of peer feedback, writing ideas became easy to understand and students learnt to avoid mistakes. The researcher also conducted semi-structured interviews and asked questions from learners randomly about English language, peer feedback, language skills especially writing. Students' responded positively about role of peer feedback and found this strategy helpful to improve ESL writing skills effectively at Intermediate level.

To provide good and accurate feedback to the students for their improvement in learning English language is definitely a difficult job. Teachers who teach different languages know very well that it is a very tough job and, in this process, they have to face many problems regarding teaching methods, skills, principles etc.

Peer feedback is significant in ESL classrooms because in these settings, teaching English as a second language is problematic. One issue is that teacher is the sole audience of students' writings and he/she has to handle the whole situation. Students do writing and hand over their writing material to receive teachers' feedback in different forms like holistic scoring, written commentaries or error correction etc. Through peer feedback, it becomes easy for teachers to manage ESL classrooms because efficient students' take responsibility of providing feedback to weak students. In general, students track the teacher's remarks to revise but ignore the ability of generating new ideas for revision. According to Gielen et al., (2010), Peer feedback is considered more reliable, facilitative and understandable on cognitive grounds because both students and peer reviewers interact with one another and learn knowledge at the same level. Thus peer feedback is considered a useful teaching device in order to boost writing skills and language learning processes. On Social grounds, providing peer feedback to weak students in ESL classrooms is very advantageous because it puts great social pressure on the students to develop and improve their linguistic performances. On linguistics grounds, peer feedback is indicated as a writing pedagogy that fosters

self-control to second language learners. Students reply to peers' suggested corrections to see and remove similar weaknesses in their own writings. Students are allowed to read different perspectives on the same topic. Also, they are able to improve their self-assessment skills, and are equipped with the required skills of writing to make the desired progress.

No study has been done before to see Impact of peer feedback on writing skills of ESL learners at Intermediate level. There are different research works on language skills, pedagogies, techniques and strategies to enable students have English competence in academic contexts. The current study is limited to Intermediate students who face difficulties during writing in classrooms. Therefore, role of Peer feedback only has been examined in the present research study to see its Impact in improving students' writing skills. the study also restricts to selected participants of KIPS college Multan and reveals learners' positive attitude towards peer feedback.

Future Recommendations

The findings of present study exposed peer feedback as a powerful technique for ESL learners to improve their writing skills at Intermediate level. The current study showed the impact of peer feedback on ESL writing skill of students of Intermediate level in Multan. This study is beneficial for future researchers to analyze the specific usage of peer feedback in different academic situations. For example, the future researchers can see the impact of peer feedback on ESL writing skill of students of Graduate or Post-graduate levels in order to evaluate their written compositions. Specifically, this study has been added to the existing body of knowledge concerning the impact of peer feedback on students' education. The present research study is helpful for both teachers and learners in practical teaching and learning due to application of peer feedback respectively. The future researchers can also conduct a useful research in order to see the students' reactions both positive and negative when they will face peer feedback. It is estimated generally that students respond differently in different situations. In the past, learners had habit of facing teacher feedback in which they usually had responses of different kinds but in present day situations, students have to face innovation in terms of peer feedback that can be an interesting or disgusting experience for the learners. Thus, in future, the researchers can conduct a useful study on learners' perceptions of experiencing peer feedback in different academic situations. The researchers can also do a comparative study about the role of teacher versus peer

feedback in improving students writing skills and can see the development of students positively by observing merits and demerits of both strategies.

The current research study differs from previous studies in the sense that it focuses only on one active skill that is writing skill. The future researchers can focus on speaking skill and use of peer feedback to improve students' oral communication. With fellows, students can interact happily through communication and can watch or observe other students' facial expressions without any hesitation the trait that seems almost impossible in case of teacher feedback because students often show internal fears of facing or talking with their class teachers. Thus, the current study can stimulate other researchers to conduct an experimental study to observe impact of peer feedback on students' speaking skills. Role of peer feedback in improving students' listening skill is also very important because peer reviewers can better listen and tell about mistakes and students can have a better chance to improve their skills in this manner. It is also an important field of research in future. The current study focuses only on mistakes of spellings, punctuation, grammar or syntax etc. that happen in writing skill. The present study can be beneficial for other researchers to focus on the same mistakes happening during listening, speaking or reading some English language materials. The current research focuses on use of English as a second language whereas the future studies can be done on use of English as foreign language in Pakistani context. The present research is quite different from previous works because it explores the participants' perceptions, academic experiences, students' placement in groups and role of shared values, beliefs, cultural influences and traditions etc on learners' academic development as a result of peer feedback because students come from different cultural and social backgrounds thus they have different ideologies regarding acceptance or rejection of different things in academic contexts. The present study is a holistic approach to understand the role of peer feedback in process-oriented writing. It can stimulate other researchers to analyze different ESL/EFL classrooms to analyze the effective use of peer feedback.

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