

ABSTRACT

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Key Words: PEER FEEDBACK, L2 WRITING, WRITING ABILITY,
ATTITUDES, PATTERNS OF INTERACTION

Name: SIRIKARN KUYYOXSUY

Dissertation Title: THE EFFECTS OF PEER FEEDBACK ON THAI
STUDENTS' ENGLISH WRITING ABILITY

Dissertation Advisor: ASST. PROF. DR. ROSUKHON SWATEVACHARKUL

The objectives of the study were 1. To examine the effects of peer feedback on students' writing abilities and its effect size 2. To explore students' patterns of interaction on peer feedback in English writing 3. To investigate students' attitudes towards peer feedback training

The study employed the embedded experimental model of a mixed-methods research of which a qualitative strand was embedded in a quantitative experiment to reinforce the experimental design (Creswell, 2011). The subjects were 21 volunteers, participating in peer feedback session which was chosen by using students' grades. Data was quantitatively collected through a pre-posttest of writing, a questionnaire of peer feedback, written reflections, a video stimulated recall interview and written drafts were qualitatively used to supplement the findings.

For the first research objective, the findings reported that the mean scores of the students in the pre-posttest of writing significantly increased after the treatment, and the effect size is calculated at 1.97 which means its large magnitude. Besides, the findings of written-reflections can be classified in four emerged themes. The themes include 1) the writing and peer feedback process, 2) developed their affective strategy, 3) raised their critical thinking abilities, and 4) students' beliefs and changes for writing improvement. Importantly, the qualitative data was also drawn from the overall written reflections in the support of the findings of the writing test.

For the second research objective, the findings revealed that the students' English proficiency level hardly influence the language-related episodes and their writing ability, and their written performance was improved in the identified patterns of collaborative and expert/novice ones. Moreover, from interviewing 6 students with mixing English proficiency, there were five emerged themes in interpreting data; 1) given types of peer feedback, 2) feedback expectations, 3) voice and language use, 4) factors in the activity participation and 5) students' attitudes towards incorporating

peer feedback in a writing class. Additionally, the qualitative findings was used in supporting their identified patterns of peer interaction on peer group discussion in a writing class.

For the third research objective, from the questionnaire of peer feedback, the findings revealed that students have their positive attitudes towards incorporating peer feedback at the high rating of all four domains; the writing process, affective strategy, critical thinking skills and social interaction ability. Besides, there were three main themes extracted from the 6 open-ended questions, namely, 1) benefits of peer feedback, 2) the obstacles during doing peer feedback and 3) the implemented peer feedback in pedagogy. The results of the qualitative data were employed to support the quantitative findings.

Based on three research objectives, the findings from the writing test, written-reflections, a video stimulated recall interview, written drafts and the questionnaire of peer feedback indicate that students have their writing improvement through doing the peer-engaging activity. Students enjoyed the process, so it positively affected the products. Moreover, peer feedback reinforces their learning motivation and develop their affective strategy while discussing. Specifically, their critical thinking skills and their social interaction skills were increased. Additionally, peer feedback advocates a student-centred approach and supports learner autonomy also.

In order for peer feedback to be effective. the training of peer feedback should be carefully well-managed, especially for the inexperienced students how to provide supportive feedback to peer group members, whereas, the writing teacher must realize of the well-prepared teaching to get them reap the benefits of peer feedback process and can enable them to use peer feedback materials more effectively and finally bring about their writing improvement.

As aforementioned, the findings of qualitative data method corresponded to each research question. Therefore, peer feedback should be taken into consideration in L2 writing class. The study also provided the implications and recommendations for the writing teachers, education administrators and material developers for the future study.