

**IMPACT OF PEER FEEDBACK ON THE ESL WRITING
SKILL/S OF THE HSSC LEVEL STUDENTS MULTAN**

By

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M.A., Baha-ud-Din Zakriya University Multan, 2004

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF PHILOSOPHY

In English

To

FACULTY OF LANGUAGES



NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD

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Letter of Consent

It is hereby stated that Abdul Rauf is working as Lecturer in English (BS-17) in Federal Degree College for Boys Multan Cantt. He is conducting his research in M. Phil in Linguistics now at this college. The title of the research project is “**Impact of Peer Feedback on ESL Writing Skills of the HSSC Level Students Multan**”. I willingly grant him permission to conduct experimental research by managing the students accordingly.




The Principal,
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ABSTRACT

Thesis Title: Impact of Peer Feedback on ESL Writing Skill/s of HSSC Level Students Multan

English is an emblem of achieving high status in Pakistan. People finding it a means of accomplishing success in life keep on learning English language. English is compulsory from primary to higher level of education in Pakistan. This great significance of English is the foundation of this study. There is a great scarcity of investigation in especially English Language Teaching in Pakistan. Students manipulate English not as language but as a subject. Language is a learning procedure and another important insufficiency in the education system of Pakistan is that process-centred approach to teaching of writing to the ESL/EFL students at HSSC level is not much well-known. Teaching of writing through commentary especially peer feedback activities are also unknown in the present literature. One key aspect of this study lies in the way that without devising a proper teaching plan, no improvement in the writing skill/s of the students can be harnessed. This research plans to review the spur of feedback by the peers in improving the writing skill/s of the learners at HSSC level. The study achieved this end through employing process-based approach to teaching of writing essays in small group activities by implementing peer feedback through planned lessons and checklists. The study employed traditional experimental research paradigm: experimental and control. The researcher applied pre-tests and post-tests in both the groups. Members of the first group, Experimental Class (EC) received treatment of peer feedback by using new process-centred approach for improving essay writing. The second Control Class (CC) did not get any administration of peer feedback but the teacher instructed that section with traditional product-centred approach in coaching essay writing. The information of the tests score and questionnaire was analysed by using statistical software SPSS. The study revealed that there is a good deal of difference of performance between students of both groups. The results of experimental group EC revealed that students after getting peer feedback treatment gave better results than the learners in the control class CC, who were not treated with peer feedback.

Keywords: Peer Feedback; Peer Assessment; Peer Review; Writing Performance; Essays; Lesson Plans; HSSC level.

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LIST OF ABBREVIATIONS

C.C	Control Class
CLL	Collaborative Language Learning
EFL	English as a Foreign Language
ELL	English Language Learners
ELT	English Language Teaching
ESL	English as a Second Language
EC	Experimental Class
ECAT	Engineering College Admission Test
FBISE	Federal Board of Intermediate & Secondary Education, Islamabad
FPSC	Federal Public Service Commission
FGDCB	Federal Degree College for Boys Multan Cantt.
GAT	Graduate Assessment Test
HEC	Higher Education Commission
HSSC	Higher Secondary School Certificate
L1	First Language
L2	Second Language
MCAT	Medical College Admission Test
NTS	National Testing Service
RN	Roll Number
SPSS	Statistical Package for Social Sciences
TEFL	Teaching English as a foreign Language

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ACKNOWLEDGEMENT

All the admirations and encomiums to the Most Beneficent and Merciful, Allah Almighty who facilitated me to write this research study. I am also exceedingly obliged to the sponsorship and persuasion of my teachers, class fellows, buddies, and peers. I will always be gratified to my wife, who has always facilitated me during the course of this study venture and to the greatest gratification to various folks in this study.

First, I highly appreciate to my great mentor and supervisor, Professor Dr. Muhammad Akbar Sajid for his determined and indefatigable labours in providing me supervision at every stride and encouraging me that I can do this exploring task. He has been very kind not only in providing me all the possible resources, but also in sparing his most precious time, for supervising me in this study. He always motivated me to do work in time. I do not bear the words to thank him.

I would also thank to Prof. Dr Masroor Sibtain for his friendly supervision during my course work as well as thesis work. He taught me how to master the English language and its grammar. He generously arranged research materials and books time to time for me and that are an unforgettable part of my life.

My special thanks to the NUML, Multan Campus for providing me a unique opportunity to study for the course work and getting access to information which is hardly available in Pakistan.

Many thanks go to the Director NUML, Multan Campus for providing great chance to seek help from the library, computer library, and the campus many a time in the university campus. I would grateful to co-teachers, test evaluators, the observer and the pupils who played a single part in this study, endured me so long, spent their time and laboriously worked in producing this study. Allah may consecrate His blessing upon all of them.

DEDICATION

I devote this docile work to my old man, my hero, my father (late). I cannot disregard the agonies and pangs he suffered while providing me education. I am also indebted to my dear mother who has always been begging from Allah Almighty for my triumphant future. I humbly dedicate this study to both of them; their prayers come true.

CHAPTER 1

INTRODUCTION

1.1 Introduction:

The present study is experimental. Its aim is to review the impact of peer feedback on the writing skills of the students learning English as a Second Language (ESL). Peers serve a source of feedback for language learning and many other fields of knowledge in many countries of the world. With the new millennia, innovative teaching methods and methodologies are in practice in many branches of learning and education. The inventions of computers, internet, cell phones, laptops and tabs have fashioned a state where English language has gained much importance and value on the globe. It has transformed the world into a global community. This rising horizon of globalisation has made everyone learn English whether he or she belongs to any nation, ethnicity, creed, or locality. Moreover, English has opened up new prospects for human beings to share their knowledge with one another. Whether it is science or philosophy, information technology or media, art or literature, medicine or technology, it covers approximately all the domains of knowledge. That is why learning English has become indispensable for every individual. With such an objective, the researcher finds it important to evaluate the possible impact of Peer Feedback (PF) on the writing skill of the ESL students by employing this pedagogical technique in English Language Teaching (ELT).

Peer Feedback is a less practised method of pedagogy in the Pakistani context. The researcher with this method attempts to evaluate the impact of Peer Feedback in developing writing skill of the students learning English language in Federal Government College for Boys Multan, Pakistan. Further, it investigates Pakistani students' attitude towards peer feedback in teaching English especially developing the writing skill of the ESL students. The study also highlights how peer feedback helps in improving different writing aspects (content, organisation, vocabulary, grammar, and mechanics). It also reviews what positive effects the ESL students receive while getting treatment from peer feedback.

1.2 Importance of English in Pakistan:

English language has become a global language. Many non-native learners are learning it extensively these days. “It is a language spoken by more people as a second language than a first” (David Crystal, 2003). English is one of the most spoken languages, which speakers use as a means of communication irrespective of purpose and geographical limits all across the world. The majority of the former colonial countries still use English as official language, and consider it their second language and even in some parts of the world it is enjoying the status of even the first language. It has become the language of technology. It is commonly admitted fact that English language has become a language of knowledge throughout the world. It encompasses all fields of knowledge into a compact web-based system of information whether it is science, art, media, law or medicine. In Pakistan, English language has become the status symbol and a language of office. Pakistani learners are learning it as it is being taught as a compulsory subject in Pakistan. English for many years have remained the official language of our country as maintained by Mashori (2007). It is gaining prominence in education, science and technology. It has become inevitable and is considered as a yardstick to measure an individual’s competence for success in one’s profession regardless of the field as Mashori (2007) upheld that English language is still considered to be a crucial factor in the success of not only educational and professional institutions but also individually in the life of many professionals. The Central Superior Services (CSS) and many other competitive Examinations are conducted and medium of testing is in English language. English in Pakistan remains for all purposes the language of power (Rahman, 1995: 17 as cited by Mashori, 2007). Teaching English in Pakistan is generally regarded a bit difficult task. Both teachers and students have to face many problems while learning English. The education system of Pakistan has two distinct streamlines. In Pakistan, the private schools and colleges administer the courses of O-Level and A-Level proposed by Oxford University Press while government schools and colleges recommend the courses proposed locally published textbooks by Punjab Textbook Board or National Book Foundation. Medium of instruction is both English and Urdu. Urdu is regarded as a national language here. Learners have to learn both English and Urdu simultaneously. In addition to it, people learn local languages as their First languages.

1.3 English as a Second Language in Pakistan:

Pakistani students and learners learn English language to get success for securing good jobs and professions. It is gaining prominence in education, science and technology. It is considered as indispensable for gaining success in one's life as a whole. It is regarded a standard yardstick to measure an individual's success in profession regardless of the field. It is also a status symbol among the masses. Recently it has become a part of teaching from class one with the emergence of new educational policy. Its teaching opens new perspectives in education yet teaching English in Pakistan is a very difficult task. Both teachers and students have faced many problems while teaching and learning English. The education system of Pakistan has two different streamlines. Both English and Urdu are taught as subjects here. Medium of instruction is in both English and Urdu simultaneously. Urdu is regarded as a national language here, yet students have to learn English as a compulsory subject from the class one. After colonialism, English enjoyed an official status. As Pakistan remained the part of British Empire during colonial era, English gained a status of ESL as it is a part of Outer Circle expounded by Braj Kachru (2006). That is why; it is regarded not only as a foreign language in Pakistan but as a second language as well. In addition to it, local languages play a role as mother tongues of the learners. They cause their own hurdles in learning English as a second or third language. Such a multilingual culture hinders in teaching and learning English as a Second/Foreign language in Pakistan. English Language has four basic skills. The study focuses on Writing Skills only at HSSC level of Pakistan because it encompasses all the other language skills.

1.4 Statement of the Problem:

The advent of computers, the internet, cell phones, laptops and tabs has created a situation where the English language has gained much prominence on the globe. It has made the world a global community. This rising horizon of globalisation has made everyone learn English language whether s/he belongs to any nation, creed, or locality. Moreover, the English language has opened up new opportunities for humans to share knowledge with one another. Whether it is science or philosophy, information technology or media, art or literature, medicine or technology, it covers all the branches of knowledge. That is why learning English language has become

indispensable for every person. In the educational environment of Pakistan, students are assessed through different communication skills but writing is the most important of the skills. Written Examinations and tests are necessary to testing the students' abilities and capabilities and their promotion into the next classes or for providing specific jobs. Hence, students' writing ability is assessed through tests and papers by means of composing essays, stories, letters, reports, paragraphs, paraphrases and comprehension exercises. Nonetheless, it is also a pity that ESL/EFL students in Pakistan face many difficulties while writing some drafts or expressing their thoughts and ideas in writing. It is also proved in the recent Central Superior Service Examination held in January, 2017 by the Federal Public Service Commission Pakistan that only 10% Candidates passed the examination. English language is the medium of instruction in all the subjects examined. Besides, the results of the FBISE annual examination, 2017 also show the poor performance of the students. This deteriorating state of affairs shows the poor performance of the students in ESL writing skill. Over-emphasis on accuracy in English language is given in the Revised Education Policy, 2016 (NEP, 2009) and this over-emphasis on accuracy in English language is likely to develop an assumption among students that writing is merely a mechanical task of using appropriate grammatical structures, spellings and mechanics. This is especially pertinent in the context of Pakistan where students struggle to express themselves in English even though the subject is taught as a second language and the skill of writing is compulsory (Khan, 2011).

The problem of teaching writing through traditional teacher feedback pose hurdles for teachers as well as students as it does not cater to improve writing skill/s and students' performance remains poor. Thus, researcher finds it important to employ Peer Feedback in language teaching as an innovation. Peer Feedback is a new method in English Language Teaching (ELT) in the Pakistani context. Thus, the present study is an attempt to review the impact of peer feedback (PFB) in developing writing skills of students learning English as a secondary language in Federal Government College for Boys Multan, Pakistan. The study also highlights how peer feedback help in improving different writing aspects like content, organisation, vocabulary, grammar, and mechanics, and what positive effects the ESL students receive while getting treatment through administering peer feedback, a teaching pedagogy still less practised in education in Pakistan at HSSC Level.

1.5 Objective(s) of the Study

The research objective is to assess how peer feedback effectively helps learners in improving their writing skills while giving and receiving feedback to one another on essay writing activity. The findings prove helpful for the academicians to improve teaching methods and help students in improving their writing skills of the English language especially in Pakistani Federal Govt. Educational institutions up to the possible level. These are the objective(s) of the present study:

- To investigate how Peer Feedback effectively helps learners in improving their writing skills while giving and receiving feedback to one another on essay writing activity.
- To explore effects whether positive or negative if any of peer feedback on the writing skill/s of the ESL/EFL students of Southern Punjab at HSSC level.

1.6 Hypothesis

H1: Peer Feedback through the genre organization and writing plans produces better learning outcomes and proves a better learning innovation in teaching ESL/EFL writing to students at HSSC level.

H2: Different aspects of written composition will improve after employing Peer Feedback.

Null Hypothesis

Administering Peer Feedback in ESL/EFL writing composition class in collaborative language environment is not helpful to improve ESL/EFL writing skill/s of higher secondary level students.

Sub hypothesis

H1: there is significant difference between average tests scores of both the groups.

Ho: there is no significant difference between average tests scores of both the groups.

H2: Experimental group EC is performing better as compared to control group CC.

Ho: group CC is no well performing as compared to other groups.

1.7 Research Questions

The following questions have provided the framework for the present study:

1. What impact does peer feedback exert on ESL writing skill/s of the learners?
2. What aspects of writing a descriptive essay improved most after administering peer feedback in a collaborative language learning class?

1.8 Research Design and Methodology

The present research is experimental in its nature. The study employs an experimental research paradigm (pre- and posttest) control group design to investigate the effectiveness of peer feedback in improving ESL/EFL writing skill/s of the learners.

1.9 Significance of the Study

Writing is a complex process not only for the L1 learners, but also for L2 (ESL/EFL) student writers (Leki, 1997; and Ferris & Hedgecock, 2005). Difficulties in writing are no exception to Pakistani College-level ESL/EFL/ELL students. Examinations conducted by different boards data show that the lowest mean score Pakistani students received is in their writing. Writing is indeed a problematic area for most of Pakistani students. Many factors could have affected students' performance in writing. This study is concerned about what impact Peer Feedback exercises on different aspects of the written composition or essays as genre based approach and Collaborative learning approach to teaching the writing skills of the ESL students while planning to employ a quasi-experimental design with a control and experimental class at HSSC level in Punjab, Pakistan. Teachers usually assess students' essays and papers without providing any feedback just encircling their grammatical errors while they do not comment on different aspects such as content, organization, vocabulary and mechanics. If the teachers comment on the students written drafts they comment usually on grammatical accuracy. Moreover, students do not revise their writing assignments/drafts or they do not know that revision is better for better learning outcome at the end. In this study, student essays were peer-assessed, and then rated by their instructor as well. Findings showed that overall peer and teacher-ratings were quite similar, but that peer feedback has played a positive impact on the students' motivation, interest and learning outcomes.

1.10 Delimitations

The present research is delimited to 48 students concerning to the study of the impact of peer feedback on the writing skills only of ESL/EFL students at HSSC level in the southern part of Punjab, Pakistan. The study took place in a government institution named as Federal Government Degree College for Boys, Multan Cantt as the researcher had limited resources to conduct the study. Two classes of 2nd year at HSSC Level participated in this study. As the study is experimental in nature discussed in methodology chapter, Classes were organised into two major groups: Experimental Class/Group (named as EC) and Control Group or Class (termed as CC). Experimental class EC was further divided into Eight Groups comprising three students each on collaborative language learning (CLL) model.

1.11 Organisation of the Study

This study consists of six chapters. The first chapter “INTRODUCTION” is a detailed introduction to the background and context of the study. The chapter also includes the statement of the problem, objective(s), significance, delimitations and organisation of the study. In second chapter, “LITERATURE REVIEW” the researcher has reviewed the related literature. In third chapter, “RESEARCH DESIGN” the researcher has opined upon the design and methodology. It provides the procedures of data collection, the data tools, ethical consideration and tests used for data analyses. In fourth chapter, “DATA ANALYSIS AND RESULTS” the researcher has dealt with the qualitative as well as quantitative data after using Pre and Post Tests, Students drafts, questionnaires and checklists of classroom observations. It deals with textual analysis and the perception, product and classroom observations’ data analyses. In the fifth chapter, “FINDINGS AND DISCUSSION”, the researcher has discussed the findings and its relation to the previous researches. In the last chapter, “CONCLUSION” the researcher has summarized the research undertaken, correlating the previous research and the future scope of the research dealt in this study.

CHAPTER 2

LITERATURE REVIEW:

This chapter deals with the critical review of the related literature, works already done and theoretical framework. First section of the chapter critically reviews the works already done. Second section discusses the key terms and their operational definitions. In the third section, the researcher has focused on critically reviewing different theories put by different scholars in the relevant literature and this is how by focusing on theoretical framework, the researcher then moves towards conceptual framework and ultimately the methodology used in the present research. It also looks into collaborative language learning within the teaching pedagogy, peer feedback.

2.1 Works Already Done:

Feedback is a complex task. It has many issues and multiple facets. Researchers have tried to investigate this pedagogy from various perspectives and angles. Some found it beneficial for learning and some disagreed but it is regarded an innovative and practicable pedagogic technique these days all over the world. The researcher has reviewed different works already done to analyse the impact of feedback in ESL/EFL writing classes in this section of the chapter. The researcher has found a variety of similarities and dissimilarities in these works. This section also highlights certain shared features in purpose, participants' size, and positive results for practicing peer feedback. Some of the works already done are as follows:

Cohen (1987) conducted a survey of the 217 university students to examine L2 students' perceptions of feedback. The study included native English speakers, ESL students, and foreign language (FL) learners. Majority of the students reported that their teachers gave a lot or some feedback on grammar and mechanics. Less than half of the students reported that their teacher gave a lot or some feedback on vocabulary, organization, and content. The results indicated that the majority of the teachers focused more on grammar and mechanics in their feedbacks. Although students showed an interest in receiving all types of feedback, many of them were not getting much feedback on content and mechanics. The majority of students did not rewrite

their papers, yet, as Cohen pointed out, feedback is more helpful if it is used to revise the paper.

Min (2005) conducted an empirical study on the effect of peer response. She argued that reviewers' vague feedback and misinterpretation of writers' intentions are two major factors that explain why writers always adopt peer feedback in the process of revision in the EFL writing classes. Eighteen (18) students with intermediate English proficiency participated in a two-phase training composed of two stages. In the first stage, the researcher demonstrated students how to give specific written feedback. Then she asked the students to practice them in class on subsequent essays. In the second stage, the researcher scheduled a teacher-student conference outside of the class. She collected peer written comments, and checked them carefully before discussing the comments with the students. Then, she assisted the students in rewriting them. Additionally, she also reminded the students of the questions on the guidelines and feedback sheets. The findings in her research revealed that students reaped several benefits for language learning from this training such as increasing their viewpoints, enhancing vocabulary and providing solutions to their own problems and increasing their confidence level.

Morrow (2006) conducted a study on an application of Peer Feedback to Undergraduates' Writing of Critical Literature Reviews in which she connected to a particular coursework task, the composition of a Basic Survey, for a little gathering of understudies as a component of the Dimension 3 Brain research course at the College of Glasgow. Companion criticism was temporarily presented for the motivations behind tending to explicit issues raised by the understudies about the task, and furthermore to support self-sufficient and self-directed learning. An underlying assessment of the friend input methodology showed that understudies felt they profited by the chance to take part in companion criticism. Thoughts for revisions to the method and assessment of various parts of the skill are examined.

Lee (2008) surveyed students' attitude to feedback in her study of two Hong Kong secondary classes. She found that the EFL students wanted written feedback, but she noted a difference in how students of different levels responded to teacher feedback. The high proficiency students were more positive about teacher feedback. They wanted more error feedback as compared to the low proficiency students and

found it more useful. All the reported students wanted more written feedback than though they were receiving it before.

Lundstorm and Baker (2009) conducted a study on peer feedback in which 92 Students participated in 9 writing classes in ELC Brigham Young University. They employed Pre and Post Writing Tests for their experiment divided the classes into one Control Group (Receivers of PF ($n=46$) and Experimental group (Givers of PF ($n=44$)). The results illustrated that peer feedback helps in improving writing skills.

Lin (2009) examined students' experiences and perceptions of multiple interaction activities (self-directed, peer, and teacher feedback) implemented in a large multilevel EFL writing class in a technological university in the Southern Part of Taiwan. This research, based on the activity system model proposed by Engestrom (1987), was a case study in which interviewing student participants, observing classroom activities, audio taping peer response sessions, and examining students' drafts and feedback sheets were the methods to collect data. The results indicated that low achievers faced difficulties in keeping up with competent writers in learning writing skills. In contrast, the advanced students complained of their learning too little from the class, either from self or peer reviews. However, all the students were in favor of modified teacher feedback but gave negative opinions to traditional teacher feedback. On the whole, intermediate and low achievers, based on their preference, ranked teacher feedback the most important, then peer feedback and finally self-directed feedback whereas high achievers placed teacher feedback first, self-directed feedback second, and peer feedback last.

Lin & Chein (2009) conducted a study associated with peer correction to investigate how peer feedback helped in releasing students' anxiety and raising their confidence in their writings. They conducted and demonstrated this study at a required writing course assigned by the Department of Foreign Languages and Literature, at National University in Taiwan, Republic of China. During eight weeks of writing training and peer feedback activities, seven volunteers out of 16 English majors' students provided their feelings of the selected pedagogies in their advanced writing course. The results of this study demonstrated that most participants believed peer feedback's positive effects on their English writing skill development.

Gielen and Wever (2012) conducted an investigation that looks at the additional estimation of friend evaluation in a PC bolstered community learning condition in advanced education by concentrating on the learning impact, wiki item improvement and understudies' impression of friend input in a computer-supported collaborative learning environment CSCL-situation. The present examination included two conditions: organized friend input (structured peer feedback S-PFB) and non-organized (control). The outcomes do not show a huge learning impact among pretest and posttest or between the conditions. In any case, for the two conditions the friend input procedure improved altogether the nature of the wiki item from draft to definite rendition, albeit no noteworthy contrasts between the control and the exploratory gathering (S-PFB) were found. Moreover, the S-PFB gather embraced an increasingly basic disposition while giving and accepting friend criticism. The S-PFB aggregate additionally perceived the received friend criticism as being progressively significant and detailed.

Halley et al. (2013) investigated students teaching student as a method of collaborative language learning. They introduced a Student Small Group Presentation (SSGP) model and applied it to learning communities. Similar to the jigsaw classroom, small groups of thirty students containing six members in each group in learning communities were responsible for teaching material to their peers. Unlike other jigsaw techniques, presentation groups in the SSGP taught an entire lesson based on collaborative work conducted outside of class. Presenters were responsible for thorough analyses of course material as they led a discussion among a small group of peers. Students met with the same small group throughout the semester, creating a feeling of intimate community within the larger learning community. By challenging students to become well-versed on a section of course material, SSGPs promoted student confidence, enhanced critical thinking skills, and provided the opportunity to work as a member of a team.

Leng (2013) conducted a study on the analysis of written feedback on ESL students' written task to illuminate on how the feedback acts as a type of written vocalizations between the lecturer and student. 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.

Kassim & Ng. (2014) investigated qualitatively to identify factors in relation to language-related episodes (LREs) that influence the uptake and retention in the accurate use of subject-verb agreement and prepositions resulting from indirect focused and indirect unfocused written corrective feedback. In relation to these identified factors, the roles of collaborative dialogue were determined through the analyses of the LREs and the interviews with selected participants. The participants in the study who received either focused or unfocused indirect corrective feedback for their written work were required to revise their work collaboratively during the pair talk. Findings from the analyses of the two data sources advocated that collaborative dialogue played a crucial role in enhancing the corrective feedback efficacy in facilitating participants' language learning development.

Ghazal et al. (2014) carried out a study that aimed to assess the quality of written feedback in the graduate programmes and to determine students' perceptions about it at a university in Pakistan. This study employed a descriptive exploratory design with qualitative approach. The study comprised a purposive sample of 15 participants. This study collected data through students' interviews and teachers' written comments on students' works. The analyses of comments on students' assignments indicated that the amount of feedback varied greatly. Although some feedback focused on form and style, most of the comments in the study focused on the content. Moreover, the tone of comments lacked a balance of praise, criticism and suggestions. The study categorized data from students' interviews as follows: variations in experiences, functions of written feedback, effectiveness of feedback and utilization of feedback. With some exceptions students' perceptions about the quality of feedback corroborated with the teachers comments' analyses.

Bratkovich (2015) carried out a study on the nature of self-assessment and blind peer- and teacher-assessment in L2 writing. He has analyzed teacher, self and peers feedback, the type of feedback used in the revision process, and the sources of

the feedback used. Additionally, study also investigated students' perceptions of self- and peer-assessment, feedback, and their relationships to perceived writing improvement. Findings revealed that students did not use teacher feedback significantly more than feedback from themselves or their peers. They gave favour to using feedback related to language use in their revision processes. Students perceived betterment in their writing skills and rubrics due to self- and peer-assessment but responded more positively to peer-assessment than self-assessment. The best-perceived benefits in writing skills were in the areas, which received the lowest amounts of feedback.

Alhumidi & Uba (2016) investigated the effects of indirect written corrective feedback to Arabic intermediate students in Kuwait. There were 20 participants altogether in the study, ten male and ten female. They each wrote two assignments on the same topic. Students received no feedback on the first assignment at all. Then they were assigned a second task after they received indirect feedback on their first task. The results showed that indirect feedback is effective in improving their writing skills.

Panhwar et.al(2016) carried out a survey research paradigm to collect data about the perceptions of University students and their preferences for teacher feedback on the following five components of composition i.e. organization, content/ideas, grammar, vocabulary and mechanics at the University of Sindh, Jamshoro. The findings of the study revealed that the learners paid much attention to their teacher's feedback. They gave much importance to teacher feedback in their written tasks. They demanded that teacher should give feedback on all respective components of composition.

Filius et al (2018) conducted a study on how peers feedback in SPOCs (Small Private Online Courses) can effectively lead to deep learning. This investigation is centered on how peer input in spots little private online courses can effectively lead to profound learning. They went for profound learning by the support of 'input exchange' as an adaptable intervention. Understudies gave peer input as an exchange both exclusively and as a gathering. They were told to rate each other's criticism which was gone for profound learning. Information from questionnaires from 41 understudies of master epidemiology course were utilized to gauge for every input task to what degree profound realizing was seen. The criticism gotten by understudies who scored

incredibly high or low on the survey was investigated to find out which highlights of the input prompted profound learning. Likewise, understudies were met to recover data about the fundamental components. The outcomes bolster the view that peer input guidance and friend criticism rating lead to peer input discoursed that thusly advance profound learning in spots. The estimation of companion criticism appears prevalently to result from the discourse it triggers instead of the input itself. Particularly accommodating for understudies is the consistent thoughtfulness regarding how one gives peer criticism: by guidance by rating input and hence by over and again having to reflect the discourse is reinforced on the grounds that understudies question criticism from friends as opposed to input from their educator.

2.2 Operational Definitions of the Key Terms:

In this section of the present chapter, the researcher has highlighted some key terms used in this study. They are presented in systematic manner one after another in accordance with their significance for this dissertation. They are as follows:

2.2.1 Writing:

Writing is the fourth important skill in learning English language. It comes last in communication skills but it involves all the other skills such as listening, speaking and reading. It is in fact an important skill in language learning and teaching. Writing is one of the most powerful skills of searching resourceful means of communication. Writing skill is an acquisition that is acquired only through involving the highest degree of efforts as compared to other linguistic communication skills. Though the skill is difficult to learn, language learners keep on acquiring it as a good way of sharing ideas and thoughts. Writing generates a plethora of chances to learners not merely to verbalize their perspectives but try out practicing the tools of language and the vocabulary they have acquired in their classes. It also leads a successful reinforcement of the principles of language.

Writing is a complex human activity. The construction of a coherent text involves repeated access to many different types of knowledge. All writers undergo many difficulties during composing a piece of writing, particularly when they are shaping new ideas. A professional writer uses much lower conscious attempt than a

novice does in linking different types of ideas. The proficient writer also has a more graceful system of knowledge in both creative writing and in the good communication and comprehension skill. Many researchers and scholars noticed that despite writing being a very important form of expression and communication, teaching it tends to be a much-neglected part of the language programme in both first and foreign languages (Badger & White, 2000). Writing thus appears to be a challenging task and researchers such as Widdowson (1983) believes that most of us seem to have difficulty in setting our thoughts down on papers. Writing involves the development of a design idea, the detentions of mental representations of knowledge, and the experiences with different subjects. The novice and expert writers have studied intertwining processes of writing through the perspectives of such diverse disciplines as cognitive psychology, stylistics, rhetoric, text linguistics, critical literary theory, hypertext theory, second language acquisition, and writing pedagogy. Writing is one of the fundamental means through which human beings convey their thoughts and communicate their feelings with one another.

“Writing, because it allows us to represent to ourselves our learning, our ways of making meaning, teaches us the most profound lesson about how we read, write, and use language, about what it means to know” (Zamel, 1992, p. 481).

2.2.2 Feedback:

Feedback plays a vital role in language teaching and learning processes. It not only helps teachers to teach effectively but also stimulates the students to learn efficiently. A good feedback gives critical analysis of the written compositions as well as a better understanding of the target language. Hattie and Timperely (2007) maintained that feedback is some sort of information given on a particular task and it results in better performance. Liu and Hansen (2002) suggested that feedback improves student’s critical thinking, sharing a variety of perspectives on new ideas for writing and maximizes the opportunity of meaningful communication. Feedback provides a specific guidance to the writer and he is able to give better performance and gets good results. Both the student’s work and his working ability increases by providing feedback. Feedback is a crucial aspect of teaching and learning process as it is used to comment on performance of someone and mentions the positive as well as negative sides of it. Traditionally it is expected that only teachers will provide

feedback on student's work. In teaching English language skills, the use of peer feedback writing model is in practice now a days. There are two protocols, considered as more authentic for providing feedback. They are:

- Teacher feedback
- Peer feedback

2.2.3 Teacher Feedback:

Feedback provided by teachers whether spoken or written on the students work or drafts is termed as Teacher Feedback. Traditionally, Teachers themselves provide feedback in the classrooms during language teaching. Students like to take feedback from their teachers as they consider teachers sole veterans and guides for providing information on their pieces of works and language teaching. Second language classroom teachers have long been craving for improving their students' writing. The basic way for improving is through assessing and giving feedback on the written task of the students. Now educators and researchers have been exploring new assessment methods. One of the many formative methods that have earned attention is peer-assessment i.e. peer feedback that is the focus of this study.

2.2.4 Peer Feedback:

Feedback is some sort of information given on a particular task. It results in better performance. Peer Feedback is the feedback provided by classmates, coworkers, friends and peers. Giving and receiving feedback is highly beneficial for the development of students' writing skill. White & Arndt (1992) discuss the benefit of peer feedback as such: *"By learning to evaluate others' writing and responding in turn to evaluation of their own, students will gradually build up that capacity for self-assessment which is such a vital element in the process of writing (p.117)."* Krashen (1983) has emphasized, *"Emotional block could be one of the primary key factors to affect how well a learner can learn a language"*. Hence, this study aims to release the language learners' stress through a particular pedagogy, peer feedback. Peer feedback has many advantages, the students and teachers can identify. First, peer feedback is the pedagogy of providing more self-control to language learners (Mendonça and Johnson, 1994). The reason is that peer suggestions would impart to learners more

freedom of thought and response about whether they should act in accordance with their peers' feedback. In contrast, students would have less choice and usually have to follow their college's rules and regulations and listen to their teachers' feedback. The peer correction is a more modern way of teaching concerning the self-determining and student-centered concepts, which make students, feel freer and more independent. In addition, replying to peers' corrections and giving suggestions allow students to see similar problems and weaknesses in their own writing (Grabe & Kaplan, 1996).

2.2.5 Collaborative Language Learning (CLL):

The knowledge associated with the real life is a valuable knowledge (John Dewey, 1916). In addition, the democratic atmosphere in the classroom is a more appropriate mode that respects students' willingness. Consequently, the researchers in this study argues that the language learners should obtain their opportunity to learn writing in a humanized learning environment that takes factors of emotion, real world, community language learning and peers' feedbacks into considerations. Paulus and Clenton (2006) investigated that combination of collaborative learning and peer work provides actual creative writing process, which involves students practically. In this collaborative process, students evaluate one another's writings and mutually interchange their knowledge. Peer feedback is an essential part of language learning process. Paulus (1999) comments that this process provokes better understanding of learning process as well as enhance the quality of final draft. Students are motivated to better their writing skill. Many researchers regard peer feedback as one of the effective strategies to facilitate teacher feedback on writing skills (Diab, 2010; Ekşi, 2012; Ferris, 2003; Nelson & Schunn, 2008; Rollinson, 2005) and to improve learners' writing skills (Berg, 1999; Lundstrom & Baker, 2009; Min, 2006). Naturally, peer feedback focuses much on learners' engagement in learning process so that it can promote the learners centred approach. Participatory learning environment paved the way to collaborative learning and peer work classroom environment other than the classroom environment where teacher work as a sole authority (Paulus, 1999). Peer feedback promotes sharing ideas, suggestions and critical constructive comments to practice writing skill. This learning model relies on learner-centred rather than teacher-centred learning approach. Researchers conclude that use of peer feedback in writing classes lead to improve revisions and make them meaningful

(Hasnen and Liu, 2005). Vygotsky (1978) says that language learning is not an individual activity rather it is a cognitive activity and one learns a language through mutual interaction and understanding. The process of socialization and interaction is a key to acquiring knowledge. Therefore, peer feedback helps students to reshape and reconstruct their knowledge. It also helps them to learn language skills in a humanized manner and share their knowledge through formation of groups with their peers in a collaborative manner, which enhance their creativity and overcome their fears and anxieties.

2.2.6 Assessment, Summative and Formative:

Assessment is the act of making a judgment about something. It is the act of assessing something as defined by Merriam-Webster Learners Dictionary. Assessment is the measurement of a student's ability and understanding. An assessment is a tool designed to observe students' behaviour and produce data that can be used to draw reasonable inferences about what students know' (Pelligrino *et al.* 2001). Assessments serve a vital role in providing information to help students, parents, teachers, administrators and policy makers to reach decisions (Pelligrino *et al.* 2001). Hence, assessment shows the ultimate progress of a student and provides him opportunity to learning. There are three main types of assessment. They are pre-assessment, formative assessment, and summative assessment. They are as follows:

Manner	Pre-assessment	Formative Assessment/ Formative Appraisal	Summative Assessment/ Summative Evaluation
What is it?	Assessment that is utilized to gather data about students.	Assessment that assembles data about understudy learning	Assessment that appears what understudies have learned.
At the point when is it used?	Before an exercise or new unit of study.	During an exercise or unit of study	At the finish of an exercise or then again unit of study.
For what reason is it	To decide the status dimension of	To keep tabs on understudies'	To give proof of what understudies

used? understudies and to development and to realized.
illuminate instruction. make changes to
instruction. instruction.

Table No. 2.1 Manners and types of Assessment

Any assessment activity, which results in a mark or grade subsequently used as a judgement on student performance, is summative assessment. Ultimately, judgements using summative assessment marks are used to determine the classification of award at the end of a course or programme. In contrast, formative assessment is any task or activity, which creates feedback (or feed forward) for students about their learning. Formative assessment does not carry a grade subsequently used in a summative judgement. Assessment and feedback are different from each other, yet they interconnect to each other on some points. Writing assessment helps in evaluating the impact of feedback in general but peer feedback in particular. The concepts of ‘feedback’ and ‘assessment’ are different from each other. Feedback refers to any procedure used to inform learners whether their response to instruction is right or wrong with the purpose of improving learners’ skills hence it is a part of the learning process. In contrast, assessment usually happens after teaching and learning are over and acts in accordance with assigning marks or grades. Feedback is an intrinsic part of formative assessment but not a part of summative assessment.

2.3 Theoretical Framework of the Study

This section of the chapter two highlights the theories related to the present research. First, it delineates upon the theories related to ESL writing. Then it elaborates writing approaches, collaborative language learning, ZPD and the concept of Peer Feedback and its implications and relation to the present study.

English language has four basic skills. Writing is acquired as the last skill but it is as important as the other three skills i.e. listening, speaking and reading as it involves all the other skills. In past, teachers considered writing as just ‘talk written down’ (Nunan, 1999). However, this concept has faced much transformation. Both written language and spoken language have some similarities as well as dissimilarities. Firstly, written language is for communications with others who are removed in time and space’ (Nunan, 1999). Secondly, written language is acquired

through culture whereas spoken language is acquired naturally (Grabe and Kaplan 1996). Written language is a technology, as to acquire written proficiency we have to use and learn some certain techniques, tools and skills. Technology means the use of tools. Grabe and Kaplan (1996:6) claim that 'Writing is a technology, a set of skills which must be practiced and learned through experience'. Many language teachers and researchers have propounded different theories and manipulated different approaches to teaching writing skills in ESL/EFL classes. Developments in the teaching of L1 writing have greatly influenced teaching of L2 writing since 1945. The beginning of the modern era of ESL teaching in the United States starts with a succession of approaches and orientations to Second Language (L2) writing. Each approach or orientation at some stage achieves dominance over the other, but none of those totally fades away. Tony Silva has singled out those that are the most influential approaches, namely, controlled composition, current-traditional rhetoric, the process approach, and English for academic purposes (Silva, 1990). Highland (2003) mentions six different approaches to teaching but the three approaches i.e. product, process and genera approaches are the most significant approaches in teaching writing skills.

Before evaluating different ESL writing approaches, the researcher discussed two important reasons for including this section. One was to study the correlation between different writing approaches and feedback. Second was to probe into connection among the three main approaches. This section briefly reviewed the most popular writing approaches, as presented in the relevant literature. The study discussed these approaches in seriatim and chronologically. Although some of them are in the ELT for a relatively long time, it is still difficult to brand them as 'archaic' or 'outdated'. Since, they are still playing an important role in ELT worldwide though some have gained various levels of importance at different times as discussed by Grami, 2010. Product and process approaches dominate much EFL teaching writing whereas the genre-centred approach succeeds in obtaining popularity in the recent twenty years. Furthermore, each of the aforementioned approaches has its strengths and weaknesses, but together they complement each other (Badger & White, 2003; McDonough & Shaw, 2003, as cited by Grami, 2010).

2.3.1 Product Centred Approach

Product centred approach was the first proposed theory regarding writing in L1 context. This approach is the most traditional writing approach (Yan, 2005 and Nunan, 1999). From a chronological angle, Ferris and Hedgcock (2004) suggested that this approach traces back to the audio-lingual method of ELT that appeared in the 1945's.

Product-centered approach to writing propagates two notions:

- First, it sees language as speech.
- Second, it considers learning as a habit formation.

Following are the main characteristics of the product centered approach:

- This approach regards writing skill as less important in learning a language as compared to other language skills. Fries, the pioneer of the audio-lingual method, in *Teaching and Learning English as a Second Language* (1945), neglected writing, conceding only that written exercises might be part of the work of the ESL/EFL learners (Fries, 1945 as cited by Randaccio, 2013).
- Product centered approach focuses mainly on the final product of the student writers. Hence, Richards (1990) called it a product approach because it essentially focuses on the ability to produce correct texts, or "products".
- The product approach aims to make learners imitate a model text for producing a correct piece of writing via dependence on the text given (Badger & White, 2003).
- This approach focuses on teaching students linguistic knowledge, by which they mean grammatical accuracy, vocabulary, punctuation, and spelling (Badger and White, 2000). For instance, teachers ask students to change a tense of a text from past simple to present simple, or to change subjects from plurals to singulars in a model text.
- Learners need a model text to follow in their writings.
- Product approach focuses on the surface structures and forms of a prescribed text.
- Students have to pursue to the grammatical rules of a model text.
- Grammatically correct sentence structures are must.

- Students have to follow error corrections writing models.
- Teachers comment on the mechanics of writing such as handwriting, vocabulary use, capitalization, and spellings.
- The role of the teacher is just a proof-reader or an editor.

(Collected from Zhang & Hyland, 2018, Grami, 2010, Mashori, 2007, Hyland and Hyland, 2006, Yan, 2005; Highland, 2003, Leki, 2003, McDonough & Shaw, 2003; Badger & White, 2003; Nunan, 1999; Silva, 1990; and Flower & Hays, 1980)

The product approach has many advantages, such as improving learners' grammatical accuracy, especially with lower-level students, and enhancing learners' stock of vocabulary (Zamel, 1983; Raims, 1991; McDonough & Shaw, 2003). Nevertheless, this approach has also many weaknesses. They are as follows:

- It does not allow much of a role for the planning of a text (Badger & White, 2000).
- Students become frustrated and disinterested when they compare their writing with better models.
- Student writers become less motivated.
- It does not empower writer freedom to express their feelings (Escholz, 1980).
- It does not encourage students to practise writing, because it does not show them how writing works in real-life situations (Hairston, 1982).
- Teaching students the best way to write requires initiating them into a real way (i.e. an authentic situation where there is a real need for writing texts) to produce correct writing, which requires more than providing them with a set of rules (Hairston, 1982).
- With this approach, feedback either from the teacher or from peers is not possible except on the final product, i.e. after students have completely finished their written tasks.
- Finally, product approach ignores the actual process used by students or any writers to produce a piece of writing. The approach therefore requires constant error correction, and this practice in turn affects students' motivation and self-esteem in the end.

2.3.2 Process Centred Approach

The process writing theory is the first theoretical foundation of peer feedback. In general, the process-oriented writing theory emerged in the late 1960s and early 1970s in the L1 writing setting as a response to traditional product-oriented writing. Latter on researchers considered this approach important in teaching L2 writing as a pedagogy. Process approach writing highlights the importance of the process of writing. Students are encouraged to engage in different processes:

- brainstorming activities,
- outlining,
- drafting (focusing on meaning),
- rewriting (focusing on organization and meaning),
- and editing (focusing on style and grammar)” (Liu & Hansen, 2002, p. 3).

Bruner (1960) has greatly influenced this theory. For Bruner, learning was a process of discovering meaning, not simply taking in the ready-made knowledge. To teach students facts and techniques was not enough. Instead, education should engage students in the process of writing. From a historical perspective, this approach is traced back to the late 1970’s, and specifically to Zamel (1976). The cognitive psychologists have proposed a model of the composing processes involved in writing with three central elements

- planning,
- translating,
- and reviewing.

Writing is regarded as a process itself. The teacher’s role is to help students develop strategies for getting started:

- finding topics, ideas and information,
- planning structure and procedure),
- drafting (encouraging multiple drafts),
- revising (adding, deleting, modifying and rearranging ideas)
- and editing (checking vocabulary, sentence structure, grammar).

In the process approach, two groups have been identified, i.e. the expressionists and the cognitivists. Expressionists developed in the first decade of the twentieth century and reached its zenith in the late 1960s and early 1970s, when the individual

expression of honest and personal thoughts became a popular trend in teaching writing. Teachers adopting this view are nondirective:

- They facilitate classroom activities
- They design to promote writing fluency and control over the writing act.
- Their textbooks contain assignments designed to encourage self-discovery, such as journal writing, especially to produce topics for essays.

Cognitivists, on the other hand, sees writing as problem-solving and have had more influence on ESL research and teaching. The two key words in cognitivists theories are thinking and process. This approach requires students to plan extensively. Planning includes defining the rhetorical problem, placing it in a larger context, making it operational, exploring its parts, generating alternative solutions and arriving at a well-supported conclusion. The writing process then continues by translating students' plans and thoughts into words, and by reviewing their work through revising and editing. A second view considers the writer as a person involved in a dialogue with his/her audience. The text is thus what an individual creates through a dialogue with another conversant. In ESL classes then those teachers who take an interactive view can speak of English as 'writer-responsible': therefore, the students must make topics, arguments, organisation and transitions clear to the reader (Johns, 1990). Besides the two roles of the writer as creator and the writer as interactant, a third role of the writer appears in the social constructionist view. Writing is considered as a social act that can take place only within and for a specific context and audience. "Writing is also social because it is a social artifact and is carried out in a social setting. What we write, how we write and who we write to is shaped by social convention and...social interaction" (Weigle, 2002).

2.3.3 Genera Centred Approach

In the 1980s the genre approach became popular along with the notion that student writers could benefit from studying different types of written texts. Hyland (2007) mentions that this approach is an outcome of the communicative language teaching approach which emerged in the 1970's. Badger and White (2000) have labelled it as a new comer to ELT, which focuses on communicative language teaching. Badger and White (2000) argue that genre theory is "an extension of the product approaches." It lays stress on the reader and on some conventions that a text

has to follow as described by Muncie (2002). Derewianka (1992) defines genre as the schematic structure of a text, which helps it to achieve its purpose. Texts differ in terms of their purpose, and different cultures achieve their purposes through language in different ways. Texts also differ according to their diverse applications and situations. This approach promulgates writing as a social activity that has particular power relations and social conventions. It illustrates comprehensively the social and linguistic conventions of different types of texts.

Benefits of this approach are as follows:

- It explicitly links reading and writing
- It ensures that writing is a process
- It provides a model for learners
- It introduces scaffolding to writing
- It makes 'invisible' features explicit to learners

Steps to follow are as follows:

- Learners are provided a model text
- Text is read and analysed with the teacher
- Patterns and linguistic features are identified
- Teachers and learners collaboratively construct the genre
- Learners in groups use writing frames
- Learners write individual genres

Primarily, a genre is recognized by its communicative purpose, which shapes how a text is realized (Swales, 1990). Texts that belong to a genre share similar characteristics, such as target audience, organisation of ideas and language choices. For example, a thesis statement is obligatory in an argumentative essay because the communicative purpose of this genre is to argue for or against a position.

The five stages of a genre-approach to writing are (Hyland, 2007):

- Setting the context
- Modelling
- Joint construction
- Independent construction
- Comparing

Hyland (2007) summarises the main features of the genre approach as follows:

- It makes clear what is to be learnt to facilitate the acquisition of writing skills
- It provides a coherent framework for focusing on both language and contexts
- It ensures that course objectives and content are derived from students' needs
- It gives teachers a central role in scaffolding students' learning and creativity
- It provides access to the patterns and possibilities of variation in valued texts
- It provides the resources for students to understand and challenge valued discourses
- It increases teachers' awareness of texts to confidently advise students on writing

Many advantages have been associated with the genre approach. Johns (2003) for instance believes that individuals who are familiar with common genres create shortcuts to the successful processing and production of written texts. Furthermore, applying this approach acknowledges that writing is taking place in a social situation, and shows students how real writers organize their texts, promotes flexible thinking, and, in the long run, encourages informed creativity, since students need to learn the rules before they can transcend them (Badger & White, 2000). This approach also encourages students to engage in peer feedback activities before giving the teacher the final draft. On the other hand, experts also are aware of possible drawbacks. Badgers and White (2000) believe that it may lead teachers to undervalue the skills needed to produce a text, and to see students largely as passive learners. This approach is also criticized as “restrictive, especially in the hands of unimaginative teachers, as by Kay and Dudley-Evans (1998) and this is likely to lead to lack of creativity and demotivation in the learners. It could become boring and stereotyped if overdone or done incorrectly.” Like the process approach, genre approach recognises feedback as a key element in writing classes where, according to Hyland and Hyland (2006), teachers can build on learner’s confidence and literacy resources to participate in the target communities.

2.3.4 Collaborative Learning and Writing:

Collaborative learning theory and peer feedback are closely interlinked with each other. Many researchers consider peer feedback to be a collaborative activity.

“The broadest definition of 'collaborative learning' is that it is a situation in which two or more people learn or attempt to learn something together” and more specific is that it is a joint problem solving (Dillenbourg, 1999). Collaborative learning strategies provide students the opportunity to work with one another to develop deeper understanding of concepts that are introduced in an assigned task or problem (Wismath & Orr, 2015). Collaborative Learning focuses on using small, cooperative groups in education, which helps educators improve learning in their classes. Teachers encourage classroom collaboration by assigning students to groups to review their homework, do daily class worksheets, participate in moderated discussions, and complete hands-on activities. Collaboration helps learners in teaching and learning process as it encourages their active participation in the process. When they do so, they better understand certain concepts or retain knowledge in their long-term memory. In addition, students apply their acquired knowledge practically when teachers' value teaching connected to the real world situations. Students' personal experiences and prior knowledge help acquiring and producing comprehension in the collaborative classroom. Hence, collaborative learning is an efficient path for language teachers not only providing a better learning environment but also developing students' academic progress.

2.4 Conclusion

After reviewing all the related literature to writing in ESL/EFL context, the researcher has concluded that no one of the approaches to teaching writing is better than that of other. Hence, the author of this study has employed a mix of approaches along with collaborative language learning as the theoretical framework of the study undertaken for testing the impact of peer feedback in improving the students ESL writing skills. The researcher will follow a mix model of process, product and genre approaches with collaborative language learning, group learning, essay writing and peer feedback activities strategies and methodologies in this research project. The researcher will follow the model of Process Writing promulgated by (Hyland K. 2003).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter discusses the research design and methodology employed in this study. First section looks into the research design. The second section introduces research question/s and the research population. The third section explains the data collection methods and how they were designed and developed, in addition to other methodological concerns such as the validity of the research area and research ethics. Finally, the last part looks at how the collected data were processed and analysed, which tools were used in the analysis process, and how the data were represented.

3.1 Research Questions

The study addresses the following research questions, which may be main or sub questions:

1. What is the impact of peer feedback on the development of the students' writing skill? (Hypothesis 1)
2. What aspects of written composition improved most after administering peer feedback? (Hypothesis 2)

3.2 Research Design and Methodology:

The present research is experimental in its nature. The researcher has applied mixed research methods and investigated through an experiment of a new teaching method peer feedback, and evaluated the impact of peer feedback on the ESL/EFL writing skills of the students at HSSC level in South Punjab, Pakistan. The researcher introduces this pedagogy in an Experimental Class (EC) and while he employed traditional teaching in another class termed as the Controlled Class (CC).

The study mainly aims to investigate the impact of peer feedback on the intermediate level students' ESL/EFL writing skills in Federal Govt. Degree College for Boys Multan (FGDCB). Through administering peer feedback in the 2nd year classes, the participants were asked to write some essays on the topics relevant to their course of studies. The study employs a quasi-nonequivalent (pre- and posttest) control

group design to investigate the role of peer feedback whether it exerts positive or negative impact upon learners ESL/EFL writing skill/s.

Group	Pretest	Treatment	Posttest
1 Control	O1	No	O3
2 Experimental	O1	Yes	O3
Questionnaire	Pre Pretest 1		Post Posttest 3
Both Classes			
1 Control	Yes		Yes
2 Experimental	Yes		Yes

Further, the researcher divided the experimental class into eight collaborative groups comprising three students each in which each group comprising of 2 students having weak writing ability than the one who has rather strong and persuasive writing ability according to the pretest results.

3.2.1 Research Setting

The study initiated at Federal Govt. Boys Degree College Multan, the Punjab, and Pakistan. This College is working under Federal Govt. Educational Institutions (Cantonment/Garrison), Ministry of Defence Islamabad, governed by military officers as director, deputy directors and policy makers. Teachers and student have to follow the rules and regulations in accordance with the code of conduct, SOP's and policies implemented by FGEI's (C/G) MoD, GHQ, Rawalpindi/Islamabad. This college is working in affiliation with the Federal Board of Intermediate & Secondary Education (FBISE), Islamabad and not the BISE, Multan. There is no semester system of examinations in the aforementioned college. Students have to undertake annual system of examinations. FBISE, Islamabad as certified examining body conducts all the annual Examinations. Hence, the syllabi and its designs are as assigned by this governing body, FBISE, Islamabad and the students and the teachers have to cover the syllabi design according to the prescribed pattern and within time schedule. All

the Colleges under the said ministry provide well-furnished and suitable atmosphere conducive to learning. There are two colleges; one is for boys and other is for girls at the same city. Each of the Colleges consists of about 200 to 500 students. Most of the students belong to rural background having Punjabi, Saraiki (dialect of Punjabi), and Urdu as L1. The statistics show that these Colleges are showing satisfactory but not good results in the annual examinations, FBISE, Islamabad. The researcher is working as a Lecturer in English at Federal Govt. Degree College for Boys Multan where the researcher initiated his initial research after taking the consent of the Principal through a consent form (Appendix A), which is the most significant stage for this research project.

3.2.2 Participants and Sampling:

There were 133 registered students at HSSC Part II level in the college, where the researcher conducted the study, and 48 ESL/EFL non-native learners participated voluntarily in this study. The researcher obtained the consent form of the students through a consent form (see at Appendix A). All the participants are male as the researcher faced few limitations while conducting his research, and they were likely to get undergraduate degree at federal Government Degree College (Boys) of District Multan. Twenty-four male students from each of the two classes of the federal Govt. Boys degree college Multan for academic year 2016-2017 participated in this study. Almost all the learners share same L₁ (Punjabi) and cultural (rural) background. Their age ranged from 17-19 years. Their performance in English writing was the same according to their HSCC-I result cards. Their marks percentage in English ranges from 65 and 70 percent and similar percentage was there in the marks of the participants achieved in the pretest (please see at the page in Chapter Data Analysis).

Group 1 Experimental Class

*EC means Experimental Class and RN means Roll Number

S.R	Allocated Roll No	Age	Sex
1	*EC/RN1	17	Male
2	EC/RN2	18	Male
3	EC/RN3	16	Male
4	EC/RN4	17	Male
5	EC/RN5	16	Male

6	EC/RN6	18	Male
7	EC/RN7	17	Male
8	EC/RN8	19	Male
9	EC/RN9	16	Male
10	EC/RN10	18	Male
11	EC/RN11	17	Male
12	EC/RN12	16	Male
13	EC/RN13	18	Male
14	EC/RN14	17	Male
15	EC/RN15	18	Male
16	EC/RN16	16	Male
17	EC/RN17	19	Male
18	EC/RN18	18	Male
19	EC/RN19	16	Male
20	EC/RN20	17	Male
21	EC/RN21	19	Male
22	EC/RN22	17	Male
23	EC/RN23	18	Male
24	EC/RN24	16	Male

Table (3.1) Participants of the Study (Experimental Class)

The above and the under given tables show the age, sex, and previous marks in the annual examination, 2015 for HSSC class of the students who participated in the study.

Group 2 Control Class

*CC means Control Class and RN means Roll Number

S. R	Names of Students	Age	Sex
1	*CC/RN1	19	Male
2	CC/RN2	18	Male
3	CC/RN3	17	Male
4	CC/RN4	16	Male
5	CC/RN5	17	Male
6	CC/RN6	19	Male

7	CC/RN7	16	Male
8	CC/RN8	18	Male
9	CC/RN9	17	Male
10	CC/RN10	19	Male
11	CC/RN11	16	Male
12	CC/RN12	17	Male
13	CC/RN13	17	Male
14	CC/RN14	18	Male
15	CC/RN15	19	Male
16	CC/RN16	19	Male
17	CC/RN17	16	Male
18	CC/RN18	17	Male
19	CC/RN19	18	Male
20	CC/RN20	16	Male
21	CC/RN21	19	Male
22	CC/RN22	18	Male
23	CC/RN23	17	Male
24	CC/RN24	19	Male

Table (3.2) Participants of the Study (Control Class)

3.2.3 Training Material

The essays for tests were taken from the syllabus of the 12th grade prescribed in the syllabus design assigned by the Federal Board as standard degree/diploma awarding and examination taking governing body. The analysis of the data collected through this procedure aimed to measure the effects of independent variable, which is peer feedback, on the dependent variable, which is students' writing skill at HSSC level.

3.2.4 Experiment

The researcher carefully selected training materials for the training of the students. The researcher first prepared detailed lesson plans to teach the EC 12th grade. These materials were collected from different sources such as books, websites, and prescribed textbooks as standard curriculum, taught at Government Colleges and designed by Punjab Text Book Board, Lahore. Lesson plans were designed on the standard format of TEFL that is 5p's that is planning, purpose, pitch, pace and progress. The researcher prepared total 12 lesson plans. The researcher delivered those 12 lessons alongside 3 pretests and 3 posttests in four weeks consisted of 20 working days. The researcher has also applied different sorts of methods in these lesson plans to make the learning process easy and interest developing. Home tasks were also assigned along with actual class work and activities. All activities were carefully designed to develop critical thinking and insight toward developing essays and avoiding all types of errors. Creative activities were supported. Along with essay writing teaching other two skills that is reading and writing were also emphasized. ESL/EFL writing strategies make students interested in this learning process. Every lesson plan was prepared and conducted for fifty minutes. Please see all lesson plans and pretest.

3.2.5 Instructional Plan

Before conducting experiments, the researcher evolved a detailed instructional plan for the treatment of the participants of Experimental Class (EC). The following table briefly presents the instructional plan followed by the researcher in the project:

Start of the treatment Session		Introducing Questionnaire	
Week 1	Lectures	Lessons/Topics	Time Duration
Day 1	Pre Test 1	My Favourite Personality	50-60 minutes
Day 2	Lecture 1	How to outline an Essay	50-60 minutes
Day 3	Lecture 2	Assessment and feedback	50-60 minutes
Day 4	Lecture 3	Teacher feedback	50-60 minutes
Day 5	Lecture 4	How to give Peer feedback	50-60 minutes
Week 2			
Day 1	Lecture 5	Grammar in Feedback	50-60 minutes
Day 2	Lecture 6	Correct use of tenses	50-60 minutes
Day 3	Lecture 7	Correct use of punctuation	50-60 minutes

Day 4	Lecture 8	Essay Writing Activity	50-60 minutes
Day 5	Post Test 1	My Favourite Personality	50-60 minutes
Week 3			
Day 1	Lecture 9	Collaborative Writing Activity	50-60 minutes
Day 2	Lecture 10	Introductory Paragraph	50-60 minutes
Day 3	Lecture 11	Body of the Essay	50-60 minutes
Day 4	Lecture 12	Conclusive paragraph	50-60 minutes
Day 5	Post Test 2	Why I love Pakistan	50-60 minutes
Week 4			
Day 1	Lecture 13	Group Writing Activity	50-60 minutes
Day 2	Lecture 14	Writing Drafts and Revision	50-60 minutes
Day 3	Lecture 15	Revision of Essay Structure	50-60 minutes
Day 4	Post Test 3	My Aim in Life	50-60 minutes
Day 5	Questionnaire	Same Questionnaire	
End of session			

Table 3.4 Instructional Plan

3.3 Data Collection Methods

The design of the present study falls in the experimental category. The researcher employed a multi strategy research by using the following four tools in the study to collect and evaluate the data for testing the impact of peer feedback on ESL writing skill. This chapter is significant it describes the data collection and analysis process of the present research. This study is experimental in nature as described in the chapter three, research design and methodology of the study. First, the chapter looks into the data collection procedure and then presents the analysis of quantitative and qualitative data. Data collected through pre and post-tests was critically evaluated and analysed in this chapter to assess the impact of peer feedback on the students of experimental group with and without treatment and contrasted with data collected from the control group. Data was collected from two groups CC and EC with the help of pretests and posttests, questionnaires, class observations protocol and texts to minimize the effects of internal and external validity and confusing variables. An SPSS software is use to test the statistical data. The researcher has arranged all data collected through pretest and posttest in the form of tables, graphs and charts.

The researcher has collected data from different methods by using the following instruments applied: Pre Tests; Post-tests; Questionnaire/s; Classroom Observation; Text Analysis.

This research pursues a tradition of studies that employed the pre-, post-tests technique including Lundstorm and Baker (2009), Ellis et al., (2008), Al-Hazmi and Scholfield (2007), Min (2006) and many others, to compare students' progress either within a period of time usually in which an experiment is carried out with or without different treatment groups. Data analysis software SPSS was also used to investigate the collected data. The data of test scores was coded and decoded with the help of descriptive, ANOVA and SPSS software. ANOVA is used to check the mean differences between CC and EC groups. Posttests were applied for multiple comparisons between both the groups. This test is applied in order to validate the assumption of different test scores exist between different groups in presence and absence of treatment. Data collected through pretest and posttest was arranged in the form of tables, graphs and charts.

3.3.1 Pre Test:

Pretest is a preliminary test: such as a test of the effectiveness of some learning outcome. A pre-test can also be used to refer to an initial measurement before an experimental treatment is administered and subsequent measurements are taken or a test to evaluate the preparedness of students for further studies. Similarly the researcher has administered a pretest among the students of HSSC level, Multan to know their competence level concerning composition writing at the initial stage of the experiment. The students were asked to write essay on my father as favourite personality. This is how the tool of data collection in the form of pretest was used.

Prior to integrating peer feedback in L2 writing class along with teacher feedback, the researcher administered a pre test to the participants. They wrote down an essay of 150-200 words relevant to their context .Then the researcher assigned 40-50 minutes to the participants of the study to accomplish their assignments. First, the Eight groups within the EC exchanged their essays with one another to evaluate their respective mistakes. They were also given a peer feedback sheet and an assessment symbols chart. They posted their mistakes on those sheets, encircled the mistakes on their papers with blue ink and wrote down assessment symbols. They wrote their

drafts themselves, and revised them after writing their drafts. They were engaged in collaborative activities in groups and worked through different stages such as prewriting, thinking, outlining, editing, revising and rewriting their final drafts. Then, the researcher as the teacher himself obtained all their tests and charts and assessed himself using a holistic writing scale. The scale was used to determine the learners' performance difference based on their pre-test and then in post-tests. Total Marks were only twenty for an essay. Through percentage, they were awarded 0-100 points, and the scale depicts the following five major areas as described under:

- **Content** includes knowledge of topic, relevance and quantity of detail.
- **Organization** includes clarity, fluency and sequence in development of ideas.
- **Grammar** deals with parts of speech, word construction order and its structure, tense, number, negation and accuracy in use of agreement is grammar.
- **Vocabulary** comprises of choice, accuracy and range of words, effectiveness and appropriateness of register and meaning transfer.
- **Mechanics** of writing cover capitalization, punctuation, spelling and paragraph indentation conventions.

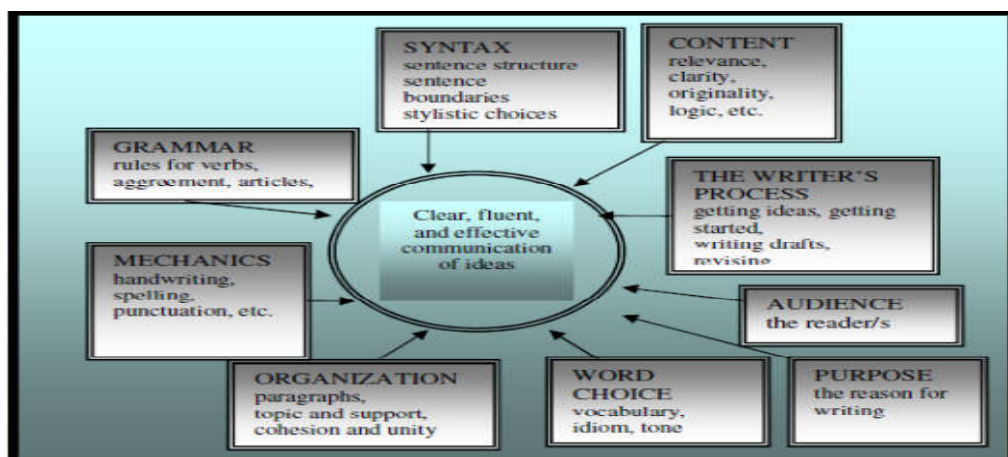


Figure 3.1 Producing a Piece of Writing

Source: Raimes, A. (1983). *Techniques in Teaching Writing*. Oxford: OUP, p.6

Neutral ratter (another English lecturer of the college) helped the researcher in assessing the students' pre-tests as well as post-tests on holistic scale for objectivity. The learners were able to give possible positive and authentic peer feedback after receiving a useful training session to comment and use the rating scale properly to avoid faulty revisions.

3.3.2 Post Test:

Post test is a test given to students after completion of an instructional program or segment and often used in conjunction with a pretest to measure their achievement and the effectiveness of the procedure.

Similarly, the researcher has also employed this research tool among the students to know the effectiveness of experimental strategies in the form of effectiveness of peer feedback technique. Both pre and post tests were conducted in this experimental study and the results of both pre and post tests have been discussed in the data analysis section (please see page). After delivering lectures for a week on feedback, assessment, peer feedback, essay writing techniques, how to improve writing skills, how to avoid errors and mistakes, the researcher administered a post-test to study the participants to evaluate the difference of their performance in pretest 1 and post test 1, which indicates the impact of peer feedback on improving their ESL/EFL writing skill/s. After two weeks of the experimental group treatment session, the researcher applied another post test 2 to see any difference of performance of the students to further the results of the study. At the end of the treatment session, the researcher took a third Post test to validate the final results of the study. A detail lesson planning (see at Appendix D) is followed for four weeks, and total three post-tests were taken after one pretest, the detail of instructional plan is given in the Chapter 3, Research Design and Methodology of the study. Data collected from them were analysed in the upcoming Results of Data Analysis Chapter Four.

3.3.3 Questionnaire/s:

McDonough and McDonough (1997) and Cohen et al. (2000) believe that questionnaires are a very popular data collection method in educational research. Before the start and at the end of peer feedback session, the researcher applied a questionnaire investigating the effectiveness of peer feedback. The teacher directed the mode to fill up the questionnaire carefully. He presented around the learners to resolve the ambiguous issues if any. The researcher employed the same questionnaire first at the commencement of the experiment in the Experimental Class before taking the first Pre and Post-Tests, and after the last and final Post-Tests after a month of treatment session for judging the effectiveness of peer feedback in collaborative

language learning setting. The researcher took the questionnaire used by Hyunwoo Kim in 2009. It includes four parts and its main function was to test students' power of conception towards peer feedback.

Part (I) of questionnaire discusses the helpfulness of analyzing peer's reviews for the learning processes.

Part (II) of questionnaire describes the helpfulness of teacher's feedback regarding improving the writing skills of the learners.

Part (III) of questionnaire explains the helpfulness of revision in the processes of writing skills of the students.

Part (IV) of questionnaire elaborates the helpfulness of peer feedback in improving the writing ability of the peer learners.

3.3.4 Classroom Observation:

Classroom observation was of three categories: (a) pre-arranged, (b) arranged and (c) un-arranged. Classroom Observation is significant because one can directly observe learners' participation and commitment to the learning milieu and the learning processes. The researcher participated in every class and he was the direct observer, listener, interpreter and teacher. Some of the classes, the researcher pre-arranged for some specific purpose and results, others are specifically arranged for discussion and peer reviews. Some classes for giving pre-tests, the researcher engaged unexpectedly for surprise tests and results. However, the researcher has worked for the whole treatment session of four weeks by following a detailed set of instructional plan through lesson plannings.

3.3.5 Text Analysis:

The researcher asked the students of both the classes i.e. CC and EC to write essays on four different topics suggested from their course work during giving pre and post-tests. However, the researcher employed peer feedback sessions only in the EC. Before all the pre-tests, they did not know the topics because they were to be engaged in groups and discussions for brainstorming/thinking, pre-writing, composing/drafting, revising and editing. Then, the researcher collected their drafts to examine the impact of peer feedback on writing skills of the students. He analysed all the pre and post-tests with the help of a senior colleague to assess the writing drafts of the learners and to evaluate the impact of the peer feedback. In text analysis, the

researcher has followed the model of process writing presented by Hyland, K. (2003 as cited by Mashori, 2007): A Model of Process Writing, the researcher applied is as follows:

Selection of topic	by teacher and/or students
Prewriting:	brainstorming, generating ideas, note taking, outlining
Composing:	getting ideas down on paper/ drafting / developing
Response to draft	teacher/ peers respond to ideas organization and style
Revising	reorganizing, style, adjusting to readers, refining ideas
Response to revisions:	teacher/ peers respond to ideas organization and style
Editing:	checking and correcting the form, layout, other mistakes
Follow-up tasks	addressing the weaknesses by the teacher

Table 3.5 A Model of Process Writing (source of content by Hyland K. 2003).

3.3.6 Validity and Reliability of Research Tools:

The present research like any scientific research study has validity and reliability as important aspects of any data collection method applied. Further, to validate a data helps in proving the results of the performances of the participants more authentic and reliable. To validate the content of the study, two different strategies the researcher administered into two different groups in which one is control group and the other is experimental group. The writer actually wanted to investigate and explore only the impact of peer feedback on ESL/EFL writing skill/s of the learners by two different treatments of students where the control group (CC) received typical and traditional teaching by teacher feedback whereas the experimental group (EC) received modern teaching pedagogy i.e. peer feedback. Language researchers have a great concern about the concepts of validity and reliability of the data collected and processed. Hence, validity of data collection methods depends on the accuracy of their measurements. For the validity and reliability of the experiment, the researcher had to validate research content and research population. As a reliability and validity measure, all essays of posttests were graded by two experienced raters, (the researcher and another writing teacher in the department), and the different overall scores were then averaged if possible. In most cases, the difference in the scores did not exceed one point, and in the few cases

where the difference was greater than one point, both the raters discussed the disputed aspects for giving a particular grade before agreeing on one.

3.3.7 Triangulation

Many experts in education research, including Cohen et al. (2000, 2007), regard triangulation as an important step towards validating the results of a study. In this study, to achieve the triangulation of the data, methodological triangulation was assured by having a number of different quantitative and qualitative data collection tools which were pretests, posttests, questionnaires and classroom observation sheets. Triangulation helps reduce the negative aspects of employing a single research instrument in any research study. Hence, the researcher employed a different research tools in this empirical research project up to the possible extent. Findings from different data tools mutually reinforce each other. In the case of this research project, methodological triangulation was achieved by using different data collection methods: quantitative in the case of pre- and post-tests and the questionnaires; and qualitative as far as classroom observation, classroom management, lesson plannings and open-ended items of the questionnaires were concerned.

3.4 Data Collection Procedure

The researcher decides to conduct a study to evaluate the impact of peer feedback on ESL/EFL writing skill of the students. For this purpose, the researcher has first prepared a detail set of lesson plans (see at Appendix D) and taught different assigned lessons to the students of the afore-mentioned college. The 48 HSSC level students participated in the present study that lasted for four consecutive weeks. During the first week, the researcher taught about feedback and assessment in general and peer feedback in particular. Through random sampling, the researcher divided all the 48 students into two major groups i.e. Experimental Class (EC=Group 1) and Control Class (CC=Group 2) and took two lectures per day in two different classes: one in the CC and the other in EC. Both the groups were pre and post-tested but only the EC has received the treatment while the CC did not receive any peer feedback treatment and the teacher taught the group in a traditional manner.

The researcher taught to CC with traditional method and to EC with application of new technique, i.e. peer feedback and collaborative language teaching with forming

different eight groups within EC. More than two students who have weak writing ability were paired with a student who had strong, effective and persuasive writing ability as determined by previous year results. Ben-Zvi and Garfield (2008) suggest that smaller groups are more successful than larger groups, especially when the time duration is short. Such groupings help students in learning more handedly and freely as activity based learning make them confident, more attentive and active participants. Liu and Hansen (2002) also suggest that such mixed grouping gives chances to the students to interact with each other. They become more attentive to learning and hence become more active learners than those of the students treated with traditional method of teaching. Before data collection, the researcher discussed with the students the way to employ peer feedback in achieving better results. The following table depicts the visual presentation of the procedure adopted in data collection by the researcher on each stage.

Test	Group	Peer Feedback	Questionnaire	Observation Checklist
Pre test 1	Control	No Treatment	Yes	Yes
Pre test 1	Experimental	Yes	Yes	Yes
Post test 1	Control	No Treatment	Yes	Yes
Post test 1	Experimental	Yes	Yes	Yes
Pre test 2	Control	No Treatment	No	-
Pre test 2	Experimental	Yes	No	-
Post test 2	Control	No Treatment	No	-
Post test 2	Experimental	Yes	No	-
Pre test 3	Control	No Treatment	No	-
Pre test 3	Experimental	Yes	No	-
Post test 3	Control	No Treatment	No	-
Post test 3	Experimental	Yes	No	-
Pre test 4	Control	No Treatment	Yes	Yes
Pre test 4	Experimental	Yes	Yes	Yes
Post test 4	Control	No Treatment	Yes	Yes
Post test 4	Experimental	Yes	Yes	Yes

Table (3.6) Data Collection Procedure

Group 1: Control Class (CC) _____ pretest, no treatment, and posttest.

Group 2: Experimental Class (EC) _____ pretest, treatment, and posttest.

The researcher has taken the consent via consent form (see at Appendix A) from the head of the aforementioned college as he is working in that college as lecturer in English. All students registered in the said institute were contacted consent forms and were asked for their voluntary participation in the study. Students were assured that the information they provide would be made available only to the researcher and for the purpose of the study. As for the experiment, students of the 12th grade were taken consents via consent forms (see at Appendix B). They were sampled randomly into two groups. The teacher did not influence as to which group a student chose, i.e. students chose their groups according to their own preferences. Out of the 133 total registered students, 48 were selected randomly as they were ready to cooperate with the research study. Out of 48 learners, 24 opted group 1 (the Experimental Class) and the remaining 24 selected group 2 (the Control Class).

EC received feedback from two sources: the teacher as well as peer feedback. The researcher organised a detailed lesson plannings for EC and taught the CC with traditional style. Both the classes i.e. EC and CC lasted for four weeks but he organised four peer feedback treatment sessions only for EC in total ranging between 25-30 minutes each before the actual classes in which tests were taken. Further, the researcher segregated students of EC into 8 groups of three participants each. The nomination of groups' members were mainly driven by students' levels in writing. Each group consisted of three students of various writing abilities. Their level in writing was determined by their marks in the previous year annual examination results. In each sessions, all the three students of the eight groups of the EC wrote essays assigned by the teacher as pretests and posttests. The teacher himself selected three topics for three pre tests from previous years examination papers for three pretests and the same topics were tested in their posttests. After peer feedback training and after discussing each tests as a group, they also supplied their comments to their peers' writing on a writing assessment sheet with the help of assessment rating scales provided by the teacher. This procedure is followed in all the pretests and posttests experiments in the EC.

During each pretests, the researcher supplied the learners of experimental group, peer feedback checklists with assessment symbol charts. On the other hand, posttests were without peer feedback checklists and assessment symbols as they were their tests of progress in their writing skills if any difference in their previous posttests writing after peer feedback treatment. These checklists are very handy in

administering self and peer feedback. They have many benefits in peer feedback sessions.

The teacher typically writes checklists for students. The checklist helps the student anticipate and mentally prepare for the activities and transitions throughout period. Checklists give instructions for specific tasks or assignments or other purposes. Seven good reasons to use them are as follows:

1. They employ visual skills.
2. They make new situations more familiar.
3. They promote independent functioning.
4. They ration times for special interests.
5. They teach flexibility.
6. They provide necessary vocational skill.
7. They build cooperation; accepting direction from others.

Checklists provide visual information. Each entry is checked off or crossed off, showing progress throughout the day. Capitalizing on a visual style of learning, transitions become easier, expectations are clearer, and the student becomes more organized. When checklists are used consistently in familiar environments and with routine activities, they become a familiar tool to be used in *unfamiliar* and new activities, thereby making the unknown more familiar. Anxiety decreases. Checklists promote independence. They can be used for sequencing self-care skills at home as well as college assignments. Students learn to check their lists instead of relying on their parents' or teachers' reminders and prompts. For the person who is preoccupied with certain topics or activities, the checklist or written schedule becomes a positive way to allow time for his or her special interests. By seeing when he can do his favorite things which have been included on the schedule, he is less distracted by these special interests, and can more easily focus on the task at hand. Using the schedule respects his desires. Checklists are the primary tools for teaching flexibility. It is common for students with autism to memorize a particular routine, and then become rigid about that routine. However, by learning the routine of checking and following the list, *the schedule or list* becomes the routine, including its variations and changes. A written schedule of the day can vary from that of yesterday; the activities and their sequence changes. Even students may note the last minute changes on the list by crossing things out and adding information at the time. In this manner, the learners much more easily digest and accept changes. It is an important pre-vocational

skill. Learners of ESL/EFL mastered the skill of following checklists, are more organized, independent, and competent in their work. Finally, for those learners who are inclined to refuse to following directions from teachers, the checklist becomes a way in which the teacher can be directive, without appearing opposite from the student's point of view. The checklists direct student's attention to what is written on the lists, instead of having to focus on someone who is telling him/her what to do. The fact that the information is written and not verbal, creates a greater ease with which the learners with condition severely limited responsiveness to other persons can receive, understand, and accept information helping him/her become more cooperative. The checklists also impart peer appraiser validation for their comments about their peers' writing tasks. They also improvise topics for discussion for the members of the groups. Checklists also provide an opportunity to peer feedback giver that they may tackle with all types of errors and mistakes in every peer sessions but it is obvious through students' comments that they have focused more on grammatical errors rather than content and organisation whether they give or receive peer feedback.

The researcher employed all the posttests as the assessment tests of the learners' achievement and progress of both the experimental and control groups. During the Post Tests, the researcher did not provide learners with any type of feedback whether from their peers or their teacher. The teacher/s assessed all these tests and awarded marks in order to analyse the learning outcome and performance differences of the students whether they progressed. The researcher also wanted to validate the hypothesis that peer feedback may improve the ESL/EFL writing skill/s of the students if applied with teacher feedback and proper care and lesson plannings in a collaborative language learning atmosphere. After the final Post Test, the researcher applied the same questionnaire to both the classes and compared their results.

Classroom observation is another tool for data collection procedure. In this study, the research administered classroom observations protocol. The researcher has employed observational method for studying students' behaviours toward learning processes regarding essay writing, feedback and peer feedback activities in the classroom. The researcher wanted to gain insights into the strategies teacher employed in teaching writing skill to ESL/EFL students. The researcher hoped to be able to understand more fully how students are engaged in learning activities with and

without peer feedback. Through this method, the teacher could observe what was actually happening in the classroom when peer feedback was administered to the learners, and which strategies teachers have to use for teaching writing essays. As an observer, the researcher wanted to give himself a chance to observe the interactions, actions and contributions of participants in the L2 classroom freely without influencing them and in such a way their significance for language learning can be understood. The researcher has designed a classroom observation checklist and employed it in the peer feedback sessions. The teacher also premeditated what was going to be observed and had a clear purpose. The classroom observations along with a set of lesson planning took four weeks. The longer the researcher stayed in the classroom as he had to take two regular lectures per day alongside experimental periods, the more he became friendly with the learners as well as the classrooms setting. During each classroom observations, the researcher improvised the students and the assistant observer with a checklist. Having a checklist of classroom observation criteria assisted the researcher to focus more on aspects that he wanted to explore in the classrooms before, during and after treatment sessions. This classroom observation data was coded, decoded and incorporated to the themes emerged from pretests, posttests and the questionnaires during the classroom treatment.

3.5 Data Analysis

As discussed earlier in this chapter, a hypothesis was drawn after doing theoretical research of the works already done. The hypothesis was to be tested through experimental research that integrating peer feedback to ESL/EFL students' writing skill can be very effective for improving writing skill of the students. Data collected through research method of two traditional groups in a field experimental setting, is analysed to explore whether there were any effect of independent variable that is administering peer feedback to students for teaching writing on dependent variable that is students' writing skills. Data was collected from two different groups EC and CC with the help of pretests and posttests, questionnaires and classroom observations to minimize the effects of internal, external validity and opposing variables. As discussed in methodology section of this chapter in detail that both the groups were pretested and post-tested, one of them EC received treatment, and the

other CC was a control class and did not receive any peer feedback treatment and the teacher employed the traditional teaching method to treat the said group.

The researcher evaluated data of both the groups with the help of tables, graphs. Comparison of graphs and statistical analysis with the help of SPSS 2.0 software was done to cross-code both the groups. For both groups, the researcher utilized tables and graphs.

3.6 Ethical Considerations

The study is experimental in nature as mentioned in the first chapter of Introduction and pursued a definite set of research traditions of the previous research works. The researcher followed ethical considerations throughout its different processes, procedures and set of data collection components to their possible extent. Cohen et al (2000 & 2007) maintained that the data collection methods are always considered as an intrusion into the lives of the respondents in terms of the time taken to complete the task, the level of sensitivity of the questions, and/or the possible invasion of privacy (Cohen et al., 2000 & 2007). Therefore, researcher deemed it very significant to guarantee the student participants of their anonymity and confidentiality in this research project participation up to the possible extent. In connection to this ethical issue, the researcher obtained their consents by means of improvising them with consent form (see at Appendix B). Hence, it is significant to describe these ethic considerations here in this research project.

While sampling of the research population, the researcher attempted to select the participants by random selection method. The researcher obtained their consent through a consent form. Further, the researcher did not persuade to the learners to choose a specific group but the learners themselves selected their respective groups on matter of their own likings and disliking whatever they might be. They were assured of that the information provided by the learners would be kept in secret and be used for the research purpose only. Another formality procedure the researcher had to adhere to was to get the formal endorsement from the Principal of the educational institution where the present experimental research project was administered. Before that procedure, the formal approval of the research supervisor had also been sought to carry out this research study.

CHAPTER FOUR

DATA ANALYSIS

Data was analysed statistically and textually simultaneously in this chapter. No separate chapter was given for textual analysis of the data but with statistical analysis of the data, textual analysis was done in the chapter. This chapter is organized on the basis of the results as appeared from the data collection tools which are the writing tasks as pretests and posttests scores through SPSS, the pre- and post-experiment questionnaires, and finally observational protocols with members of the both the groups. No interpretation of the results is included in this chapter as it has been saved for the following chapter: findings and discussion. It was decided that these two chapters would remain separate mainly in order to keep a clear distinction between what has been found and how the findings are related to the study and previous research. Data analysis software SPSS was used to analyze the collected data. The data of test scores was coded and analyzed with the help of descriptive, ANOVA tests and Paired t-test by using software. ANOVA is used to check the mean differences between groups. Paired t-tests were applied for multiple comparisons between scores of different tests of the groups. These tests were applied in order to validate the assumption of different test scores between different groups in presence and absence of treatment. Data collected through pretest and posttests was arranged in the form of tables, graphs and charts. As discussed earlier in the context of the study that the researcher conducted this study at HSSC level. After the random grouping of the students, first pre test was taken to measure the variable of errors in the writing assignments from the students of both the groups. This pretest, the researcher governed at the fifth day after the teaching session starts according to the lesson plannings formulated by the researcher in this experimental study. Following is an order how data of both the groups is discussed.

1. Results of pre-test of Group CC and EC are reviewed and contrasted respectively.
2. Result of post-test 1 of Group CC and EC are reviewed and contrasted respectively
3. Result of post-test 2 of Group CC and EC are reviewed and contrasted respectively
4. Result of post-test 3 of Group CC and EC are reviewed and contrasted respectively
5. Results of pre-treatment questionnaire of Group CC and EC are reviewed and contrasted respectively.

6. Results of post-treatment questionnaire of Group CC and EC are reviewed and contrasted respectively after the last post-test.
7. Classroom observation checklists provided some data and the data were also analysed with thematic and quantitative data analyses procedures.

4.1 Results of Pre and Post Test:

The researcher has carried out an experiment and has taken pretest and posttest experiment to serve for data collection process. He employed a pretest in control class as well as experimental class to collect the data for analyses. The researcher has assigned an essay about 150 words long to serve as the test and students were actually expected to write around 150-200 word long texts but it is noticed that all essays were lower than this word limit as assigned by the researcher in all the pre and post-tests. The word length did not reckon as a requirement in the overall grading of scores in the tests rather than to serve as a guideline for the students to write as much as they could.

4.1.1 Pre Test by Experimental Class (EC)

Experimental Class (Pre Test)

S. No	Total Marks %	Marks Obtained	Percentage %
EC/RN1	20	08	40
EC/RN2	20	09	45
EC/RN3	20	06	30
EC/RN4	20	10	50
EC/RN5	20	11	55
EC/RN6	20	07	35
EC/RN7	20	09	45
EC/RN8	20	11	55
EC/RN9	20	10	50
EC/RN10	20	10	50
EC/RN11	20	06	30
EC/RN12	20	04	20
EC/RN13	20	05	25
EC/RN14	20	03	15
EC/RN15	20	05	25

EC/RN16	20	08	40
EC/RN17	20	10	50
EC/RN18	20	06	30
EC/RN19	20	07	35
EC/RN20	20	08	40
EC/RN21	20	06	30
EC/RN22	20	12	60
EC/RN23	20	07	35
EC/RN24	20	05	25

Table 4.1 Pre Test 1 (Experimental Class) Score

As it is described in the Research Methodology in Chapter Three that Experimental Class is the first group that would be pretested on the very first day of the experiment so it was done and here in the form of table the results of the Pre Test 1 were provided and described in the tabulated form in Table 4.1. In this randomly selected group, twenty-four students participated voluntarily. All were studying at HSSC level Part II English was the medium of instruction though the teacher employed Urdu as for their convenience as wherever he deemed it fit to use. They were studying English from a considerable time period but it was observed when test was given to them they behaved as if they have never studied English but after being encouraged by the researcher, they attempted to write down the test. They had the idea that essay without consulting or cramming is a difficult task to write about their own creative skill and considered it a burdensome work. Results clearly present that not even a single student could score sixty percent out of hundred although the test was designed from their own course and syllabus. Only two students scored 60 % out of hundred that is the maximum score in the pretest 1 of the EC and only one of the participants secured 60 percent and rest of the 21 students obtained less than sixty percent. The minimum score obtained by a participant is 15 percent. As it is a randomly selected group so there is disparity among the students marks from 60 percent to 15 percent. The researcher has presented a graphical representation of the results in the graph given in figure 4.1 that clearly shows the difference of the test scores of the EC. The performance of pretest 1 by the students of EC is discussed in the form of percentage. The vertical columns of green colors represent percentage of the test scores, the vertical columns of red colors present test score obtained by the

participants and the vertical columns of blue colors present test score, while horizontal column of the codes of the participants are mentioned. This graphical presentation is telling that not a single participant is near sixty marks or percentile.

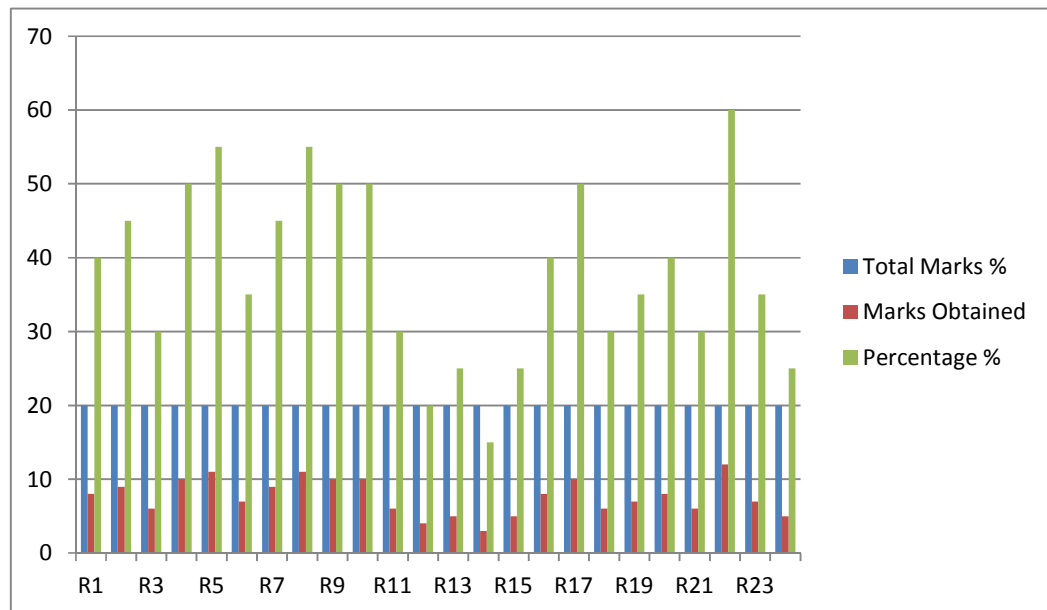


Figure: 4.1 Experimental Class Pretest 1

The results of this pretest of experimental group is analysed further in the form of statistical paired t-tests and were given after the results of pretest by control class in the tabular form, which could be seen in the next section.

4.1.2 Pre Test by Control Class (CC)

Control Class(Pre Test)

S. No	Total Marks %	Marks Obtained	Percentage %
*CC/RN1	20	10	50
CC/RN2	20	04	20
CC/RN3	20	05	20
CC/RN4	20	06	30
CC/RN5	20	04	20
CC/RN6	20	03	15

CC/RN7	20	04	20
CC/RN8	20	04	20
CC/RN9	20	03	15
CC/RN10	20	08	40
CC/RN11	20	06	30
CC/RN12	20	05	25
CC/RN13	20	06	30
CC/RN14	20	08	40
CC/RN15	20	09	45
CC/RN16	20	07	35
CC/RN17	20	09	45
CC/RN18	20	10	50
CC/RN19	20	08	40
CC/RN20	20	06	30
CC/RN21	20	10	50
CC/RN22	20	09	45
CC/RN23	20	07	35
CC/RN24	20	11	55

Table 4.2 Control Class Pre Test Score

The researcher has pre-tested the Control Class (CC) on the same pattern and topic as the control class was pretested for commencing this research project. In the Table 4.2, the researcher has illustrated in detail the Pre-Test 1 as governed in the Control Class (CC) and again in this group, twenty-four randomly selected learners of

ESL/EFL have participated voluntarily. All were studying at HSSC level Part II and were instructed in English medium though their teachers employ Urdu as a medium of convenience for them. The researcher have employed and conducted same Pre Test 1 for them and the researcher found and noticed in this group the same observations, which have been described earlier in the above given table. The researcher appended the tabulated results in the table 4.2 and the results vary from 55 percent to 15 percent. Not a single student could score 60 % in pretest. The performance of the students remained very poor. Most of the students had very poor ESL/EFL creative writing skill and they only made guess or tried to write whatever they knew without realizing what have actually the topic of the essay. Even they had to confront with writing anxiety, which hampers their better performance. For example, they have many errors and mistakes of grammar, spelling and punctuation along with poor content and organization in the composition tasks. They do not know the basic sentence structures of ESL/EFL in writing composition while writing as free writers. They could not make simple sentences, as they could not cope with clause patterns and errors in spellings, vocabulary, punctuation and basic mechanics. They displayed very poor content and organisation while writing their essay drafts. As for errors students made in their writing drafts, they made most commonly occurring type of errors i.e. grammatical errors (including subject-verb agreement, incorrect tenses, pronouns, noun-plural-s, apostrophe mistakes and diction choice), syntactical, vocabulary, punctuations and spellings. The graphical representation of the scores of the Pre Test 1 of the Control Class (CC) is given in the following graph:

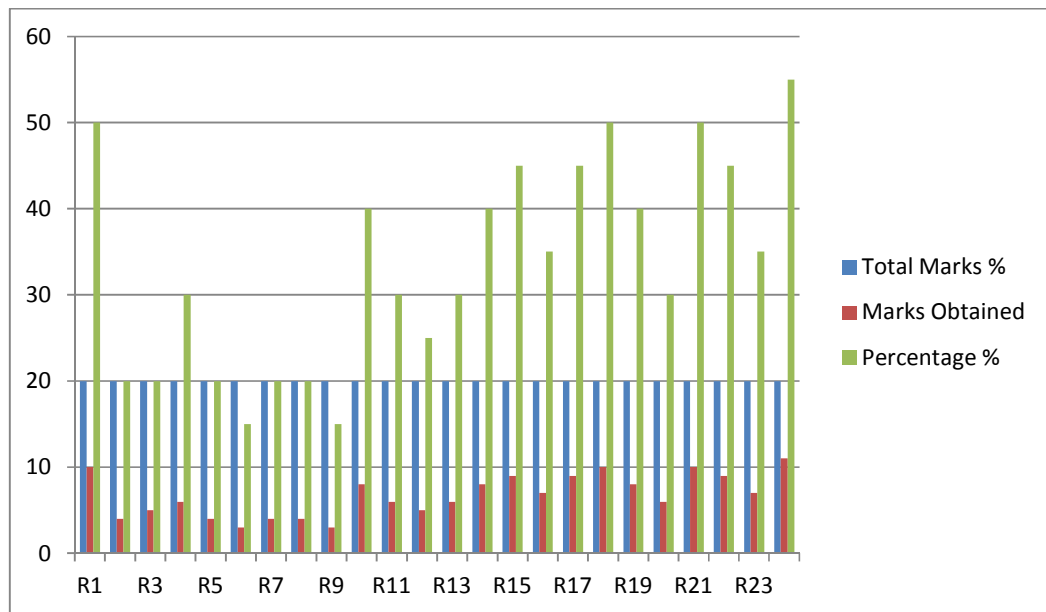


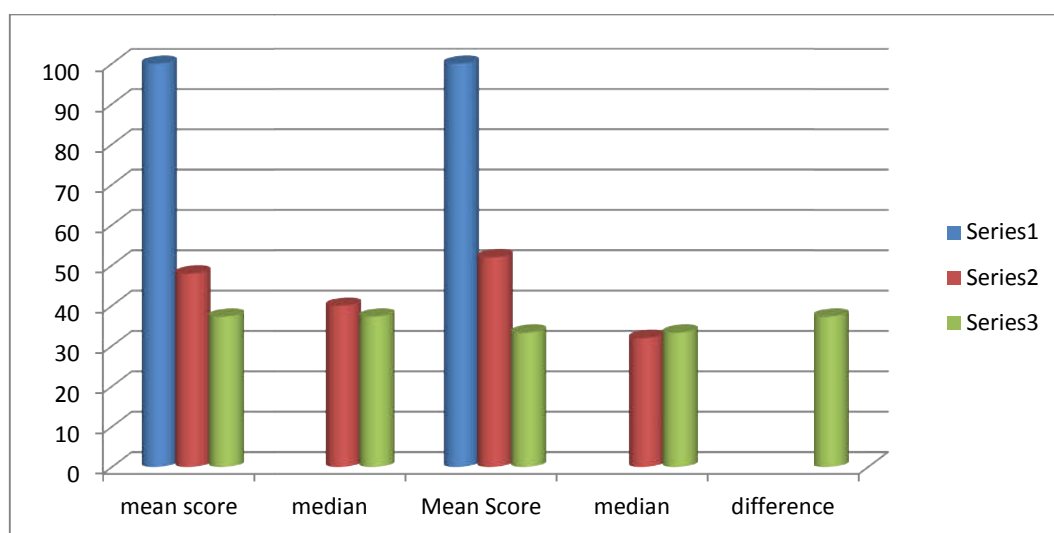
Figure 4.2 Graphical Presentation of Control Class Pre Test 1

Furthermore, the researcher has displayed the comparison of both the classes pretest score through statistical software in the following table 4.3 as given blow:

	Experimental Class	Control Class
N	24	24
Min	3	3
Max	12	11
Sum	183	162
Mean	7.625	6.75
Std. error	0.4956788	0.4972752
Variance	5.896739	5.934783
Stand. dev	2.42832	2.436141
Median	7.5	6.5
25 percentile	6	4.25
75 percentile	10	9
Skewness	0.002794838	0.06151128
Kurtosis	-0.8995864	-1.20755
Geom. mean	7.219182	6.295433
Coefficient variance	31.84682	36.09098

Table 4.3 Test Scores of the two classes

The t-test and mean score show the similarity of the scores of both the classes that all the participants have equivalent writing abilities and skills of ESL/EFL when they were tested through pretests without any prompt and readiness. They have displayed equal writing skills before the treatment sessions and experiment sessions while they were learning through traditional teaching methodology in a teacher centered classroom environment as well as teacher feedback they were receiving before the experiment. The researcher preplanned a detailed lesson planning to test the variance of treatment teacher feedback versus peer feedback to see if the peer feedback the researcher instructor administered to a class (only experimental class), what type of positive or negative impact it would exert upon the ESL/EFL writing skills of the student learners at HSSC level. The following graphical representation shows the mean score, median, and difference among students of both the classes at the beginning of the Experiment:



Graph 4.3 Statistical Comparison of the score between both the groups in Pre test 1

4.1.3 Post Test 1 (Experimental Class)

Experimental Class (Post Test 1) Holistic Scale

S. No	Total Marks %	Marks Obtained	Percentage %
EC/RN1	20	14	70
EC/RN2	20	12	60
EC/RN3	20	13	65
EC/RN4	20	13	65

EC/RN5	20	10	50
EC/RN6	20	12	60
EC/RN7	20	11	55
EC/RN8	20	14	70
EC/RN9	20	14	70
EC/RN10	20	12	60
EC/RN11	20	09	45
EC/RN12	20	08	40
EC/RN13	20	09	45
EC/RN14	20	07	35
EC/RN15	20	08	40
EC/RN16	20	09	45
EC/RN17	20	09	45
EC/RN18	20	08	40
EC/RN19	20	10	50
EC/RN20	20	12	60
EC/RN21	20	11	55
EC/RN22	20	14	70
EC/RN23	20	09	45
EC/RN24	20	11	55

Table 4.5 Post Test 1 (Experimental Class) Score

The researcher has employed peer feedback treatment with collaborative group learning technique to the EC (experimental class) with the help of group learning activities for writing an essay through peer feedback, assessment writing sheets and peer editing, revisions, drafting, brainstorming, writing drafts and revising and re-writing, after pretest 1 for a week treatment session. At the mid of the treatment consisting of four weeks session, the researcher administered post-test 1. The above results show a good deal of difference between the pre test and post test 1 of the treatment group i.e. EC (Experimental). There was not a single student who scored more than 60 percent marks in pretest rather most of them scored about 40 percent but in the post test after treatment session, maximum score is 70 percent. This is a notable difference, which could be discerned and the result performance clearly

shows the positive impact of the peer feedback treatment given in the field experimental setting. The difference between pretest and post-test is almost 20 percent at the initial stage of the treatment. Not a single student scored below than 33 percent. That proved the hypothesis to be true that teaching writing skill/s through peer feedback in a collaborative language learning setting can exert positive effect on improving of ESL/EFL writing skill/s of the learners and is beneficial and very effective for the teaching and learning of ESL/EFL writing. The graphical representation of the Post Test 1 of group Experimental Class is given as under:

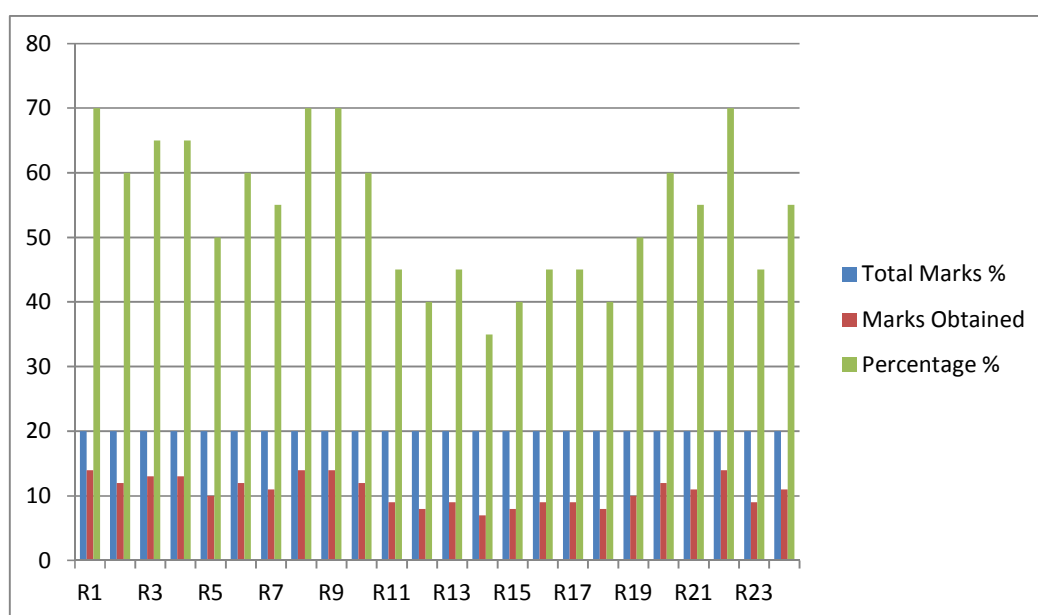


Figure 4.4 Test Score Post Test 1 (Experimental Class)

4.1.4 Comparison of the Pre Test and Post Test 1 of the EC:

S. No	Experimental Class	Pre Test		Post Test 1	
		Total Marks %	Marks Obtained	Marks Obtained	Percentage %
EC/RN1	20	08	40	14	70
EC/RN2	20	09	45	12	60
EC/RN3	20	06	30	13	65
EC/RN4	20	10	50	13	65
EC/RN5	20	11	55	10	50
EC/RN6	20	07	35	12	60
EC/RN7	20	09	45	11	55

EC/RN8	20	11	55	14	70
EC/RN9	20	10	50	14	70
EC/RN10	20	10	50	12	60
EC/RN11	20	06	30	09	45
EC/RN12	20	04	20	08	40
EC/RN13	20	05	25	09	45
EC/RN14	20	03	15	07	35
EC/RN15	20	05	25	08	40
EC/RN16	20	08	40	09	45
EC/RN17	20	10	50	09	45
EC/RN18	20	06	30	08	40
EC/RN19	20	07	35	10	50
EC/RN20	20	08	40	12	60
EC/RN21	20	06	30	11	55
EC/RN22	20	12	60	14	70
EC/RN23	20	07	35	09	45
EC/RN24	20	05	25	11	55

Table 4.6 a Comparison of Pre Test and Post Test 1 Experimental Class

Furthermore, the statistical analysis of the pretest and the post test 1 of the experimental group CC shows that there is a clear difference in the test scores and performance of the learners after some treatment for two weeks. The researcher has the view the hypothesis that peer feedback might expound some impact whether positive or negative on the students' ESL/EFL writing. Hence, the researcher has employed a test in the mid of the treatment session as a Post Test in EC as well as CC simultaneously to assess the effectiveness of the treatment of Peer Feedback activities alongside the collaborative group learning activities on the betterment of the ESL/EFL writing skill/s of the participant students. The comparative statistical analysis of the Pre Test and Post Test 1 of the Experimental Class is appended in the tabular form in the following table:

	Pre Test	Lower conf.	Upper conf.	Post Test	Lower conf.	Upper conf.
N	24	24	24	24	24	24
Min	3			7		
Max	11			14		
Sum	162	139	185	259	238	280

Mean	6.75	5.791667	7.708333	10.79167	9.916667	11.66667
Std. error	0.4972752	0.4061164	0.5852066	0.4503588	0.3717654	0.5298317
Variance	5.934783	3.958333	8.219203	4.867754	3.317029	6.737319
Stand. dev	2.436141	2.059591	2.96169	2.206299	1.879126	2.681069
Median	6.5	5	8	11	10	13
25 percentile	4.25	2.5	4.5	9	7.75	10
75 percentile	9	8	11	12.75	11.5	14.5
Skewness	0.06151128	-0.5985305	0.698257	0.04942375	-0.625609	0.7068264
Kurtosis	-1.20755	-2.27755	-0.7697023	-1.240023	-2.295619	-0.8341021
Geom. Mean	6.295433	5.285388	7.229197	10.5711	9.66734	11.40784
Coeff. Var	36.09098	28.84802	44.8037	20.44447	17.14544	24.94378

Table 4.6 b Comparison of pre and post test 1 of Experimental Class

4.1.5 Post Test 1 Control Class (CC)

The researcher conducted a post-test on the same topic as pretested and post-tested in the EC in the CC (control group) alongside in the EC (experimental group) to analyse the difference between the controlled and experimental teaching environment. The score of the Post Test 1 of the CC is as under:

Control Class(Post Test 1) Holistic Scale

S. No	Total Marks %	Marks Obtained	Percentage %
*CC/RN1	20	09	45
CC/RN2	20	03	15
CC/RN3	20	02	10
CC/RN4	20	05	25
CC/RN5	20	06	30
CC/RN6	20	03	15
CC/RN7	20	04	20
CC/RN8	20	03	15
CC/RN9	20	05	25
CC/RN10	20	06	30

CC/RN11	20	05	25
CC/RN12	20	08	40
CC/RN13	20	07	35
CC/RN14	20	05	25
CC/RN15	20	06	30
CC/RN16	20	05	25
CC/RN17	20	05	25
CC/RN18	20	08	40
CC/RN19	20	09	45
CC/RN20	20	07	35
CC/RN21	20	09	45
CC/RN22	20	08	40
CC/RN23	20	09	45
CC/RN24	20	05	25

Table 4.7 Control Class Post Test 1 Score

The researcher taught CC as a control group with traditional method of teaching in which he did not apply peer feedback management along with CLL. The teacher taught the classes but did not follow the lesson planning he conceived for the experimental group EC. The teacher as researcher has also conducted a post test alongside the line of experimental class whether there is any significant change in the results of both the class experimental as well as control. A Post Test 1 was conducted after two weeks of the Pre Test 1 that was conducted at the commencement of the experiment of this study. As described before that the researcher did not furnish or provide any special treatment or peer feedback with group learning activities to this group CC. At the mid of the experiment after two weeks, a Post Test 1 was also administered to the students of CC as it is mentioned earlier in the Research Design and Methodology chapter that the researcher would employ the same topic in the

posttest 1 as in the pretest 1. The researcher has tabulated and stated all the scores in detail in the aforementioned table 4.6. The results of the Post Test 1 of the group CC are not very different from the Pre Test conducted in the control class before the start of experiment rather they are poorer and be inclined to decline in overall grading. This shows that students did not have interest in writing improvement rather it is observed in experimental researches that participants who appeared in consecutive tests after some interval of time became conscious about their performance and the idea that they are being judged brought writing anxiety. This reactivity exerts negative impact upon the learners' attitudes and hinders their overall performance and ultimately they did not perform well in their examinations or tests. The results clearly show this tendency that without reducing students' anxiety, the performance could not be enhanced/developed. The graphical representation of the Post Test 1 of the group CC is as follows:

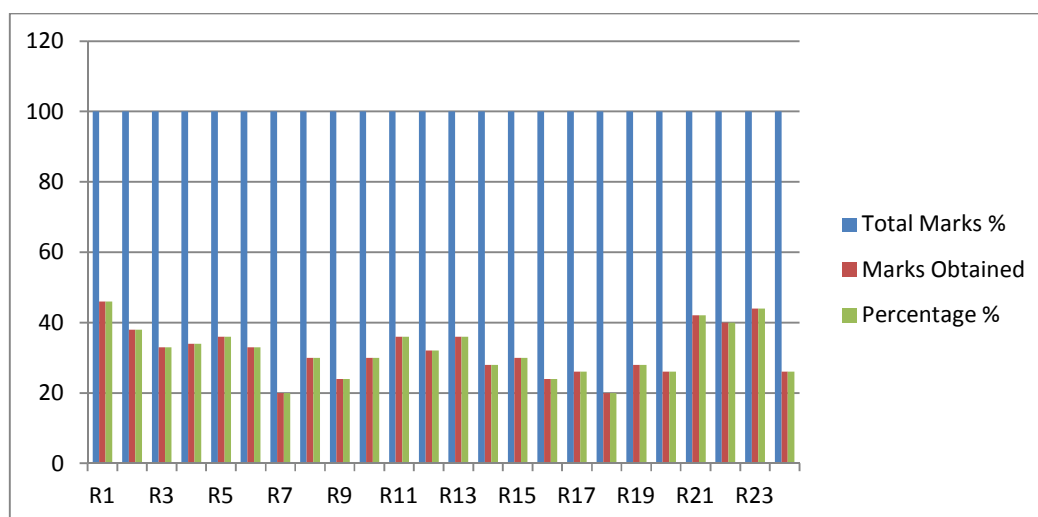


Figure 4.5 Graphical Representation of the Post Test 1 of Control Class

4.1.6 Comparison of Pre Test and Post Test 1 of Control Class

Control Class	Pre Test		Post Test	
	Total Marks %	Marks Obtained	Marks Obtained	Percentage %
CC/RN1	20	10	9	45
CC/RN2	20	4	3	15
CC/RN3	20	5	2	10

CC/RN4	20	6	30	5	25
CC/RN5	20	4	20	6	15
CC/RN6	20	3	15	3	15
CC/RN7	20	4	20	4	20
CC/RN8	20	4	20	3	15
CC/RN9	20	3	15	5	25
CC/RN10	20	8	40	6	50
CC/RN11	20	6	30	5	25
CC/RN12	20	5	20	8	40
CC/RN13	20	6	30	7	35
CC/RN14	20	8	40	5	25
CC/RN15	20	9	45	6	30
CC/RN16	20	7	35	5	25
CC/RN17	20	9	45	5	25
CC/RN18	20	10	50	8	40
CC/RN19	20	8	40	9	45
CC/RN20	20	6	30	7	35
CC/RN21	20	10	50	9	45
CC/RN22	20	9	45	8	40
CC/RN23	20	7	35	9	45
CC/RN24	20	11	55	5	25

Table 4.8 a Comparison of the Score of Pre and Post Test 1 of Control Class

The above-mentioned results of the Pre and Post Test 1 of the control group (CC) clearly show the readers that no significant alteration in the performance of the

students in the control group (CC) took place at all. In this group, the researcher has not applied treatment of Peer Feedback and there were no group learning through collaborative language teaching or learning strategies and the teacher taught that class with traditional style of pedagogy. The statistical analysis further elaborates the results and proves statistically that little betterment in the students writing performance came perhaps.

Control Class	Pre Test	Lower conf.	Upper conf.	Post Test	Lower conf.	Upper conf.
N	24	24	24	24	24	24
Min	3			2		
Max	11			9		
Sum	162	140	185	142	122	162
Mean	6.75	5.833333	7.708333	5.916667	5.083333	6.75
Std. error	0.497275	0.389998	0.571833	0.433709	0.331061	0.510458
Variance	5.934783	3.650362	7.847826	4.514493	2.630435	6.253623
Stand. Dev	2.436141	1.910592	2.801397	2.124734	1.621862	2.500725
Median	6.5	5	8	5.5	5	7
25 prentil	4.25	4	6	5	3	5
75 prentil	9	7	10	8	6	9
Skewness	0.061511	-0.58995	0.697383	-0.00014	-0.58573	0.620527
Kurtosis	-1.20755	-1.6318	-0.16464	-0.96468	-1.53152	0.26512
Geom. Mean	6.295433	5.395121	7.347569	5.504978	4.667478	6.422925
Coeff. Var	36.09098	27.23317	43.31134	35.91099	26.50532	44.44597

Table 4.8 b Statistical Comparison between Pre and Post Test 1 of Control Class

4.1.7 Post Test 2 (Experimental Class)

The researcher, in order to gain more insight into the progressing development of the learning processes involved in ESL/EFL writing skill/s of the participant learners, employed another test as Post Test 2 after three weeks from the commencement of the treatment session in both the groups EC and CC simultaneously. The results of the test of the experimental group EC are presented in the under-given tabulation sheet.

Experimental Class(Post Test 2)

S. No	Total Marks %	Marks Obtained	Percentage %
EC/RN1	20	13	65
EC/RN2	20	10	50
EC/RN3	20	14	70

EC/RN4	20	13	65
EC/RN5	20	09	45
EC/RN6	20	13	65
EC/RN7	20	12	60
EC/RN8	20	12	60
EC/RN9	20	13	65
EC/RN10	20	14	70
EC/RN11	20	11	55
EC/RN12	20	12	60
EC/RN13	20	10	50
EC/RN14	20	07	40
EC/RN15	20	08	40
EC/RN16	20	10	50
EC/RN17	20	09	45
EC/RN18	20	09	45
EC/RN19	20	10	50
EC/RN20	20	12	60
EC/RN21	20	11	55
EC/RN22	20	13	65
EC/RN23	20	09	45
EC/RN24	20	11	55

Table 4.9 Experimental Class Post Test 2 Score

4.1.8 Post Test 2 (Control Class)

The researcher has post-tested another Post Test 2 in the CC (control group) on the same topic as in the Post Test 2, in the experimental group (EC) to analyse the difference of the performance scores between the controlled and experimental groups while employing two different teaching environments, that is, traditional teaching versus new approach of Peer Feedback and CLL. The score of the Post Test 2 of the CC is as under:

Control Class(Post Test 2)			
S. No	Total Marks %	Marks Obtained	Percentage %
CC/RN1	20	11	55
CC/RN2	20	04	20

CC/RN3	20	03	15
CC/RN4	20	04	20
CC/RN5	20	05	25
CC/RN6	20	05	25
CC/RN7	20	06	30
CC/RN8	20	03	15
CC/RN9	20	04	20
CC/RN10	20	06	30
CC/RN11	20	07	35
CC/RN12	20	06	30
CC/RN13	20	08	40
CC/RN14	20	07	35
CC/RN15	20	09	45
CC/RN16	20	06	30
CC/RN17	20	07	35
CC/RN18	20	09	45
CC/RN19	20	10	50
CC/RN20	20	09	45
CC/RN21	20	08	40
CC/RN22	20	09	45
CC/RN23	20	08	40
CC/RN24	20	06	30

Table 4.10 Control Class Post Test 1 Score

The researcher has coached control group CC with traditional pedagogy in parallel to the experimental group EC. He did not apply peer feedback management along with CLL in the control group CC. The researcher as instructor taught the said class traditionally but did not follow the lesson plannings, he administered in the experimental group EC. The researcher has also conducted another Post Test 2 alongside the line of experimental class to assess any significant change in the results of both the classes experimental as well as control whether there came any improvement in the ESL/EFL writing skill/s of the student participant. The researcher took Post Test 2 after two weeks of the Pre Test 1 that was conducted at the commencement of the experiment of this study. As described before that the

researcher did not improvise any special treatment or peer feedback treatment with group learning activities to this group CC. After three weeks treatment session in experimental group EC, the researcher took tests of both the classes EC and CC as Post Test 2 on the same topic for both the groups. The researcher also administered a Post Test 1 to the students of CC as mentioned earlier in the Research Design and Methodology chapter that the researcher would employ the same topic in in both the groups. The researcher has tabulated and stated all the scores in detail in the aforementioned table 4.7. The results of the Post Test of the group CC are not significant from the Pre Test and Post test 1 conducted in the control class before rather they show poor performance of the students of control group and the lack of interest development among the participants. It is also examined in the research that participants who appeared in consecutive tests after some interval of time became conscious about their performance and the idea that they are being judged brought in them a writing anxiety that caused a negative impact upon the learners' attitudes and stopped their overall performance. In consequence of that anxiety, they did not perform any better in their writing tests. The results clearly show this tendency that without reducing students' anxiety, the performance could not be enhanced/developed rather performance remained poor and no significant alteration is possible through traditional teaching methodology. The graphical representation of the Post Test 2 of the group CC is as follows:

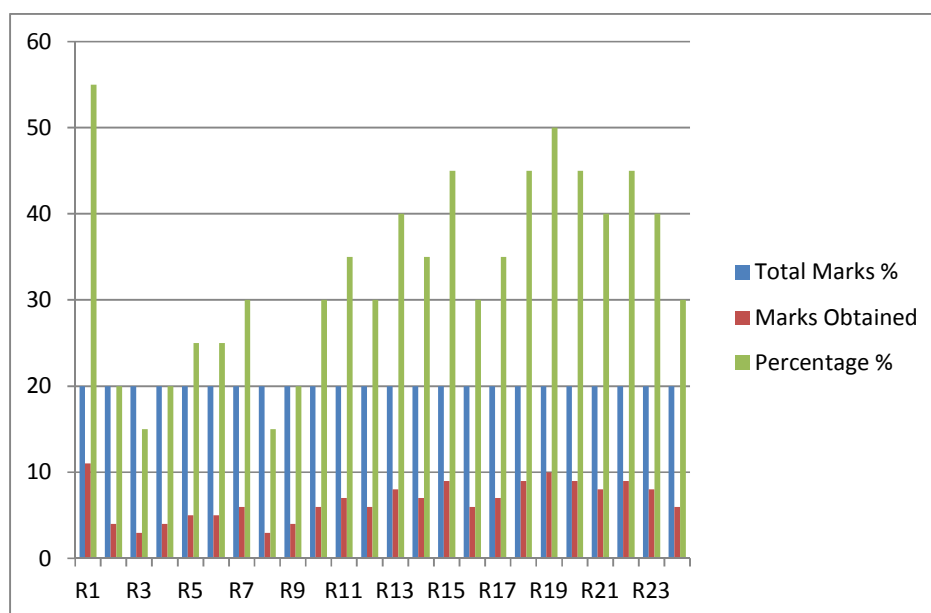


Figure 4.6 Score of Post Test 2 by Control Class

4.1.10 Post Test 3 (Experimental Class)

After putting up the shutters of the treatment session of Peer Feedback with Collaborative Language in the experimental group (EC), the researcher administered a post-test in both the groups simultaneously. After taking Pretest of the both the groups EC and CC, the researcher administered a treatment session to the students of experimental group EC for four weeks that consisted of five days a week with the help of properly designed lesson plans for ESL writing, collaborative group learning techniques, peer feedback and assessment in general and essay writing in particular. The researcher as teacher imparted an explicit instruction about what feedback is, what how to give peer feedback to their peers. What are collaborative language learning techniques? How do they form groups? What is an essay, paragraph, thesis statement? How do they make an outline of an essay? What are the parts of an essay? What are content, organization, grammar lessons, vocabulary enhancing techniques, punctuation, spellings errors and capitalization? At the end of this treatment session, Post Test 3 was conducted again in both the groups (EC and CC), however, only Group EC was given treatment to make a comparison with all the post-tests of both groups. The results of the posttest of the experimental group is given in the below table 4.11.

Experimental Class (Post Test 3)

S. No	Total Marks %	Marks Obtained	Percentage %
EC/RN1	20	15	75
EC/RN2	20	14	70
EC/RN3	20	13	65
EC/RN4	20	14	70
EC/RN5	20	15	75
EC/RN6	20	15	75
EC/RN7	20	16	80
EC/RN8	20	13	65
EC/RN9	20	14	70
EC/RN10	20	16	80
EC/RN11	20	13	65
EC/RN12	20	13	65
EC/RN13	20	12	60

EC/RN14	20	11	55
EC/RN15	20	10	50
EC/RN16	20	16	80
EC/RN17	20	14	35
EC/RN18	20	15	75
EC/RN19	20	16	80
EC/RN20	20	15	75
EC/RN21	20	16	80
EC/RN22	20	13	65
EC/RN23	20	12	60
EC/RN24	20	14	70

Table 4.11 Experimental Class Post Test 3 Score

The researcher administered a treatment session to the experimental group EC with the help of thorough lesson plannings; essay writing tasks, peer feedback and assessment sheets, collaborative group learning activities after pretest and at the end of the treatment consisting of four weeks, the researcher conducted a posttest as Post Test 3. The results of pre test and post test show a good deal of variation and the performance of the learners improve a lot. Students displayed a positive attitude towards peer feedback and collaborative strategies. They were more confident and rather showed a healthy attitude towards ESL/EFL composition writing and performed positive. Before treatment, they performed poor but after treatment, they performed better. There was not a single student who scored more than 60 percent marks in their pretest rather most of them scored about 50 percent but in the post test after treatment maximum score is 75 percent. This remarkable difference clearly demonstrates the effects of treatment given in the experimental setting. The difference between pretest and posttest is almost 50 percent. Not a single student scored below than 46 percent. That proved the hypothesis true that employing peer feedback with the help of CLL setting and proper lesson planning is beneficial and very effective for not only learning of ESL/EFL writing composition but also improving the ESL/EFL writing skill/s of the student learners.

The graphical representation of the Post Test 3 of experimental group EC is given.

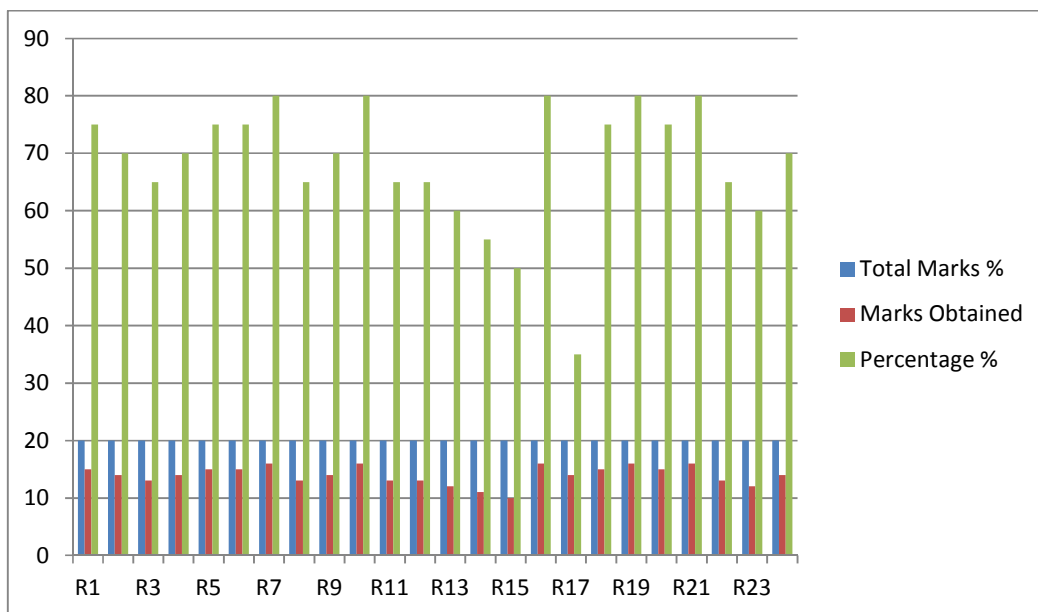


Figure 4.6 Score of Post Test 3 by Experimental Class

4.1.11 Post Test 3 (Control Class)

Control Class (Post Test 3)

S. No	Total Marks %	Marks Obtained	Percentage %
CC/RN1	20	12	60
CC/RN2	20	03	15
CC/RN3	20	04	20
CC/RN4	20	03	15
CC/RN5	20	04	20
CC/RN6	20	03	15
CC/RN7	20	05	25
CC/RN8	20	04	20
CC/RN9	20	05	25
CC/RN10	20	04	20
CC/RN11	20	06	30
CC/RN12	20	05	25
CC/RN13	20	07	35
CC/RN14	20	08	40
CC/RN15	20	07	35
CC/RN16	20	05	25

CC/RN17	20	06	30
CC/RN18	20	08	40
CC/RN19	20	08	40
CC/RN20	20	07	35
CC/RN21	20	09	45
CC/RN22	20	10	50
CC/RN23	20	06	30
CC/RN24	20	07	35

Table 4.12 Control Class Post Test 3 Score

The researcher conducted a posttest at the end of experiment in the Experimental Class as well as in the Control Class to evaluate any difference in both the groups. The above table 4.9 describes in detail the post-test taken by control group, again in this group there were twenty-four randomly selected participants. All of them were students studying at HSSC level and medium of instruction was English. They were not given any treatment of Peer Feedback and did not participate in any CLL setting rather the researcher tutored them in a traditional manner. The researcher conducted for them Post-test three, and they produced the same results and the same observations, which the researcher found above, were also observed in this group of students. The results of posttest have been described in the above given table and the results vary from 15 percent to 60 percent. Not a single student could score over sixty percent. Only one student got 60 percent and all the other students got less than sixty even fifty percent. The performance remained the same as in their pretest, and no significant development or improvement was seen in their performance and overall performance remained very poor. Most of the students had not shown interest in improving their writing skill/s and they only tried to write whatever they liked without realizing what the benefit of writing essays was. For example, some students gave the papers after writing only five to ten lines and the content and organization were very poor whereas the grammar, vocabulary and mechanics were also very faulty. The overall performance of the students shows that they had lack of interest for learning writing and even they portrayed a poor inclination towards learning English language. The graphical representation of the scores of control group CC Post Test 3 is presented in the under given figure 4.7:

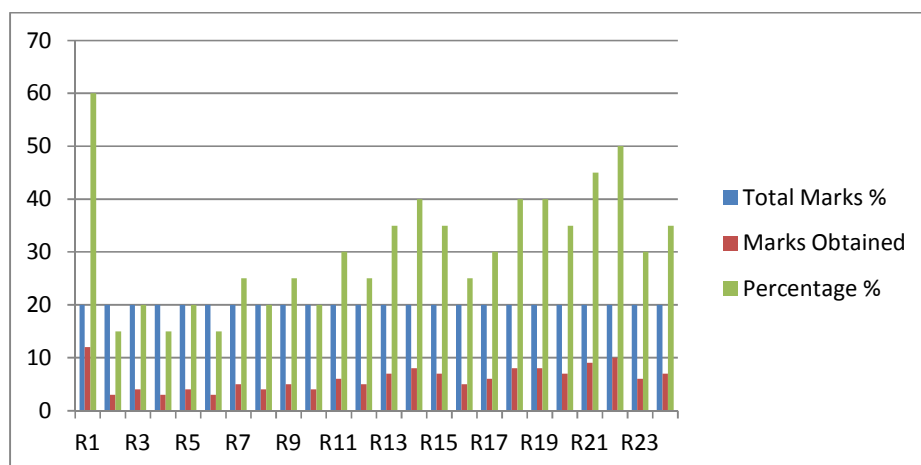


Figure 4.7 Score of Post Test 3 by Control Class

The above graph clearly depicts a poor inclination of the students' performance while they were not exposed to any type of special treatment and they were taught with traditional product approach of teaching.

4.1.12 Comparison of the group EC and CC Posttest:

S. No	Experimental Class			Control Class	
	Total Marks %	Marks Obtained	Percentage %	Marks Obtained	Percentage %
R1	20	15	75	12	60
R2	20	14	70	03	15
R3	20	13	65	04	20
R4	20	14	70	03	15
R5	20	15	75	04	20
R6	20	15	75	03	15
R7	20	16	80	05	25
R8	20	13	65	04	20
R9	20	14	70	05	25
R10	20	16	80	04	20
R11	20	13	65	06	30
R12	20	13	65	05	25
R13	20	12	60	07	35
R14	20	11	55	08	40

R15	20	10	50	07	35
R16	20	16	80	05	25
R17	20	14	35	06	30
R18	20	15	75	08	40
R19	20	16	80	08	40
R20	20	15	75	07	35
R21	20	16	80	09	45
R22	20	13	65	10	50
R23	20	12	60	06	30
R24	20	14	70	07	35

Table 4.13 Comparison of the group EC and CC Posttest 3

4.2 ANOVA of Pretests and Post Tests Results

A mixed ANOVA compares the mean differences between groups that are split on two "factors" (also known as independent variables), where one factor is a "within-subjects" factor and the other factor is a "between-subjects" factor. For example, a mixed ANOVA is often used in studies where we have to measure a dependent variable over two or more time points or when all subjects are undergone two or more conditions, but also when your subjects have been assigned into two or more separate groups when they have undergone different interventions). These groups form your "between-subjects" factor. The primary purpose of a mixed ANOVA is to understand if there is an interaction between these two factors on the dependent variable. The researcher used a mixed ANOVA in the present research. At the end of the experiment, the researcher uses a mixed ANOVA to determine whether any change in the dependent variable i.e. the mean of tests score, is the result of the interaction between treatment and no treatment groups. If there is no interaction, follow-up post-tests can still be performed to determine whether any change in dependable variables was simply due to one of the factors (i.e., conditions or time).

4.2.1 Test for Equal Means

	Sum of sq	Df	Mean square F	p (same)
Between groups:	946.042	3	315.347	63.22 2.824E-
Within groups:	458.917	92	22	Permutation

				p(n=99999) 1E-05
Total:	1404.96	95	4.98822	
Components of variance (only for random effects):	Var(group):	Var(error):	ICC:	omega2:
	12.9316	4.98822	0.721637	0.6604
Levene's test for homogeneity of variance, from means			p (same):	0.09829
Levene's test, from medians			p (same):	0.09927
Welch F test in the case of unequal variances:		F=87.67	df=50.33	p=5.447E-20

Table 4.14 ANOVA Test for Equal Means

The results of ANOVA show that there is significant difference between two different groups with respect to two factors that are treatment through Peer Feedback and Collaborative Language Learning to experimental group and no treatment of Peer Feedback to control group. The significance level of values of mean square shows that there is significant difference between the scores of pretests and posttests 1,2,3 of both the groups in an experimental research design.

4.2.2 Descriptive 1

	Control Class A	Control Class B	Experimental Class C	Experimental Class D
	Pre Test	Post Test 3	Pre Test	Post Test 3
N	24	24	24	24
Min	3	3	3	10
Max	11	12	12	16
Sum	162	146	183	335
Mean	6.75	6.083333	7.625	13.95833
Std. error	0.4972752	0.4736409	0.4956788	0.3377202
Variance	5.934783	5.384058	5.896739	2.737319
Stand. Dev	2.436141	2.320357	2.42832	1.654484
Median	6.5	6	7.5	14

25 prentil	4.25	4	6	13
75 prentil	9	7.75	10	15
Skewness	0.06151128	0.7100718	0.002794838	-0.6192547
Kurtosis	-1.20755	0.321413	-0.8995864	-0.05532864
Geom.	6.295433	5.673825	7.219182	13.85847
Mean				
Coeff. Var	36.09098	38.14286	31.84682	11.85302

Table 4.15 (a) Descriptive through SPSS

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
group EC	24	13.95833	1.654484	0.3377202	13.338	14.662
Group CC	24	6.083333	2.320357	0.4736409	5.155	7.011
Total	48	20.041663	3.974841	0.8113611	18.493	22.673

Table 4.15 (b) Descriptive through SPSS

The above given table 4.11 (a, b) shows the descriptive of both the groups named EC as experimental section (pretest, treatment, and posttest) and CC as controlled section (pretest, no treatment, and posttest). Total number of participant observation for each group is 24 each. Means of test scores is represented in mean column which shows that average numbers of EC (experimental class) group is 14 (70%) out of 20 (100%). On the other hand, the control group CC secured average marks 06 (30%) out of 20 (100%) at 95% confidence interval of the mean. As the average marks of EC group are higher, it means the performance of group EC remained better than that of the control class CC. The alpha value is kept 0.05 so

confidence interval is 95% means we are 95 % confident that the mean of the groups will lie in given lower bound and upper bounds for each of the groups. For instance, EC has mean of 14 (70%), and there is 95% indemnity that deviance from the mean score would be 1.654484, which is also reflected lower bounds of 13.338 and upper bounds of 14.662. Standard deviation of group CC is 1.654484, which means mean value of group CC can deviate between lower bound of 5.155 and upper bound of 7.011.

Descriptive

	Control Class A Pre Test	Control Class B Post Test 3	Experimental Class C Pre Test	Experimental Class D Post Test 3
N	24	24	24	24
Min	3	3	3	10
Max	11	12	12	16
Sum	162	146	183	335

Table 4.16 Descriptive through SPSS

Table 4.12 shows that minimum numbers scored and maximum number scored by SPSS descriptive. The minimum score by the students in EC experimental section are 10.00 (50%) out of 20 (100%) and maximum numbers scored are 16 (80%) out of 20 (100%) in the final posttest whereas in the pretests, the student participants of the experimental group EC secured minimum scores 03 (15%) and maximum scores 12 (60%). This means that they improve a lot through treatment of peer feedback in collaborative atmosphere with a better lesson plannings. This determines that treatment of peer feedback in a CLL setting in the experimental group EC is justified, as this group underwent treatment so its minimum and maximum scores are greater. On the other hand, the control group did not receive any treatment and having no better class environment. Hence, the group CC scored minimum numbers and its minimum score are 03 (15%) and maximum score it achieved are 12 (60%) in the posttest where as its minimum score in pretest were 03 (15%) and maximum score were 11 (55). This clearly testifies the hypothesis that if peer feedback is not given to students learning ESL/EFL writing composition cannot produce better results as compared to the learners who are exposed to Peer Feedback

in CLL setting and Proper Lesson Planning. This number score is far better as experimental group EC received treatment than that of control group CC, which did not receive any special treatment.

4.3 The Result of the Questionnaire/s

The second instrument for collecting data was questionnaire, which the researcher employed twice in the present study, first before commencing the experiment and second at the end of the experiment and the questionnaires were the same as discussed earlier in the chapter, Research Design and Methodology. It includes four parts and its main function was to test students' power of conception towards peer feedback.

Part (I) of questionnaire discusses the helpfulness of analyzing peer's reviews for the learning processes.

Part (II) of questionnaire describes the helpfulness of teacher's feedback regarding improving the writing skills of the learners.

Part (III) of questionnaire explains the helpfulness of revision in the processes of writing skills of the students.

Part (IV) of questionnaire elaborates the helpfulness of peer feedback in improving the writing ability of the peer learners.

4.3.1 SPSS Results of Pre Experiment Questionnaire

The researcher applied a questionnaire in both of the groups EC and CC at two stages: one is before commencing the experiment and second at the end of the experiment session. The students have given different views on the teaching methodology and the peer feedback and teacher feedback and that data obtained from questionnaire/s were analyzed through using SPSS.

Descriptive

		Frequency	Percent	Valid Percent	Cumulative
Valid	Strongly Disagree	12	25	25	50

Disagree	6	12.5	12.5	25
Slightly Disagree	8	16.66667	16.66667	33.33333
Slightly Agree	10	20.83333	20.83333	41.66667
Agree	6	12.5	12.5	25
Strongly Agree	6	12.5	12.5	25
Total	48	100	100	

Table 4.18 Students Response to the Questionnaires

The researcher applied pre pre-experiment questionnaire to collect the data from the students about the current teaching practices and if they know about feedback, assessment, teacher feedback and especially peer feedback and the focus of the questionnaire is to know about the students' attitude towards their writing practices. The researcher also focused what aspects of their writing skills are most neglected in the current teaching methodologies by the teacher and how they could get feedback from their teachers as well as their peers if any. The statistical data show that students while writing essay drafts did not receive or give any type of feedback on content, organization and mechanics especially. Most of the students did not know about the aforementioned concepts and feedback. They did not know how to improve their L2 English writing skill/s and process approach to teaching is even neglected in the classrooms and product centred approach is in practice that only gives emphasis on the product (essay draft) which resulted in cramming and poor performance of the students at HSSC level. About 26 students out of 48 students disagreed with the usefulness of feedback whether peer or teacher while 16 students out of 48 agreed only to teacher feedback and rest 06 out of 48 students strongly agreed to both teacher as well as peer feedback before the beginning of the experiment in the experimental group EC. This shows that students did not receive peer feedback and while teacher feedback is not sufficient as a supplement to their writing, and students are dissatisfied with their writing performance and the feedback whether teacher or peer feedback could not help them in improving their ESL/EFL writing skills. Furthermore, they were not taking any interest in their writing skill/s improvement.

4.3.2 SPSS Results of the Post Experiment Questionnaire

The researcher applied a post experiment questionnaire in the experimental group EC and control group CC at the end of the experiment session as was introduced in the experimental group EC and the control group CC before commencing the experiment. The students gave different views on the teaching methodology and the peer feedback and teacher feedback, and the data collected from the post experiment questionnaire/s were statistically analyzed by using the software SPSS. The questionnaire had the same 25 items as aforementioned in the Chapter Four Results in the Pre Experiment Questionnaire Table 4.13.

1. Part (I) of Pre Experiment Questionnaire (Item One to Item Four)

Aspects of Writing	Participants	Response in Yes	Response in No
A. Content	48	11	37
B. Organization	48	08	40
C. Vocabulary	48	10	38
D. Language Use	48	14	34
E. Mechanics	48	09	39

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Participants	5	48.00	48.00	48.0000	.00000
Yes Response	5	34.00	40.00	37.6000	2.30217
No Response	5	8.00	14.00	10.4000	2.30217
Valid (listwise)	N 5				

2. Part (II, III, IV) of Pre Experiment Questionnaire

Frequency Statistics

	Frequency	Percent	Valid Percent	Cumulative
Strongly Disagree	2	4.16667	4.16667	8.33333
Valid Disagree	4	8.33333	8.33333	16.6667
Slightly Disagree	6	12.5	12.5	25

Slightly Agree	10	20.8333	20.8333	41.6667
Agree	12	25	25	50
Strongly Agree	16	33.3333	33.3333	66.6667
Total	48	100	100	

4.4 Classroom Observation:

The researcher employed classroom observation checklist in order to collect the data and to support the results of the data collected through pretests and post-tests and students questionnaires. Though this study is experimental in nature, the classroom observation may give insights into the instructional plan of the teacher in both the groups i.e. Experimental Class and Control class. Many factors like medium of instruction, classroom organization, time duration of the lectures delivered by teacher in both EC and CC, learners' behaviour, teaching practices and methodology and materials and lesson plannings used in the classes play role in learning processes. Classroom observation may give insight into the learning processes in both the classes. Moreover, the researcher wanted to evaluate whether students' reactions before pretest and during treatment and after post-test may also support and contribute to aforementioned results. Hence, the researcher administered a classroom checklist (see at Appendix F).

During the experiment session of peer feedback and CLL classroom setting in the experimental class EC, the teacher mostly employed English as medium of Instruction though he used L1 very carefully at sometime while explaining difficult terminologies, words, concepts, and questionnaire's item. On the other hand, the teacher employed English and L1 simultaneously as medium of instruction in the control class CC. As far as classroom organization is concerned, the teacher exercised a systematic instructional plan in EC whereas he did not follow any lesson plannings in the control class and taught CC with traditional grammar translation method as is practiced by most of the time at HSSC level. Time duration was also confrontational in both the classes that may also affect the learning processes. The EC group has given more time to writing as compared to the CC group where most of the time teacher centered environment was prevalent and teacher is the sole speaker and active participant. Whereas in EC group, students centred atmosphere were in vogue as most

of the time students were engaged in-group activities, writing activities and learning processes whereas the teacher's role was as guide, facilitator, and mentor.

The researcher employed a new pedagogy in the experimental group i.e. peer feedback in the CLL setting and group learning strategies to teach essay composition so as to assess the impact of peer feedback on the ESL/EFL writing skill/s of the students at HSSC level. As far as the teaching methodology, the researcher devised a detailed instruction plan (see at Appendix E) for the experimental group EC. First, he chose topics himself from the students' curriculum for pre and post-tests for both the groups. The experimental group EC practised more on writing essays and learning grammar at their homes whereas the control class learnt more grammar and short questions answers and summarizing of essays and cramming model essays. The EC group was active learner group as the learners in EC practised process approach to learning, brainstorming, generating new ideas, creative thinking, drafting, writing, thinking and revising their essays most of the time whereas control group was a passive learners' group and the teacher had to speak and teach them most of the time. The teacher in the experimental group was facilitator and the interaction engagement of the teacher with students of experimental group EC was greater than that of students of the control class CC.

The researcher observed that in collaborative group learning activities in the experimental group EC, learners were engaged actively in small groups like jigsaw groups, and they were actively learning essays through brainstorming, thinking, outlining, drafting, revising, and rewriting the final draft. On the other hand, students in control group were passive learners and just listening to their teacher and participated without interests in writing pre and post-tests. During the peer feedback experimenting session, the teacher also observed that students of the experimental class took great interest in learning of essay composition through Collaborative language learning and group learning activities whereas students in control class did not show any interest in learning processes and remained passive throughout the experiment session. The use of CLL activities and group engagement activities make the learning as a fun and students enhanced their writing skill/s by practicing writing more as they spent more time on writing creatively by brainstorming, thinking, writing, editing, and rewriting without any stress. Moreover, they generate new ideas

and improve their abilities of writing. On the other hand, the students of control group CC remained unreceptive and did not practice writing as much as listening and reading. Hence, the control class CC did not show better results than that of the experimental class EC.

CHAPTER FIVE

FINDINGS AND DISCUSSION

5.1 Summary of the Findings

This chapter deals with the findings of the study as determined by the results of the data analysis. The researcher briefly describes here the findings by connecting them to previous research in this field. Moreover, the research questions were dealt with careful considerations to establish future recommendations in the field of ESL/EFL teaching of writing skill/s to the students at HSSC level through process approach to teaching rather to assess the impact of peer feedback on the writing skills of the students. Most of the findings of the study are similar to previous studies. The results show that peer feedback training is beneficial for students while participating in CLL classroom setting. In-group learning writing essays, students need feedback regardless of the source, whether teachers or peers, and by using either traditional or innovative teaching measures. In fact, this particular result chains the standpoint of Cohen (1987), Min (2005), Lundstorm and Baker (2009), and many others who support the idea that peer feedback is useful for ESL/EFL writing skill/s of the students. The research also establishes that peer feedback helps students to write better if introduced with planning. Peer feedback also develops many other important learning skills in the experimental group, including active classroom participation, active learning engagement, and active response to peers' texts in a useful manner, the reasoning ability to argue and defend ideas, and the ability to tackle readers, as compared to the result of the control group CC that depended mainly on teacher feedback. These findings support to the findings of the previous studies such as Lee (2008), Lundstorm and Baker (2009), Lin (2009), Lin & Chein (2009), Halley et al. (2013), Kassim & Ng. (2014).

After analyzing the results statistically through SPSS, the researcher found that peer feedback exerts positive impact upon the students writing skills and is helpful in improving ESL/EFL writing skill/s at HSSC level if planned with care and proper instructional plan and training. The results show that there is a goodly difference among the performances of the students between experimental and control class.

5.2 Discussions:

The researcher employed experimental research paradigm to find any impact of peer feedback on the ESL/EFL writing skill/s of the students at HSSC level. For the investigation of the research question whether peer feedback could exert any impact positive or negative, the researcher conducted a comparative statistical analysis through SPSS to find the means of the result score of the two groups i.e. experimental and control. The findings show that there were great differences of scores among the students of both the groups though the researcher selected the groups and students randomly. The performance level at the initial stage of the experiment was same in both the groups EC and CC. But with the passage of time, Peer Feedback in CLL and proper implementation of group learning writing activities and feedback and assessment sessions, students of the experimental group EC improved their writing skill/s as compared to the students of the control group CC. Moreover, the researcher administered a questionnaire at the beginning as well as at the end of peer feedback session in both the groups. In the pre-experiment questionnaire, the students in both the groups give more importance to teacher feedback on language use, grammar, vocabulary, and mechanics rather than to content and organization. They did not take any interest to Peer Feedback as compared to teacher feedback. On the other hand, after peer feedback, experiment sessions; students of experiment class were in more favour of peer feedback along with teacher feedback on content, organization rather on grammar, vocabulary, and mechanics. The students of the experimental class at first were passive but with the experiment, session went on; they felt great interests in the learning processes in CLL and group writing activities. The students in the control class were more inclined towards teacher feedback as they considered it the teacher's duty to provide feedback on their writing essays and not their peers who might be unreliable as their competence level is equal to them. Furthermore, the analysis of classroom observation data supplemented the research into attitude of the students at HSSC level of different arrays of feedback. While at the start of experiment, they participated as passive learners but during the session and at the end of experiment, students in EC perceived the notion of collaborative language learning, which integrate peer feedback exercises. The positive behaviours of the participants show that proper lesson plannings in administering peer feedback in writing sessions could increase the ESL/EFL writing skills of the students at HSSC level.

CHAPTER SIX

CONCLUSION

6.1 Conclusion:

Being a language of power in Pakistan (Rahman, 1996) and a global language (Crystal, 2003), if somebody desires to correspond to the world at present, he/she needs to learn English language. Teaching English as second or foreign language remains a much disputed research topic. Teachers all over the globe wanted to teach their students English effectively and comprehensively. They feel difficulty while coming up to the issue that how to make their students master the English language skills. This problem remains the point of research and debate throughout the world. There are various theories and methods of teaching language skills such as product approaches, process approaches, and genre approaches. There are also many language-learning activities, approaches to increase motivation, discussion on various factors affecting ESL/EFL learning processes. Further, English has four language skills assessed important for language learning processes. The writing is an acquired skill that comes from acquiring by learners through practice. Writing is regarded a technology and man has to learn using tools. Hence, for the progress of students in an English Class, writing practice is necessary. The learning process of English in English is regarded a difficult task in countries like Pakistan where English is used as subject rather than as a language. English is taught in Pakistan as a subject and not as a language and classroom environment is not conducive to teaching and learning the English language. English lecturers do not supply resourceful instructive tools to students as students and college authorities mostly did not like modern teaching techniques. Most English language teachers rely on outmoded and clichéd teaching practices as to meet the end-product outcomes of the college policies and examination's results and to help the students looking their weaker backgrounds. Inappropriate textbooks are chosen to teach English as a Second Language. College do not provide with audiovisual aids to Language teaching facilities. The flawed examination system does not allow teachers to deviate their set goals. Examination system falls in annual system of examination so it is short of measuring skill/s. Furthermore, the system of education is still lagging behind though has some reforms

during the education policy of 2016 but it still lacks an observation and peer feedback mechanism.

Writing composition/essays is regarded a touchstone to learn writing skill/s of any language. In Pakistan, the teachers often ignored this component of writing by not giving any explicit instruction on it. Essay is an important genre of literature in which writer learns and achieves fluency, creativity, and writing competency. Feedback in essay writing plays an important role in enhancing the writing skill/s of the students of ESL/EFL. Feedback can be defined as helpful information or criticism that is given to someone to say what can be done to improve a performance, product, etc. (Merriam-Webster Dictionary). On the other hand, Peer Feedback is a practice in language education where one student provides feedback to another. Peer feedback provides students more opportunities to learn from each other in writing classes of both L1 and L2. After finishing their writing tasks in groups, two or more than two students work collaboratively to check each other's drafts and offer remarks to their peers. Remarks from their peers are peer feedback. Peer feedback has many different forms such as assessment, comments for corrections, opinions, suggestions, and ideas. Thus, peer feedback is a two-way process in which one student collaborates with the other.

In Pakistani context, teacher feedback is still dominant where as peer feedback is non-existent at HSSC level ESL/EFL teaching of writing in the classes. It becomes even more problematic for students who are generally learning English as English as a subject is compulsory at college level in Pakistan. Another fact is that students who are studying Biology, Mathematics, Physics and Chemistry, feel more anxiety in learning English and could not pay proper attention to English as compared to science subjects to get success in their respective examination. They often give less importance to their language learning skills relatively. Otherwise, English language learning is also important for them to make their future brighter. English language is regarded a success tool for better future as after passing HSSC level, students have to take different competitive test such as NTS, MCAT, ECAT to enter into universities. They have to perform in English well in such entrance tests. Teachers have to teach the students more effectively for these types of tests as well as increasing the competence level of the writing skills of the learners.

After having realized that teaching writing is a neglected field in Pakistan by education institutes at HSSC level, the researcher employed a new pedagogy process

approach to teaching writing. This was done solely to analyse the impact of peer feedback in improving the ESL/EFL writing skill/s of the students at HSSC level. Grammar translation method and product approach to teaching writing are still in practice in a way, which creates complications for learners to accomplish a significant writing ability. When they are given unseen topics to write without being learnt or cramming, students could not write a few sentences on the topics. In fact they feel writing anxiety and could not perform well in the tests. Being associated with the teaching field, the researcher came up with hypothesis that if students are taught writing essays in open instruction activities with the CLL and peer feedback sessions, they would give better performance in writing skill/s.

The objective of this research was to provide students a learning atmosphere in which the learning process should be simple, agreeable, and more innovative as compared to traditional cramming of essays, and to develop collaborative language learning atmosphere in which students learn to provide peer feedback to their fellows more efficiently and effectively. Another objective that is major to the study is that whether or not peer feedback plays a positive impact on the ESL/EFL writing skill/s of the students at HSSC level.

The research began with an intensive exploration of literature with particular focus on understanding different teaching writing theories such as product, process and genre centred theories.

The product-centered approach to writing is a traditional theory that gives more importance to the precision and accuracy of the product i.e. texts. This approach focuses more on the areas of writing such as correct grammar, vocabulary and punctuation. The product approach as mentioned earlier is a traditional approach, in which students are encouraged to mimic a model text, which is usually presented and analysed at an early stage. A model for such an approach consists in four phases. During first phase, students read model texts and then features of the genre are highlighted. For example, if studying an essay, students' attention may be drawn to the importance of paragraphing for introduction, body and conclusion and the language used is formal. Second phase consists of controlled practice of the highlighted features, usually in isolation. Third phase is organisation of ideas. This stage is very important. Those who favour this approach believe that the organisation

of ideas is more important than the ideas themselves and as important as the control of language. The end-result of the learning process is that students select from a choice of comparable writing tasks. Individually, they use the skills, structures, and vocabulary taught to produce the product to show what they can do as confident and skilled writers of the language.

Process approaches to writing tend to focus more on the varied classroom activities, which promote the development of language use: brainstorming, group discussion, re-writing. Such an approach can have any number of phases. The first phase begins with generating ideas by brainstorming and discussion. Students could be discussing qualities of a profession while writing an essay on the profession I want to choose or giving reasons as to why I love my country. The teacher remains in the background during this phase, only providing language support if required, so as not inhibiting students in the production of ideas. In second phase, students might extend ideas into draft, and judge quality and usefulness of ideas. During third phase, students could organize their ideas into a mind map or linear form. During fourth phase, students would write the first draft. This is done in class and frequently in pairs or groups. During fifth phase, drafts are exchanged so that students become the readers of each other's essays and give feedback. During sixth phase, drafts are returned and improvements are made based upon peer feedback. During seventh phase, a final draft is written. During eighth phase, students once again exchange and read each other's work and perhaps even write a response or reply.

Process-driven approaches show some similarities with task-based learning, in that teacher give students considerable freedom within the task. Teachers do not curb them by pre-emptive teaching of lexical or grammatical items. However, process approaches do not repudiate all interest in the product, (i.e. the final draft). The aim is to achieve the best product possible. What differentiates a process-centred approach from a product-centred one is that the result of the writing, the product, is not predetermined.

The process centred approach to teaching of writing seemed to support and provide guideline for this research as it deals with the idea that writing is a process and could be learnt in processes. The theory along with concepts like what is essay, importance of essay in teaching writing, feedback on writing and how peer feedback

instruction are effective, were discussed in Chapter Two of the Literature Review. A brief historical exploration about evolvement of English Language was also done to identify how English language came to use in Pakistani context. The previous research done by scholars in other parts of the world about administering peer feedback to teach writing through essay writing activities in CLL seems to support the hypothesis, therefore, the researcher formulated a cautious research paradigm.

The researcher intended to evaluating the hypothesis by empirical research paradigm as this paradigm is best employed to assess a hypothesis as conversed in Chapter Three Research Design in detail. The research was done in classroom setting instead of a more controlled laboratory setting by keeping in mind the advantages and disadvantages of this selection. This research applied a classical two-group pretest and posttest experimental design but it had one modification that three post-tests were conducted time to time as time duration is a factor in learning process and helpful in evaluating statistical analysis of the data through SPSS. That means the researcher randomly chose two groups, pre-tested both the groups once, but post-tested thrice at different time intervals. However, one group, experimental class EC received treatment session during the experiment whereas the control group CC did not receive any type of treatment.

The researcher took 48 participants randomly selected from 133 total students at HSSC level Part II at Federal Government Degree College for Boys of Multan. The researcher carefully implemented the research design for four weeks peer feedback experiment session. The researcher formulated a careful instructional plan. Lesson plannings delivered by researcher aimed to teach writing through CLL and group learning activities with the use of peer feedback checklists and peer assessment symbol charts. The tests were same during pretests and posttest 1 but were different in posttests 2 and 3. In posttest 2 and 3, both the groups were given same topics simultaneously, and all the data collected was analyzed by SPSS data analysis software and with the help of ANOVA, t-tests and statistical descriptives.

The data percentage collected by simple tables followed by statistical data retrieved from SPSS showed that both the control group CC as well as experimental group EC performed very poor in the pretests. After the pretests, the experimental section was given the treatment, the students of the group CC showed some

improvement in post-test 1 but the control group CC did not show any improvement rather the students in that group performed much poor and it was observed that they showed lack of interest in the writing essays and giving tests. Furthermore, the researcher conducted Post Test 2 in both the groups after two weeks treatment session of writing activities in the experimental class. The result of posttest 2 gave more insight into the improvement of writing skills of the experimental class EC rather than the control class CC, which as usual gave poor performance in the test. Data was analysed statistically and descriptives were give in the fourth chapter RESULTS of both the groups posttests 2 and compared carefully. At the end of treatment session, the researcher again applied posttests in both the groups simultaneously and again the results were analyse statistically through SPSS and tabulation of the results showed that the students of the experimental group EC performed much better than their pretest scores. On the other hand, the students of the control group CC did not perform any better rather they remained passive and did not improve but it was observed that they were feeling writing anxiety and lacking interest in writing activities though the teacher taught them all the lectures himself.

The researcher compared and contrasted all the results of both the groups to crosscheck the findings of the study by employing SPSS. The individual discussion of results of pre as well as all post-tests of both the groups was promulgated in depth in chapter four RESULTS which showed the hypothesis to be true.

The researcher also employed a questionnaire as research instrument to collect the data at two stages: one at the beginning of the experiment of treatment session and the other at the end of treatment session in both the groups. The questionnaire was same and the Part (I) of the questionnaire discusses the helpfulness of analyzing peer's reviews for the learning processes. The students of the both the groups were mostly disagree with the statement that peer feedback is helpful in learning processes. While, after treatment session students of experimental give much importance to peers' feedback and control class after knowing the results of the EC also give importance to the helpfulness of the peer's comments. Part (II) of questionnaire describes the helpfulness of teacher's feedback regarding improving the writing skills of the learners. Students of both groups were in favour of teacher feedback at both stages i.e. in pre- and post- experiment questionnaires. Part (III) of questionnaire explains the helpfulness of revision in the processes of writing skills of the students. The students

of the both the groups were mostly disagree with the statement that revision is helpful in learning processes. While, after treatment session students of experimental give much importance to revision activity and control class did not give importance to the helpfulness of the revising the essays. Part (IV) of questionnaire elaborates the helpfulness of peer feedback in improving the writing ability of the peer learners. The students of the both the groups were mostly disagree with the statement that peer feedback is helpful in improving the writing ability of the peer learners. While, after treatment session students of experimental give much importance to peer feedback in improving the writing ability of the peer learners, and the control class give much importance to the helpfulness of the teacher feedback rather peer feedback in improving the writing ability of the peer learners.

The researcher employed classroom observation checklist in order to collect the data and to support the results of the data collected through pretests and post-tests and students questionnaires. Though this study is experimental in nature, the classroom observation may give insights into the instructional plan of the teacher in both the groups i.e. Experimental Class and Control class. Many factors like medium of instruction, classroom organization, time duration of the lectures delivered by teacher in both EC and CC, learners' behaviour, teaching practices and methodology and materials and lesson plannings used in the classes play role in learning processes. Classroom observation may give insight into the learning processes in both the classes. Moreover, the researcher wanted to evaluate whether students' reactions before pretest and during treatment and after post-test may also support and contribute to aforementioned results. During the experiment, the researcher discerned that students took great interest in the writing activities followed by peer feedback and peer assessment. The observation checklist also showed that students are learning through writing essays critically and developing writing plans and improving creativity. Through engaging students in more writing and writing freely, they showed great results by writing better essays and showing better writing skill/s. The use of interest-developing writing activities and peer feedback and peer assessment make the learning process as a fun and students learnt many new techniques such as brainstorming, mind mapping, drafting, revision-making and rewriting their creative drafts, improving language skill/s without any stress. Moreover, unconsciously writing ideas became easy to understand.

6.2 Recommendations:

Based on the aforementioned research findings, a conclusion can be made that, although, all the participants were learning English from the class one but they could not perform well in their respective examination while taught by product-based approach of teaching writing. The students of both the groups randomly selected, did not perform well in their pretests but after treatment session, students of experimental group showed better results in all the respective posttests whereas students of control group could not perform well as compared to the experimental group.

Although this research had few limitations discussed in chapter 1 introduction, but this experimental research corroborated the hypothesis to be true and based on these findings, the researcher might say that peer feedback can be very helpful in improving the ESL/EFL writing skills of the students at HSSC level through using process based approach of teaching writing. Having the afore-mentioned findings, the teachers in Pakistan may acclimatize this method of teaching to make teaching writing more productive. Teaching essay writing by using peer feedback sessions in CLL setting should be primary responsibility for any teacher to make an ESL/EFL class more useful for students. The investigator could recommend that many problems coming across while learning writing or other skill/s can be resolved by employing a helpful and interesting teaching approach and that approach will involve students' active participation in the learning processes. More specifically, this approach of teaching writing can prove itself a fun in a class at HSSC level, where English is a medium of instruction.

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Appendix A

CONSENT FORM TO PARTICIPATE IN A RESEARCH STUDY

Researcher's Name(s): ABDUL RAUF

Project Title: PEER FEEDBACK: IMPACT ON ESL/EFL WRITING SKILL/S OF THE STUDENTS AT HSSC LEVEL SOUTHERN PUNJAB

INTRODUCTION

This consent may contain words that you do not understand. Please ask the investigator to explain any words or information that you do not clearly understand. You are being asked to participate in a research study. This research is being conducted *to evaluate the Impact of peer feedback on ESL/EFL writing skill/s of the students at HSSC Level Southern Punjab.*

Your participation is voluntary. You do not have to be in the study if you do not want to. You may refuse to be in the study and nothing will happen. If you do not want to continue to be in the study, you may stop at any time without penalty or loss of benefits.

This study will take *four weeks duration* approximately to complete. You can stop participating at any time without penalty. Your participation will benefit *learning writing skills.*

CONFIDENTIALITY

All the Information produced by this study will be stored in the investigator's file and identified by a code number only. The code key connecting your name to specific information about you will be kept confidential and secret.

SIGNATURES

I have read this consent form and my questions have been answered. My signature below means that I do want to be in the study. I know that I can remove myself from the study at any time without any problems.

Subject

Date

Appendix B

Peer Feedback Sheet

Draft written by: _____ Feedback provided by: _____

Date: _____ Topic of the Essay: _____

Objectives: Follow these instructions carefully and precisely:

1. Answer the questions given in the sheet about your peers/classmates' essay.
2. Suggest suitable/appropriate ways to improve his/her writing.
3. Before making your comments, read the essay carefully and precisely.
4. Be specific and constructive.
5. Use the symbols provided in the Peer Assessment Symbols Sheet for rubrics provided at the end.

A: excellent; B: very good; C: good; D: fair; E: poor.

Checklist Questions For Essay Writing Activity	How to improve					NO
	YES(with rating)*					
Content/Ideas/Thoughts	A	B	C	D	E	
1. Does the essay provide all relevant ideas to the topic given?						
2. Does the introduction clearly introduce the topic and scope of the essay?						
3. Does each paragraph in the body contain only one main idea?						
4. Are supporting ideas in each paragraph well-developed with strong arguments, evidence, or proof to persuade readers?						
5. Does the essay have an effective conclusion which summarises the ideas mentioned in the introduction and/or the author's further comments or suggestions for the topic given?						
Organization/ Connectivity In Paragraphs						
1. Is the essay clearly organised in three main parts: introduction, body, and conclusion and written in separate paragraphs?						
2. Is the length of each paragraph appropriate (i.e., not too short or too long)?						
3. Does each paragraph in the body have a topic sentence?						
4. Are paragraphs ordered logically according to organizing principle, such as time, importance,						

1. Are appropriate connecting words such as “and, but”, “in addition”, “furthermore”, however” ... smoothly used to link ideas in the same paragraph or between/among paragraphs?						
2. Are pronouns “It”, “They”, “This”, and “These” used to refer back to a subject?						
VOCABULARY						
1. Is the essay written with careful word choice of vocabulary? e.g. -nouns/ noun phrases/ -adjectives -verbs/ -adverbs/ - synonyms avoided						
2. Is vocabulary used appropriately/precisely in the proper context?						
3. Is the essay free of spelling errors?						
4. Are paraphrases written in the author’s own words and writing style?						
GRAMMAR/GRAMMATICAL ERRORS/ WRONG TENSES / PARTS OF SPEECH/						
1. Is the essay written with correct tenses/voices/forms?						
2. Is the essay free of errors with subject-verb agreement?						
3. Is the essay written with appropriate punctuation?						
4. Is the essay written with a wide and balanced range of correct sentence structures (simple, compound, and/or complex sentences)?						
5. Is the essay written in a straightforward and concise style? (no wordiness)						

Appendix C

Assessment Symbols for Students

Below, you will find out a few common symbols that you may use to indicate errors in your writing. Also, keep in mind that your instructors may use additional symbols that are not on this sheet. Discuss these with your instructor if you are unsure.

Symbol	Meaning	Incorrect	Correct
Ab	Abbreviation	I like to keep it <u>b/w</u> him and me.	I like to keep it <u>between</u> him and me.
Agr	Agreement of Verb with Subject	The players, as well as the captain <u>wants</u> to win.	The players, as well as the captain, (<u>want</u>) to win.
Apos	Apostrophe	She did not hear her childrens cries.	She did not hear her children's cries.
Art.	Article Mistake	He is a/an teacher.	He is a teacher.
N	Errors in Nouns	I saw many cattles in the field.	I saw many cattle in the field.
PN	Pronoun mistakes	He is taller than me.	He is taller than I.
Adj	Adjectives Errors	He is the tallest than Ali.	He is taller than Ali.
Adv	Errors in Adverbs	He speaks English good.	He speaks English well.
Conj	Errors in Conjunctions	He dresses like his friend does.	He dresses as his friend does.
Prep	ErrorsPrepositions	He goes college daily.	He goes to college daily.
Gr	Errors in Gerund	Do you prefer swim?	Do you prefer swimming?
Pcl	Errors in the use Participles	The cup fill with milk stood on the table.	The cup filled with milk stood on the table.
Iv	Errors in the use Infinitives	Do you prefer swim? - Do you prefer swim	Do you prefer swim? - Do you prefer to swim
P	Punctuation	I live work, and go to school in Walnut.	I live, work, and go to school in Walnut.
Pl	Errors in Plurals	I need to wash my hairs.	I need to wash my hair.
=	Capitalization	I love pakistan.	I love Pakistan.
^	Close Space	Every^one works hard.	Everyone works hard.
VT	Verb Tense	He never <u>told a lie</u> .	He never tells a lie.
SV	Subject-verb Agree	The manager work hard.	The manager works hard.
TS	Tense Shift	After I went to the store, I eat the ice cream.	After I went to the store, I ate the ice cream.
#	Space Needed	Are you goingto class	Are you going to class?
SP	Spelling	The maneger is a woman.	The manager is a woman.
U. w	Unnecessary Word	Her boss's visit was an unexpected surprise.	Her boss's visit was a surprise.
Rep	Repetitions of words/ideas	Quaid-e-Azam, he was a brave leader.	Quaid-e-Azam, he was a brave leader.
WWO	Wrong Word Order	She was naturally hurt his indifference.	Naturally, she was hurt by his indifference.

Appendix D

Lesson Planning

LESSON PLAN NO. 1

Topic: What is an Essay and how to write a Narrative Essay?

Name of Teacher: Abdul Rauf
 Subject: English
 Class level: 2nd Year
 Strength of Class: 24
 Duration: 60 Minutes
 Average Age: 17 year
 Date: 03-01-2017
 College/Institution: Federal Government Degree College For Boys Multan Cantt.
 Aids: White board, Marker, Flash Cards, Hand outs.
 Key Words: Essay, Narrative Essay, Introduction, body, conclusion.

Objectives:

- To give them knowledge & to enable them to develop an essay.
- To tell the students different parts of an essay.
- Introduction, Body of essay and how to conclude an essay.

Procedure: Teacher will come into the class and greet them and ask about their health and mood. After that he will write topic on the board and will ask the students have they ever know about essay writing. According to the response of the students he will start to describe students in detail about essay, its importance to learn language and writing skill and developing essays in general. Teacher will tell the students that from today onwards we will learn how to improve our writing with the help of essay writing practices and will be able to improve our writing skill. He will distribute hand outs of a sample essay and how to develop an essay.

Writing Board: Outline of an essay, parts of three paragraph essay, model essay sheet

Activity-1 Group formation (3 students each group) Total eight groups

Activity-2 Group Discussion on the topic how to develop an essay

Activity-3 Thinking and sharing ideas between students and teacher on a sample essay “Describe about your Family and Friends”

LESSON PLAN NO. 2

Topic: What is Feedback and Assessment?

Name of Teacher:	Abdul Rauf
Subject:	English
Class level:	2 nd Year
Strength of Class:	24
Duration:	45 Minutes
Average Age:	17 year
Date:	04-01-2017
College/Institution:	Federal Government Degree College For Boys Multan Cantt.
Aids:	White board, Marker, Flash Cards, Hand out.
Key Words:	Feedback, peer feedback, peer assessment.
Objectives:	<ul style="list-style-type: none"> • To give them knowledge of what is feedback • To show rubrics of assessment. • To tell them what aspects should be evaluated.

Procedure: Teacher will come to the class and greet them and ask about their health and mood. After that he will discuss the last day lesson. Then he will write down topic on the board and will ask the students if they ever know about feedback and assessment. According to the response of the students he will start to describe students in detail about feedback, its importance in learning the English language, writing skill and developing essays in general.

Writing Board: Feedback, peer feedback, teacher feedback, assessment of Essay

Presentation: Teacher will tell the students that today we will learn how to assess composition of our peers by giving feedback to one other. He will distribute hand outs of a sample essay and feedback sheets.

Hand outs: Feedback sheets, Photo copies of a Sample Written Essay by a student

Activity-1 Group formation (each group of 3 students) Total eight groups

Activity-2 Group discussion on the topic how to give feedback to one another

Activity-3 Thinking and sharing ideas between students and teacher on a sample essay “Describe about your Friends”.

LESSON PLAN NO. 3

Topic: What is Peer and Teacher Feedback?

Name of Teacher: Abdul Rauf

Subject: English

Class level: 2nd Year

Strength of Class: 24

Duration: 45 Minutes

Average Age: 17 year

Date: 05-01-2017

College/Institution: Federal Government Degree College For Boys Multan Cantt.

Aids: White board, Marker, Flash Cards, Hand out.

Key Words: Assessment, Symbols for Assessment etc.

Objectives:

- To give them knowledge of what is feedback, peer and teacher feedback.
- To show rubrics of assessment.
- To tell them what aspects should be evaluated

Procedure:

Teacher will come to the class and greet them and ask about their health and mood. After that he will discuss the last day lesson. Then he will write down topic on the board and will ask the students if they ever know about feedback and assessment. According to the response of the students he will start to describe students in detail about feedback, its importance in learning the English language, writing skill and developing essays in general.

Writing Boards: Peer Feedback, Collaborative Language Learning, Feedback, peer feedback, teacher feedback, and assessment of Essay

Presentation: Teacher will tell the students that today we will learn how to assess composition of our peers by giving feedback to one other. He will distribute handouts of a sample essay and feedback sheets.

Handouts: Feedback sheets, Photo copies of a Sample Written Essay

Activity: Practice of assessment activities on “My Father/ My Favourite Personality”.

LESSON PLAN NO. 3

Topic: What is Peer and Teacher Feedback?

Name of Teacher: Abdul Rauf
 Subject: English
 Class level: 2nd Year
 Strength of Class: 24
 Duration: 45 Minutes
 Average Age: 17 year
 Date: 05-01-2017
 College/Institution: Federal Government Degree College For Boys Multan Cantt.
 Aids: White board, Marker, Flash Cards, Hand out.
 Key Words: Assessment, Symbols for Assessment etc.

Objectives:

- To give them knowledge of what is feedback, peer and teacher feedback.
- To show rubrics of assessment.
- To tell them what aspects should be evaluated

Procedure:

Teacher will come to the class and greet them and ask about their health and mood. After that he will discuss the last day lesson. Then he will write down topic on the board and will ask the students if they ever know about feedback and assessment. According to the response of the students he will start to describe students in detail about feedback, its importance in learning the English language, writing skill and developing essays in general.

Writing Boards: Peer Feedback, Collaborative Language Learning, Feedback, peer feedback, teacher feedback, and assessment of Essay

Presentation: Teacher will tell the students that today we will learn how to assess composition of our peers by giving feedback to one other. He will distribute handouts of a sample essay and feedback sheets.

Handouts: Feedback sheets, Photo copies of a Sample Written Essay

Activity: Practice of assessment activities on “My Father/ My Favourite Personality”.

LESSON PLAN NO. 4

Topic: Teacher Feedback

Name of Teacher: Abdul Rauf

Subject: English

Class level: 2nd Year

Strength of Class: 24

Duration: 45 Minutes

Average Age: 17 year

Date: 06-01-2017

College/Institution: Federal Government Degree College For Boys Multan Cantt.

Aids: White board, Marker, Flash Cards, Hand out.

Key Words: Peer Feedback Sheets, Assessment, Symbols for Assessment etc.

Objectives:

- To give them knowledge of what is feedback, peer and teacher feedback.
- To show rubrics of assessment.
- To tell them what aspects should be evaluated

Procedure: Teacher will come to the class and greet them and ask about their health and mood. After that he will discuss the last day lesson. Then he will write down topic on the board and will ask the students if they ever know about feedback and assessment. According to the response of the students he will start to describe students in detail about feedback, its importance in learning the English language, writing skill and developing essays in general.

Writing Board: Feedback, peer feedback, teacher feedback, assessment of Essay

Presentation: Teacher will tell the students that today we will learn how to assess composition of our peers by giving feedback to one other. He will distribute hand outs of a sample essay and feedback sheets.

Handouts: Feedback sheets, a Sample Written Essay by a student in group activities

Activity: Practicing assessment activities on work sheets after analysing the Sample student's written essay on "My Father or My Favourite Personality"; Collaborative Activities/ forming groups, Writing Practice: Pre-thinking, brainstorming ideas, writing, editing, revising, rewriting, producing final drafts of essay

LESSON PLAN NO. 5

Topic: Role of Grammar in Feedback?

Name of Teacher: Abdul Rauf
 Subject: English
 Class level: 2nd Year
 Strength of Class: 25
 Duration: 45 Minutes
 Topic: Grammatical Errors Analysis
 Average Age: 17 year
 Date: 10-01-2017
 College/Institution: Federal Government Degree College For Boys Multan Cantt.
 Aids: White board, Marker, Flash Cards, Hand outs.
 Key Words: Parts of Speech, Symbols for Assessment

Topics

Lesson Hints

Objectives:

- To show them a brief description of grammar and its units
- To show them symbols of grammatical units and their role in assessment.
- To tell them what errors of nouns and pronouns they made in their writing essays in English
- Nouns and pronouns and their aspects of errors should be evaluated

Procedure:

Teacher will come to the class and greet them and ask about their health and mood. After that he will discuss the last day lesson. Then he will write down topic on the board and will ask the students if they ever know about grammatical units, parts of speech such as nouns and their types and distribute handouts on nouns and pronouns. According to the response of the students he will start to describe students in detail about parts of speech, its importance in learning the English language, writing skill and developing essays in general.

Handouts 1: Errors in the use of Nouns and pronouns and subject verb agreement

Handout 1: General Introduction of Grammar.

Activities: Grammar base errors analysis on the handouts provided by the teacher

LESSON PLAN NO. 6

Topic:	Verb and Tenses
Name of Teacher:	<u>Abdul Rauf</u>
Subject:	English
Class level:	2 nd Year
Strength of Class:	24
Duration:	40-50 Minutes
Average Age:	17 year
Date:	11-01-2017
College/Institution:	<u>Federal Government Degree College For Boys Multan Cantt.</u>
Aids:	White board, Marker, Flash Cards, Hand outs.
Key Words:	Parts of Speech, Error Analysis
Objectives:	At the end of the lesson, the students should be able to: <ol style="list-style-type: none">Identify the simple tenses of the verb.Differentiate past, present and future tense of the verb.Construct sentences using the tenses of the verb correctly.
Topic:	Simple Tenses of the Verb
References:	High School English Grammar by Wren & Martin
Materials:	laptop, play cards, handouts, board and Marker
Learning Activities	
Highlighting of Forms	
Home Task	
Hand Out on Tenses	
Handout	

LESSON PLAN NO. 7

Topic:	Punctuation and its Rules
Name of Teacher:	Abdul Rauf
Subject:	English
Class level:	2nd Year
Strength of Class:	24
Duration:	40-50 Minutes
Topic:	Use of Punctuation Marks
Average Age:	17 year
Date:	12-01-2017
College/Institution:	Federal Government Degree College For Boys Multan Cantt.
Aids:	White board, Marker, Flash Cards, Hand outs.
Key Words:	Punctuation, Capitalization

Learning Outcomes

- Recalling the rules of punctuation learnt earlier in the first year Class.
- Relating punctuation rules to support accuracy and fluency in reading.
- Recognizing and using full stop with some abbreviations; apostrophe with contractions and hyphen to intersection two words that performance as one unit.

Handout Punctuation: the use of signs and symbols

Material / Resources Board, marker, chart paper and textbook

Warm up activity

The teacher will ask the students to point to the right punctuation mark.

Activity 1

The teacher will divide the class into pairs.

The teacher will ask them to find out any two sentences from their English textbook with the following punctuation marks. Each pair will write the sentences in the notebooks.

Activity 2

The teacher will choose a passage from the textbook before the lesson. Passage must have commas, full stops, inverted commas, question marks and exclamation marks.

Activity 3

The teacher will explain the concept of hyphen (-)

Sum up / Conclusion

Follow up

Handout

Punctuation Rules

Home Task Handout 2 Grammatical Errors Revisited

LESSON PLAN NO. 8

Topic:	Grammatical Errors Analysis and Parts of Speech
Name of Teacher:	<u>Abdul Rauf</u>
Subject:	English
Class level:	2 nd Year
Strength of Class:	24
Duration:	40-50 Minutes
Topic:	Grammatical Errors Analysis
Average Age:	17 year
Date:	13-01-2017
College/Institution:	Federal Government Degree College For Boys Multan Cantt.
Aids:	White board, Marker, Flash Cards, Hand outs.
Key Words:	Parts of Speech, Error Analysis

Topics/Lesson Hints

Lesson Plan for Final Demonstration

Objectives:

- To give them knowledge of Parts of Speech
- To tell them what errors they made in their writing essays in English
- To show them different functions of the parts of speech

Procedure:

Teacher will come to the class and greet them and ask about their health and mood. After that he will discuss the last day lesson. Then he will write down topic on the board and will ask the students if they ever know about grammatical units, parts of speech such as nouns and their types and distribute handouts on parts of speech. According to the response of the students he will start to describe students in detail about parts of speech, its importance in learning the English language, writing skill and developing essays in general.

Handouts: Parts of speech, Symbols for marking, Grammatical errors

Handout How to assess an Essay

Activities: Grammar base errors analysis on the handouts provided by the teacher

Writing practice is done on handouts on grammatical units.

Handout 1

Parts of Speech

LESSON PLAN NO. 9

Topic:	Collaborative Writing of Essay
Name of Teacher:	<u>Abdul Rauf</u>
Subject:	English
Class level:	2 nd Year
Strength of Class:	24
Duration:	40-50 Minutes
Topic:	Essay Writing
Average Age:	17 year
Date:	09-01-2017
College/Institution:	Federal Government Degree College For Boys Multan Cantt.
Aids:	White board, Marker, Flash Cards, Hand outs.
Key Words:	Essay, peer feedback, collaborative writing in pairs
Topics/Lesson Hints	

Objectives:

- To give them Chance to write freely on Essay in collaborative engagement
- To tell them what errors they made in their writing essays in English
- To show them different stages of writing in a collaborative environment

Procedure:

Teacher will come to the class and greet them and ask about their health and mood. After that he will discuss the last day lesson. Then he will write down topic on the board and will ask the students form groups and share knowledge on assigned task of an essay on why I love Pakistan and share their drafts in group and assess if there is any errors or mistakes in their drafts, and the teacher will provide handouts on peer feedback sheets and distribute handouts on assessment symbols. According to the response of the students he will start to describe students in detail about essay writing, its importance in learning the English language, writing skills and developing essays in general.

Handouts: Peer feedback sheets, Symbols for marking, How to assess an Essay

Activities: Writing an essay and editing through peer feedback sheets on the handouts provided by the teacher

Writing practice is done on the topic assigned by the teacher.

LESSON PLAN NO. 10

Topic: Introduction of an Essay and Paragraph Writing
 Name of Teacher: Abdul Rauf
 Subject: English
 Class level: 2nd Year
 Strength of Class: 24
 Duration: 40-50 Minutes
 Topic: Paragraph Development. Introduction of an Essay
 Average Age: 17 year
 Date: 17-01-2017
 College/Institution: Federal Government Degree College For Boys Multan Cantt.
 Aids: White board, Marker, Flash Cards, Hand outs.
 Key Words: Introduction, paragraph

Objectives: At the end of the lesson, the students should be able to:

- a. write a well structured paragraph, effectively and creatively;
- b. identify the different steps and important terms to remember in writing;
- c. organized their collected thoughts or ideas into a well written paragraph;
- d. appreciate the lesson by discovering their hidden skills and talents in writing, with all the joy it could bring to them.

Subject Matter Topic: Paragraph writing

Materials: Introduction to paragraph writing hand out Paragraph writing worksheets: Paragraph writing templates and more scrambled paragraph worksheets (practice and assessment), Visual aids (paragraph writing template and vocabulary chart)

Procedure

Teacher will come to the class and greet them and ask about their health and mood. After that he will discuss the last day lesson. Then he will write down topic on the board and will ask the students form groups and share knowledge on assigned task writing introduction of an essay on Patriotism and share their drafts in group and assess if there is any errors or mistakes in their drafts, and the teacher will provide handouts on paragraph writing. According to the response of the students he will start to describe students in detail about paragraph developing, its importance in writing essay, writing skills and developing essays in general.

Home Task on Grammatical Errors Analysis/ Handout on Parts of Speech

LESSON PLAN NO. 11

Topic: Body of an Essay and Paragraph Writing
 Name of Teacher: Abdul Rauf
 Subject: English
 Class level: 2nd Year
 Strength of Class: 24
 Duration: 40-50 Minutes
 Topic: Paragraph Development. Introduction of an Essay
 Average Age: 17 year
 Date: 18-01-2017
 College/Institution: Federal Government Degree College For Boys Multan Cantt.
 Aids: White board, Marker, Flash Cards, Hand outs.
 Key Words: body, paragraph,

Topics/Lesson Hints

Objectives

At the end of the lesson, the students should be able to:

- a. write well structured and supporting paragraphs, effectively and creatively;
- b. identify the different steps in writing body paragraphs;
- c. organized their collected thoughts or ideas into a well written paragraph;
- d. will be able to write supporting points on an essay.

Body Plan of an Essay: Introduction; Body paragraphs; Conclusions

Procedure

Teacher will come to the class. He will greet them and ask about their health and mood. After that, he will discuss the last day lesson. Then he will write down topic on the board and will ask the students write supporting paragraphs of an essay on Patriotism and share their drafts in groups and assess if there is any errors or mistakes in their drafts. The teacher will provide handouts on peer feedback sheets and assessment symbol charts to provide peer feed on their writing tasks. He will engage them in groups learning activities and remain with them all the time to give them any guidance if they needed while learning in collaborative language environment.

Home Task on Grammatical Errors Analysis

Handout on Parts of Speech

LESSON PLAN NO. 12

Topic: Conclusion of an Essay and Paragraph Writing
 Name of Teacher: Abdul Rauf
 Subject: English
 Class level: 2nd Year
 Strength of Class: 24
 Duration: 40-50 Minutes
 Topic: Conclusion of an Essay
 Average Age: 17 year
 Date: 19-01-2017
 College/Institution: Federal Government Degree College for Boys Multan Cantt.
 Aids: White board, Marker, Flash Cards, Hand outs.
 Key Words: Introduction, Body, and Conclusion, Paragraph

Objectives: At the end of the lesson, the students should be able to:

- a. write the conclusion of an essay effectively and creatively;
- b. identify the different steps in writing paragraph for concluding an essay;
- c. organized their collected thoughts or ideas into a well written paragraph;
- d. will be able to write supporting points on an essay.

Students' Activities: Reviewing, Revising, Rewriting

Materials: hand outs, Paragraph writing worksheets, writing sheets

Procedure: Teacher will come to the class, greet the students, and ask about their health and mood. After that, he will discuss the last day lesson. Then he will write down topic on the board and will ask the students share knowledge on assigned task. He will ask them write introduction, supporting paragraphs of an essay on Patriotism and concluding paragraph. He will share their drafts in groups and assess if there is any errors or mistakes in their drafts. The teacher will provide handouts on peer feedback sheets and assessment symbol charts to provide peer feedback on writing tasks.

Home Task on Grammatical Errors Analysis

Handout on Parts of Speech Errors of Conjunctions & Prepositions

LESSON PLAN NO. 13

Topic:	Group Writing Activity
Name of Teacher:	Abdul Rauf
Subject:	English
Class level:	2nd Year
Strength of Class:	24
Duration:	40-50 Minutes
Topic:	Writing Skill/s
Average Age:	17 year
Date:	23-01-2017
College/Institution:	Federal Government Degree College for Boys Multan Cantt.
Aids:	White board, Marker, Flash Cards, Hand outs.
Key Words:	Introduction, Body, and Conclusion, Paragraph

Writing Skills Lesson Plan

Learning Objectives: After this lesson students will be able to:

- Identify and explain the four language skills.
- Explain the correlation between listening and writing skills.
- Describe strategies for improving writing skills at various levels.

Materials Papers; Hard copies of How to Improve English Writing Skills

Instruction Procedure: The teacher will begin this activity by asking students to discuss the most important aspects of writing. Then he will tell students they are going to learn more about the mechanics of writing in this lesson. He will distribute a copy of the How to Improve English Writing Skills lesson to each student. He will select a student to read the first section. Then he will choose another student to read. Afterwards, he will select another student to read the remaining the lesson. He will form pairs of students. Next he will distribute handouts, and ask students to complete independently.

Activity: Forming groups of three students like Round-Robin Group; Assigning a topic on My Ambition or Aim; Each student in groups of three will write a full page essay on the topic. Students from each group will share their essays to group members. Students will give feedback to each group members on peer feedback sheets; review grammar, spelling, and punctuation errors.

The Writing Process: prewriting, drafting, revising, editing, and rewriting final draft.

Home Task/ Handout

LESSON PLAN NO. 14

Topic: Writing Drafts and Revisions
 Name of Teacher: Abdul Rauf
 Subject: English
 Class level: 2nd Year
 Strength of Class: 24
 Duration: 40-50 Minutes
 Topic: Essay Draft and Revision
 Average Age: 17 year
 Date: 24-01-2017
 College/Institution: Federal Government Degree College for Boys Multan Cantt.
 Aids: White board, Marker, Flash Cards, Hand outs.
 Key Words: Introduction, Body, and Conclusion, Paragraph
 Learning Outcomes: Once students are finished, they would be able to:

- State the purpose of a rough draft
- Identify the components of an essay
- Discuss the process to produce a rough draft

Procedure: The teacher will guide the students through a few revisions, before the students' writers polish the finished product.

Starting the Rough Draft

Introduction

Body Paragraphs

Conclusion

The Writing Process

The writing process is divided into five steps:

Prewriting,

Drafting,

Revising,

Editing,

Rewriting final draft

Home Task

No Home Task is assigned before the final lecture and the final post-test

LESSON PLAN NO. 15

Topic: Essay Structure Lesson Plan
 Name of Teacher: Abdul Rauf
 Subject: English
 Class level: 2nd Year
 Strength of Class: 24
 Duration: 40-50 Minutes
 Topic: Revision of Essay Structure
 Average Age: 17 year
 Date: 24-01-2017
 College/Institution: Federal Government Degree College for Boys Multan Cantt.
 Aids: White board, Marker, Flash Cards, Hand outs.
 Key Words: Introduction, Body, and Conclusion, Paragraph
 Topics/Lesson Hints: Essay Structure Lesson Plan
 Learning Objectives: After this lesson, students will be able to:

- explain the basic structure of a five-paragraph essay
- plan and outline a five-paragraph essay

 Materials: Chart paper and marker; Writing paper and pen
 Key Vocabulary: Introduction paragraph; Body paragraph; Conclusion paragraph;
 Procedure:
 The teacher will give each student writing papers.
 The teacher will then locate texts for them to use as examples when writing. After this first essay is finished, he will ask to write, such as my aim in life.
Home Task No Home Task.

Appendix- E:
Questionnaire Format for Students

Dear Participants,

I am conducting a research study on “Teaching the Writing of English:
**Impact of Peer Feedback on ESL Writing Skill/s of the Students at HSSC Level
Southern Punjab**

While teaching at this college for the last eight years, I have observed that the HSSC level students of this university are unable to write English correctly and fluently. I intend to develop your writing abilities by using a new approach/ methodology. This questionnaire aims to explore your writing strategies, experiences and problems. It consists of two parts. The first part is about the background information, the second part is about your response to teaching methodology/practices and the problems you mostly face while writing. If you don't understand anything, ask for help. Please be truthful and honest in giving facts or opinions. Your names will be kept secret, however, you may use the initials of your name if you don't want to tell me your name, for example, for Abdul Rauf the initials are AR.

I highly appreciate your time and effort to participating in this study, which shows your deep love for education.

Name of Research Fellow: Abdul Rauf,
Lecturer, department of English, FGDCB, Multan Cantt.

Part I Background Information

- I. Name
- II. Age
- III. Gender.....
- IV. Class
- V. Department at the university
- VI Your period of study at this university.....
- VII The medium of instruction at the college you last attended before coming to university.....

Part II. The Questionnaire for Participants

1. Please rank the following classmates' feedback areas in L2 writing according to an order of what you think classmate's feedback to your draft is focused on.

- A. Content ()
- B. Organization ()
- C. Vocabulary ()
- D. Language Use () (e.g., feedback on errors of agreement, tense, word order, articles, and So on)
- E. Mechanics () (e.g., feedback on errors of spelling, punctuation, capitalization, and so on)

2. Please rank the following teacher feedback areas in L2 writing according to an order of what you think teacher feedback to your draft is focused on.

- A. Content ()
- B. Organization ()
- C. Vocabulary ()
- D. Language Use () (e.g., feedback on errors of agreement, tense, word order, articles, and So on)
- E. Mechanics () (e.g., feedback on errors of spelling, punctuation, capitalization, and so on)

3. Please rank the following classmates feedback areas in L2 writing according to an order of what you think you are willing to incorporate into Subsequent drafts.

- A. Content ()
- B. Organization ()
- C. Vocabulary ()
- D. Language Use () (e.g. errors of agreement, tense, word order, articles, and so on.)
- E. Mechanics () (e.g., errors of spelling, punctuation, capitalization, and so on)

4. Please rank the following teacher feedback areas in L2 writing according to an order of what you think you are willing to incorporate into Subsequent drafts.

- A. Content ()
- B. Organization ()
- C. Vocabulary ()

D. Language Use () (e.g., feedback on errors of agreement, tense, word order, articles, and so on.)

E. Mechanics () (e.g., feedback on errors of spelling, punctuation, capitalization, and so on)

5. I like reading my classmates drafts.

Strongly disagree (1) (2) (3) (4) (5) (6) Strongly agree

6. Reading my classmates' drafts is useful.

Strongly disagree (1) (2) (3) (4) (5) (6) Strongly agree

7. Reading my classmates' drafts give me more ideas.

Strongly disagree (1) (2) (3) (4) (5) (6) Strongly agree

8. Reading my classmates drafts helps me to improve the organization of my draft.

Strongly disagree (1) (2) (3) (4) (5) (6) Strongly agree

9. Reading my classmates' drafts helps me to improve the language (including grammar and vocabulary) of my draft.

Strongly disagree (1) (2) (3) (4) (5) (6) Strongly agree

10. My teacher's feedback helps me to enrich the content of my draft.

Strongly disagree (1) (2) (3) (4) (5) (6) Strongly agree

11. My teacher's feedback helps me to improve the organization of my draft.

Strongly disagree (1) (2) (3) (4) (5) (6) Strongly agree

12. My teacher's feedback helps me to improve the language (including grammar and vocabulary) of my draft.

Strongly disagree (1) (2) (3) (4) (5) (6) Strongly agree

13. I benefit from reading my teacher's feedback.

Strongly disagree (1) (2) (3) (4) (5) (6) Strongly agree

14. Classmates prefer teacher feedback.

Strongly disagree (1) (2) (3) (4) (5) (6) Strongly agree

15. How often do you take into consideration your teacher's comments when you revise your drafts?

Never (1) (2) (3) (4) (5) (6) All the time

16. Revisions help improve my draft.

Strongly disagree (1) (2) (3) (4) (5) (6) Strongly agree

17. After each revision, the content of my draft becomes richer.

Strongly disagree (1) (2) (3) (4) (5) (6) Strongly agree

18. After each revision, the organization of my draft becomes better.

Strongly disagree (1) (2) (3) (4) (5) (6) Strongly agree

19. After each revision, the language (including grammar and vocabulary) of my draft improved.

Strongly disagree (1) (2) (3) (4) (5) (6) Strongly agree

20. My classmates' feedback in peer response sessions is useful.

Strongly disagree (1) (2) (3) (4) (5) (6) Strongly agree

21. My classmates' feedback in peer response sessions helps me to enrich the content of my draft.

Strongly disagree (1) (2) (3) (4) (5) (6) Strongly agree

22. My classmates' feedback in peer response sessions helps me to improve the organization of my draft.

Strongly disagree (1) (2) (3) (4) (5) (6) Strongly agree

23. My classmates' feedback in peer response sessions helps me to improve the language (including grammar and vocabulary) of my draft.

Strongly disagree (1) (2) (3) (4) (5) (6) Strongly agree

24. I benefit from my classmates' feedback in peer response sessions.

Strongly disagree (1) (2) (3) (4) (5) (6) Strongly agree

25. How often do you take into consideration your classmates' comments when you revise your drafts?

Never (1) (2) (3) (4) (5) (6) All the time

Appendix- F
Classroom Observation Checklist

Teaching Assistant: _____ Observation _____

Number 1 2 3 4

Faculty Supervisor: _____

Date: _____

Respond to each statement using the following scale:

1=Not observed 2=More emphasis recommended 3=Accomplished very well

Organization			
The teacher presented overview of lesson.	1	2	3
The teacher placed lesson appropriately.	1	2	3
The teacher presented topics in logical sequence.	1	2	3
The teacher related today's lesson to previous/future lessons.	1	2	3
The teacher summarized major points of the lesson.	1	2	3
Presentation	1	2	3
The teacher explained major/minor points with clarity.	1	2	3
The teacher defined unfamiliar terms, concepts, and principles.	1	2	3
The teacher used good examples to clarify points.	1	2	3
The teacher showed all the steps in solutions to homework problems.	1	2	3
The teacher varied explanations for complex or difficult material.	1	2	3
The teacher emphasized important points.	1	2	3
The teacher writes key terms on blackboard or overhead screen.	1	2	3
The teacher integrates materials (examples) from "actual world".	1	2	3
Active, shared, and cooperative learning favored over passive learning.	1	2	3
Interaction	1	2	3
The teacher actively supports student questions.	1	2	3
The teacher asked questions to monitor student understanding.	1	2	3
The teacher waited sufficient time for students to answer questions.	1	2	3
The teacher listened carefully to student questions.	1	2	3
The teacher responded appropriately to student questions.	1	2	3
The teacher restated questions and answers when necessary.	1	2	3
The teacher shows respect for diversity and requires similar respect in classroom.	1	2	3
Content Knowledge and Relevance	1	2	3
The teacher presented material at an appropriate level for students.	1	2	3
The teacher presented material appropriate to the purpose of the course.	1	2	3
The teacher demonstrated command of the subject matter.	1	2	3

APPENDIX G**WRITING TASK ASSIGNMENT****Pre Test 1**

Using pen and papers, please write a multi-paragraph essay (minimum of 3 paragraphs, but 5 preferred) on ONE of the following topics:

My Favourite Personality

OR

My Father

You will have the entire class period of 60 minutes.

Please adhere to the following rules:

1. Do not talk to anyone.
2. Do not use the Internet, dictionary or any other materials.
3. If you have a question or problem, please raise your hand.
4. I cannot answer any questions about formatting, essay content, grammar or punctuation.

WRITING TASK ASSIGNMENT**Post Test 1**

Using pen and papers, please write a multi-paragraph essay (minimum of 3 paragraphs, but 5 preferred) on ONE of the following topics:

My Favourite Personality

OR

My Father

APPENDIX H
WRITING TASK ASSIGNMENT

Post Test 2

Using pen and papers, please write a multi-paragraph essay (minimum of 3 paragraphs, but 5 preferred) on ONE of the following topics:

My Favourite Hobby

OR

My Leisure Activity

You will have the entire class period of 60 minutes.

Please adhere to the following rules:

1. Do not talk to anyone.
2. Do not use the Internet, dictionary or any other materials.
3. If you have a question or problem, please raise your hand.
4. I cannot answer any questions about formatting, essay content, grammar or punctuation.

Post Test 3

Using pen and papers, please write a multi-paragraph essay (minimum of 3 paragraphs, but 5 preferred) on ONE of the following topics:

My Aim in Life

OR

My Ambition

You will have the entire class period of 60 minutes.