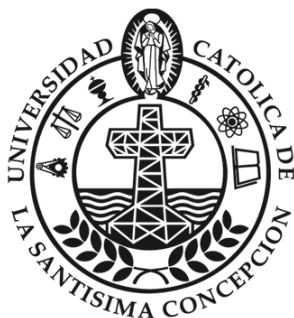


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**“ANALYSIS OF STUDENTS PERCEPTIONS ABOUT PEER FEEDBACK IN A WRITTEN TASK OF AN ENGLISH AS A FOREIGN LANGUAGE CLASS AT A REGIONAL UNIVERSITY IN CHILE”**

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## **Abstract**

Feedback is considered as a dialog between feedback provider and receiver. This type of communication can be performed among students as well which is called peer feedback. This study analyzes students' perceptions about peer feedback in a written task of a university context of teaching English as a foreign language. The research paradigm of this study was carried out under a qualitative approach. As a consequence, in order to analyze students' perceptions before and after receiving peer feedback, data from two interviews with eight open-ended questions and one feedback form that included four open questions were used. Findings revealed that students were likely to have positive perceptions towards peer feedback, even though they declared to be in need of some previous preparation in order to provide and receive peer feedback. Moreover, students tended to give commands to their classmates, which is a contradiction between what students thought before providing and receiving feedback compared to the manner in which they provided feedback to their peers. Finally, students agreed on the fact that they would receive feedback from a teacher or classmate. Still, students perceived the teacher as a figure of power whose attained experience validates him or her knowledge, whereas they perceived their classmates' comments more symmetrical because of the close relationship existing among them.

**Key words:** feedback- Peer feedback – Perceptions – writing

## Resumen

La retroalimentación es considerada como un dialogo en el cual existe un emisor y un receptor. Este tipo de comunicación también puede ser producida entre estudiantes, lo que es llamado retroalimentación entre pares, entendido por quienes emiten y reciben el mensaje. Este estudio analiza las percepciones de los estudiantes sobre la retroalimentación entre pares en una tarea escrita en el contexto universitario de inglés como lengua extranjera. El presente estudio fue conducido bajo un enfoque cualitativo. Para recolectar información se aplicaron dos entrevistas con ocho preguntas abiertas cada una, una pro-forma que incluía 4 respuestas abiertas para analizar las percepciones antes y después de recibir la retroalimentación. Los resultados revelaron que los estudiantes tienen una disposición a recibir positivamente el uso de este tipo de retroalimentación. Además, los estudiantes demostraron dar órdenes a sus pares, lo cual es una contradicción de lo que ellos pensaban antes de recibir y dar retroalimentación comparado con la forma en que ellos dieron retroalimentación a sus compañeros. Finalmente, los participantes llegaron a la conclusión de que prefieren recibir retroalimentación tanto del profesor como de sus compañeros. Sin embargo, los estudiantes perciben al profesor como una autoridad de poder y conocimiento debido a su validada experiencia, mientras que a sus compañeros como una figura de confianza debido a la relación simétrica que existe entre ellos.

**Palabras claves:** retroalimentación, retroalimentación entre pares, percepciones, escritura.

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**CHAPTER I**  
**RESEARCH PROBLEM AND OBJECTIVES**

## **1. Research problem**

Over the last decades, writing was conceived as a product due to the behaviorist approach that was implemented. In spite of this, as learning approaches became more student-oriented, acquisition techniques and strategies started to enhance learning as a process, including English learning abilities as well, such as writing. In the context of Teaching English as a Foreign Language in Chile, according to the Ministry of Education, writing development should be promoted as a process in which students have the possibility to generate and organize ideas, give them coherence, check and correct the drafts, and finally to publish what was written. Regarding these steps, checking and correcting act as a stage in which teachers provide language information about students' writing process. This instance is called feedback by Hyland & Hyland (2006) and previously coined and Vygotsky (as cited in Sternberg and Williams, 2010).

In the Chilean educational context, factors such as lack of time and class sizes may hinder students and teachers' role in the process of developing a writing task. Teachers' time generally results insufficient to monitor all students' progress. In addition, the amount of drafts that might be left to check by the teacher, who is most of the times the only source of feedback of a class, is beyond their possible timetable.

As students of a Teaching of English as a Foreign Language program, it was experienced by the researchers that using peer feedback could be a possible solution to teachers' timetable. During the researcher's' teaching experiences, it has also been noticed that feedback and particularly, peer feedback is not a widely used tool in the English class. Due to this, peer feedback becomes a relevant assessment scenario to be considered in the teaching and learning process of a written task. Hyland & Hyland (2006), consider feedback as a dialog between the teacher and student. Therefore, this type of communication (peer feedback), that can also be performed among students, should be understood by the provider and receiver of feedback.

In order to understand how feedback is received by the students (Tapia, 2014) carried out a research about written comments. In her analysis, she takes into account different researches about feedback and their results. Accordingly, it is demonstrated that students may not accept all the comments. In this line, misunderstandings in the process of providing feedback and peer feedback may occur due to different perceptions of the message. Hence, different preconceptions about the peer feedback provider may have an impact on the perceptions of the message.

Consequently, this study analyzes what students' perceptions are towards peer feedback in a written task, and the knowledge students may have concerning this subject. As a result, it will be studied students perceptions before and after receiving peer feedback through drafts writing in the context of an English as a Foreign Language class.

## **2. Justification**

At present, the process of peer feedback in the Chilean school context may have not been investigated in depth. However, there are similar researches around the world which have demonstrated that peer feedback is a system which assists students to develop different aspects of metacognition.

In Hong Kong, Jane Mok (2010) conducted a research where a group of students gave their opinions on the experience of using oral peer feedback. As a conclusion, it was found that this type of evaluation promotes student autonomy. In the same line, Miao, Badger and Sen (2006) compared collective feedback provided by the teacher in class. The results showed that the collaborative feedback was much more meaningful for students by the way corrections (orally, using a colloquial language) were given. Still, students preferred the feedback given by the teacher since he manifested more level of proficiency, whereas they rejected peers comments as they belonged to the same age group.

As a group, we decided to research students 'perceptions about peer feedback because today in Chilean context, English as a subject should be taught in the framework of communicative approach according to the Ministry of

Education, which is based on the development of the four skills (listening, reading, writing and speaking) and encourages the active participation of students in every moment of the class through interaction. However, this may have not been evidenced by students neither by us according to our experiences at schools. Therefore, a question arises which lays on thinking about a new technique that could promote the student's participation. As a result, our attention will focus on this kind of evaluation system which promotes the students' learning process in a critical and constructive way. In the case of English language teaching and the communicative approach, feedback is a tool that helps students to practice the language and makes it more understandable. Besides, in the process of learning English, at least two skills are used at the same time. In the case of writing, reading acts as a supporting ability most of the times. Notwithstanding, speaking and listening can support the development of writing as well.

This study may contribute in didactic and pedagogical terms. For instance, the fact that peer feedback can be applied in both English as a foreign language and others subjects. From this perspective, it could complement and enhance the autonomy, criticism and decision making of students, which play an important role in the learning process as well.

### **3. Research questions**

- 3.1. What are students' perceptions about peer feedback?
- 3.2. What are students' perceptions about peer feedback in a written task of an English as a Foreign Language class at university level?

### **4. Research assumptions**

- 4.1. Students perceive they are not prepared to provide peer feedback
- 4.2. Students perceive peer feedback as a trustful instance.
- 4.3. Students perceive peer feedback as an English learning instance.

### **5. Objectives**

#### **5.1. General objective**

To analyze students' perceptions about peer feedback in a written task of an English as a Foreign Language class at university level.

#### **5.2. Specific objectives**

- 5.2.1. To study students' perceptions before receiving and providing peer-feedback in a written task.
- 5.2.2. To analyze the type of comments provided by peers in the context of a written task at university level.
- 5.2.3. To reveal students' perceptions after receiving and providing peer feedback in the context of written task at university level.

**CHAPTER II**  
**THEORETICAL FRAMEWORK**

In the present study, students' perceptions of peer feedback in a written task will be analyzed. In order to provide a better understanding of the phenomenon, concepts such as feedback in EFL (English as a foreign language), feedback in writing, peer feedback and writing, as well as perceptions from student oriented approaches will be introduced.

In the Chilean educational context, the use of peer feedback is promoted by the Ministry of Education during secondary education. However, the lack of literature regarding this type of practice have proved that the actual application of peer feedback has been reduced to higher education instances. Hence, this study was conducted on first year students during their second semester, an instance that permitted to contrast their previous and current experiences, as well as supporting the above mentioned assumptions.

In the light of the previous facts, the following chapter introduces literature that provide theoretical support for this study.

## **1. The nature of writing**

In the process of writing, the cognitive ability of the writer has a direct impact on the course that takes a written task to be finished. This process can be addressed by considering the mental activity and decision-making processes depending on the expertise of the writer (Weigle, 2002). In fact, the level of expertise and experience in writing can be gauged through the use of

strategies. Expert writers tend to consider the use of strategies such as editing, planning and revising, adding persuasive discourse underneath, and even minding the subjected audience of the writing. These strategies, as part of the core nature of writing, are scarcely to be developed in novice writers, however (Weigle, 2002).

In this regard, Weigle (2002) complements that measuring writers' expertise and writing skill becomes fundamentally important for addressing the issues which might influence the models that describe the writing process. Hence, in order to understand the influential factors that contemplate cognitive ability, several models of the writing process are presented and cited by Weigle (2002) following Hayes & Flower (1980), and an updated version proposed by Hayes (1996) afterwards. This model studies the issues surrounding the writing process, initially including the task environment, and lately adding those related to inner processes in the writer's mindset. To complement, the author follows Bereiter and Scardamalia (1987) as well, whose model considers the differences between expert and novice writers. Additionally, some of these models are open to answering questions such as:

*What are the cognitive processes, or mental activities, involved in writing? What sources of knowledge does the writer draw upon in*

*writing? What other factors influence the writing process? (Weigle, 2002, p. 23)*

As it can be noticed, the author considers cognitive processes and mental activities as similar concepts, as well as introducing models which are endorsed by a particular approach.

Primarily, the model presented by Hayes (1996), which is referenced by Weigle (2002), highlights individuals' inner processes and the task environment, as previously mentioned. To start with, the individuals' interior events are divided into four main components: working memory, motivation and affect, cognitive processes and long term memory (Hayes, 1996, as cited in Weigle, 2002). These components interact with each other in order to complete an assigned writing task, and serve as resource for the writer when strategizing and putting ideas together. As a consequence, mentioned constituents work, in effect, for the purest core of writing nature inside writers' mind. Working memory arranges schemes and ideas for the purpose of expressing them in the written task – which is part of the task environment component of the Hayes (1996, as cited in Weigle, 2002). Next, motivation and affect act as the predisposition of the writer to finish the task, resulting in a sphere of motivation, predisposition, beliefs and attitudes as well as estimates for completing the task. To continue with, cognitive process have an impact on comprehension and how writers' understanding is finally translated into a

text. Finally, long term memory, as one of the main components, provides the writer with the necessary knowledge when attempting to support the ideas expressed in the text. In the same line, Hayes (1996, as cited in Weigle, 2002) also introduces the task environment dimension. This part of the writing process involves the assigned task itself as well as the intended audience by the writer. The successful interaction between inner processes in individuals and the task environment are the complements for a finished written work (Weigle, 2002).

## **2. Feedback in teaching English as a Foreign Language**

Providing feedback to students is nowadays a commonly used teaching practice whose purpose lays on fostering and assisting students learning process. Different authors have defined feedback throughout the last decades. For example, Tee & Ahmed (2014) explain that feedback is critical in scaffolding in the development of quality of teaching and effective learning in all education setting. In this line, Hattie & Timperley (2007) state that feedback is one of the most powerful influences on learning and achievement, but its impact can be either positive or negative. Feedback in this research is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding (Hattie & Timperley, 2007, p. 2). Consequently, feedback can be seen as an important piece of information that improves students' performance.

Furthermore, in the context of the Cognitive Approach introduced by Vigotsky's (as cited in Sternberg & Williams, 2002) early studies, feedback

development in Teaching English as a foreign language has arisen as the main response to teacher-student dialogic interaction throughout the learning process (Bitchener & Ferris, 2012). As a consequence, the aim of teaching has not only taken into account the inner acquisition processes within language learning and language production, but has also considered the improvement of the four skills (listening, reading, writing and speaking) in the English language as a mean of communication. Still, guidance has been claimed to play an important role when learning a new language, since learning in most of the cases might not be accurate in comparison to the correct use of the English language (Rollinson, 2005). This guidance can be summarized into simpler words: feedback. Inputs provided by the teacher allows the learner to realize certain mistakes in the learning process and improve his or her performance as a result of this. Furthermore, Ambrose (2010) has introduced the practical application of this process. Accordingly, feedback plays an important role throughout the development of a particular skill that needs to be mastered. The correct practice and identification of mistakes in a specific time may help a learner to realize them, especially in language learning. Hence, feedback has arisen as guidance for practice development and skill improvement (Ambrose, 2010). In addition to this, the author also complements feedback by stating that motivation acts as one of the main detonators for learning in students, which adds another factor when dealing with improving students' performance. In fact, positive feedback from a teacher or a peer might be considered as an extrinsic motivator for students. That is, external inputs which have an effect in our motivation.

Within feedback, Hyland & Hyland (2006) notes the different instances, such as error correction in writing development, in which feedback might be necessary to be applied, providing also the conditions that support Ambrose's assumptions from a language teaching perspective. Feedback in language teaching must be carefully given to the student, taking into account appropriate language use and style (Hyland & Hyland, 2006). As it can be noticed, the actual application of feedback in the learning process is a critical instance in which the teacher becomes aware of a wide range of information. This information can therefore be used in order to accomplish a set of pedagogical and interpersonal goals which are deemed to students' competence and performance (Leki, 1999, as cited in Hyland & Hyland, 2006), finishing with the improvement of the ability under development.

### **3. Feedback in writing**

The importance of feedback in writing lays on the development of the process approach where the role of teachers acts as a facilitator who offers guidance in helping students' writing composition (Brown, 2007). Consequently, feedback is seen as an integral part of the process of learning (Rust et al., 2005, as cited in Cartney, 2010). In this line, Handley et al. (2008) states that *feedback is essential to our process of learning, whether it is given by peers or staff* (p.8). In this aspect, (Keh, 1990) explains that the process of writing has stages which consist on: *generating ideas (pre-writing); writing a first draft with an emphasis on content (to 'discover' meaning/author's ideas); second and third (and possibly more) drafts to revise ideas and the communication of those ideas*. Finally, Brookhart (2008) states that feedback is an important component of formative

assessment, for instance, essay writing, since it provides information about students' performance regarding classroom goals.

Feedback is situated in language, culture and relationships. This means that the socio-cultural context of feedback should be taken into account when developing effective feedback methods. Handley et al. (2008) explain that there are two types of dimension which are relational dimension and rational dimension. In the former there is a more personal, 'relational' dimension to feedback where students' interpretation and engagement with feedback is partly dependent on their relations with the person(s) giving it. Therefore, feedback as a relational dimension is going to be dependent on students' relations with the person(s) who gives it. Chinn and Brewer (1993, as cited in Handley et al. 2008) explain this rational dimension which involves dynamics of trust and of credibility of the tutor's grasp of the content. In this line, In fact, literature reveals that students want feedback and appreciate good feedback (Hyland, 2000). Plus, it is explained that students value teacher written feedback. Hyland & Hyland (2006) state that:

*Feedback has long been regarded as essential for the development of second language (L2) writing skills, both for its potential for learning and for student motivation (p.1).*

In accordance with the authors, students may value teacher feedback because of his/her knowledge about the content and the form of the language, as well as providing an input for motivation in language learning.

Teachers provide feedback on students writing in order to help students improve their writing composition. However, some students, in order to protect the

integrity of their beliefs and knowledge, will reject corrective feedback and find ways to discredit or devalue it (Chinn and Brewer, 1993, as cited in Handley et al. 2008). In this sense, Sommers (1982) explains that teachers have acquired the belief of assisting students writing while they are working on the writing composition, instead of commenting after the text has been completed. Nevertheless, Sommers (1982) points out at the appropriation of the text throughout the process as a consequence of assisting students, adding:

*[...] teachers' comments can take students' attention away from their own purposes in writing a particular text and focus that attention on the teacher's' purpose in commenting (p. 149).*

Therefore, students might be pulled by teachers' comments to change their ideas due to their hierarchical position hold by teachers' in the classroom, which sometimes leads students to change and follow teachers directions instead of maintaining their own ideas. This interaction is called power relations and is addressed by Isaac (2001, as cited in Liu & Carless) who explains that *learners might feel resentful because they have to surrender some power and control over their own work* (2006: 9). It has also been argued students opinions towards comments, especially in peer feedback, where students might show resentment depending on the manner in which feedback is provided.

How teachers correct second language (SL) errors is an interest topic for researchers. In concordance with Hyland & Hyland (2012) in a recent review, it is explained that *research literature has not been unequivocally positive about its role in writing development, and teachers often have a sense that they are not making*

*use of its full potential* (p. 2). In addition, Ferris (2006) includes that *responding to student writing is one of the most challenging aspects of the writing instructor's job, and it is certainly the most time-consuming* (p. 165). In this sense, Ellis (2008) has proposed a typology of written corrective feedback which are options for correcting linguistic errors in students' written work. Straub & Lunsford (1995) have also proposed a way of responding to students writing; nonetheless, their method focuses on content, organization, and purpose. Consequently, while Ellis' typology is focused on local aspect of the writing composition Straub & Lunsford's is focused on the global ones. Furthermore, these authors proposed a method of analysis that has two perspectives to examine teachers' written comments which are: focus and mode. On one hand, Straub & Lunsford (1995, p. 158) explain that the focus identifies what a written comment refers to. Additionally, they divided this perspective into two: global and local. The former refers to aspects of writing such as ideas, development, and global structure. The latter has to do with aspects such as correctness, wording, and local structure. On the other hand, Straub & Lunsford (1995) state that the mode examines how the comments are framed (p.158). The mode is divided into 10 categories: corrections, evaluation, qualified negative evaluation, imperatives, advice, indirect requests, problem-posing questions, heuristics questions and reflective statements.

As it was stated before feedback is not only given by teacher, but also it can be given by peers. This type of feedback is in fact known as peer feedback.

#### 4. Peer feedback in teaching English as a foreign language

Peer feedback is one of the types of feedback used in educational contexts to promote collaborative learning and responsibility, substantially demonstrating the advantages that this practice has in the learning process.

In literature, this term is found with different names: peer review, peer editing, peer response, peer evaluation. However, all of these terms refer to the same process. van den Berg et al. (2006) propose that *student assessment is understood to be an arrangement with students assessing the quality of their fellow students' writings and giving feedback to each other* (p. 19), considering the idea that peer feedback is a way of transaction among students and their writings. Another definition to take into perspective is introduced by Falchikov (2007, as cited in Spiller, 2012):

*[...] peer assessment requires students to provide either feedback or grades (or both) to their peers on a product, process or performance, based on the criteria of excellence for that product or event which students may have been involved in determining* (p. 132).

Therefore, students are involved in judging their peer's work based on a criteria that sometimes has been previously established.

In the same line, Topping (1998) defines peer assessment as *an arrangement in which individuals consider the amount, level, value, worth, quality, or success of the products or outcomes of learning of peers of similar status* (p. 250).

Consequently, peer assessment can be seen as an evaluation of a product among people at the same level. Besides, it is worth to mention that this sort of feedback can promote social interaction so that the student who provides and also who receives the feedback maintain a communication in the process. Hyland (2006) states that *from a socio-cognitive perspective peer review can be seen as a formative developmental process that gives writers the opportunities to discuss their texts and discover others' interpretations of them* (p. 6). Therefore, peer editing can promote socialization and also help students to take into account different opinions about their own performance, in this case their writing tasks.

#### **4.1. Peer feedback in writing tasks**

During the last century, and according to our Chilean context, teachers who teach writing were more focused on the final product rather than the process. However, it has changed during the time. Singh (1992, as cited in József, 2001:15) proposes 'The process approach' which involves 3 different stages such as planning, drafting and revising. Taking this cycle into account, it is necessary to mention that peer editing is a key and a real element because *it is true sharing process [...] adding (it) is a true way street* (Brown, Cohen and O'Day, 1991, as cited in Brown, 2007: 407) because the provider and the receiver have the same opportunity to experience feedback.

EFL students are used to receiving feedback from the teacher because in our context, the teacher is the only person providing feedback. This happens because the teacher still has a central role in Chilean context rather than a facilitator (MINEDUC, 2012). Nevertheless, the process of giving and receiving

feedback from peers has been taken into perspective in ESL writing classes because of its effectiveness. By this way, researchers have studied its effectiveness in different contexts. For instance, one of the findings has been that peer editing reduces misinterpretations due to the negotiations of the meaning between learners and encourages students' autonomy (Yang, Badger, & Yu, 2006). Besides, students are exposed to exchange and read their classmates' ideas on different topics which imply interaction and an improvement of their own conceptual thinking (Lin & Chien, 2009)

Peer feedback in writing tasks consists of giving and receiving comments from a peer to a written text. However, most of them are focused on grammar mistakes rather than ideas. As Storch reports (2005), L2 contexts where students are focused on the final product rather than the process, and makes the difference between sentence-level errors (local errors) and the content and ideas (global errors). These types of errors are commonly seen in writing tasks, however, in our country this concept is more frequently used because EFL students are focused on grammatical than global errors. In addition, peer feedback has many advantages since it covers areas in which students test different cognitive and socio/cognitive aspects, Topping (1998) points out *peer assessment also involves increased time on task: thinking, comparing, contrasting and communicating*. As a consequence, this is a process in which students can identify errors and edit their works. Subsequently, peer feedback plays an important role in the learning process. Liu and Carless (2006) found that peer feedback enhance students' learning process

because it involves a meta-processes in which they have to justify and reflect on what they have done. To support this, Wenger (1999) adds that:

*Learning involves active participation in a community of practice in which members of the community determine and structure their own practices and construct identities in relation to these communities (p. 4).*

This means that learning is a social process in which students can learn from others. Rollinson (2005) states that peer feedback encourages collaborative dialogue between the reader and writer. In this line, peer feedback plays an important role in terms of collaboration and socialization among peers. Besides, in the process of peer feedback there is a symmetrical relationship which may encourage students to accept the comments provided by peers. Rollinson (2005) explains the idea of symmetrical relationship in peer feedback. He states that peer audiences are also potentially more sympathetic than the more distant and possibly more judgmental teacher audience. Moreover, Rollinson also points out that peer response operates in a more informal level than teacher response. Therefore, students may prefer receiving feedback from their classmates to receiving feedback from their teacher because they could feel more comfortable when explaining and clarifying some problems among peers.

Another aspect to take into account is the advantage that peer feedback has. Most of the students who receive feedback from peers agree on that this is a way to improve in terms of vocabulary and helps to correct syntactical aspects of writing. In other words, it is a good instance to learn. Moreover, De Guerrero and

Villamil (2000) pointed out that at times the reviewer scaffolds the learning of the writer, while at other times the writer scaffolds the learning of the reviewer. However, disadvantages also take place when using peer feedback. One of them is the lack of objectivity. In this line, peer feedback was described as “unfair and risky” because students doubted about seriousness and objectivity of their classmates.

#### **4.2. Students’ perception about peer feedback**

Previous studies have shown that students’ perceptions about peer feedback may be fostered by other types of feedback. In 2006 Yang, Badger and Yu demonstrated this on their study, exposing that *students value teachers feedback more highly than peer feedback* (p. 193). This might be influenced by the belief of teachers hierarchy inside the classroom, whose experience possesses the truth about what is taught, invalidating students possible peer feedback. By the end, students may trust more teachers’ feedback rather than students’ feedback. In the same line, Tapia Ladino. M, Correa. R, Arancibia. B. (2016) demonstrated on their study that:

Según lo declarado por los tesisistas, estos aceptan la relación de poder y autoridad establecida con su profesor, pues este es un experto que les proporciona un sentido de orientación en vistas a conseguir un objetivo. Esto a su vez, les genera una sensación de logro que los hace sentirse conformes con el trabajo realizado y agradecidos de la ayuda prestada por su profesor guía.

Validating teacher's hierarchy when giving feedback due to their experience and possible wider knowledge of the subject. Providing a guidance to the students' final objective and giving a sort of objectivity when correcting.

Even though students may trust more in teachers' feedback rather than on their peers' feedback, they feel more comfortable receiving peer feedback. Yang, Badger and Yu (2006) showed that students are likely to work with their classmates, over their research they quote one of their participants who stated that *peers are closer in age and experience (...) students have more in common with their peers rather than teachers* (p. 193). As students see teachers as an authority, they just do not want to be exposed and fail in front of them; between peers there is a level of confidence where failing might be not as terrible as what it might be with a teacher.

Confidence and proficiency is a key element for students who provide peer feedback, Mok (2011) proves that students feel that in order to provide peer feedback there must be a previous acknowledgement, not only about the language but also about the peer feedback process itself. On Mok's research (2011), students pointed out that *they were not good enough to assess their peers* (p. 234). In the same research, findings proved that some of the students believed that their English proficiency was too low in comparison with their classmates', which may have an effect on how they will perform when doing feedback among their classmates. As a matter of fact, motivation and preparation play an important role for raising students' confidence when doing peer feedback. These two elements can increase the quality of what they provide for their classmates and also can

create a more meaningful learning instance. Ambrose (2010) explains that motivation *generates, directs, and sustains what they do to learn*. (p. 69), emphasizing the importance of motivation in the learning instance.

According to what students may perceive about peer feedback, learning is an important concern students have. Zhao (2014) pointed out that peer feedback is a good instance to learn from others, highlighting one of the student's responses: *I can learn from their writing by reading it, another resource for learning*. (p. 163). This is, indeed, one of the possible benefits that peer feedback has on students.

A study carried out by Siow in 2015 demonstrated how students realized that peer feedback helped them to be more critical not only with their peers, but also with themselves. According to his experiment, peer assessment made students feel [...] *they were more critical, worked in a more structured way and were encouraged to think more* (p. 26), who perceived it as a good instance to become more aware and analytical on their own tasks.

Even though most of the researches have demonstrated that peer feedback has good perceptions in students, there are also concerns that may have effect on students' feedback. Cassidy (2006) demonstrated that students can react on a negative way towards providing and receiving peer feedback. In his experiment, a little percentage of their students *expressed concerns about being assessed by their peers and about the potential for their ideas to be stolen* (p. 513). If these situations are not well prepared and in an uncomfortable environment, may produce anxiety and stress among students.

As it was mentioned before, students have demonstrated anxiety when doing peer feedback. Not only because of the fact of being exposed, but also providing feedback may stress students who do not know about this process. Mulder et al. (2014) realized that students demonstrated worries about not being too bad or too good with their comments when doing peer feedback. Beside this, some students see peer feedback as a negative tool because they refused to give up power over their own work. In addition to this, some students have their own view about their work; that is why, they may not share the feedback provider's comment. In this line, Rollinson (2005) points out that who receives the comments retains the right to reject or maintain his possession of the text.

Regarding the previous topics, feedback can be defined as a process where an agent provides comments on someone's performance. Contextualized in the process of teaching and learning, feedback can play a fundamental part in the development of skills that are required in the language. During the writing process, feedback can help the reinforcement of the process of writing, where comments can provide the necessary information about the writer's performance and development of the language. Indeed, peer feedback can work in favor of teachers and students in the form of the potential benefits mentioned before, such as collaborative learning, responsibility and social skills, among others. Even though there may exist proper benefits of this process, students, which are the main subject over this research, may have different perceptions towards peer feedback which may influence their conception of this process.

**CHAPTER III**  
**METHODOLOGY**

## **1. Research paradigm**

This research was conducted under a qualitative scope. The instruments designed for gathering data aimed to analyze students' perceptions before and after receiving and providing peer feedback in a real university EFL class context. Hence, according to Bisquerra (2004), this is a qualitative study which focuses on the perception of reality as an inter-social construction in order to understand and interpret meanings of people's, perceptions, intentions and actions. Therefore, the main goal of this study is to analyze students' perceptions about peer feedback in a written task in an English as a foreign language class, which is the most important qualitative information considered for the analysis.

## **2. Type of design**

As it has been stated before, this study was conducted qualitatively, utilizing a case study research design. Bisquerra (2004) defines a case study as a method of research which is relevant for the development of social studies. Case studies imply a process in which a phenomenon is analyzed systematically and deeply. It is a strategy of research design that permits the selection of the object/subject under study and the real scenario which is the source of information.

## **3. Participants**

The participants of this study were twenty-eight students who were enrolled in first year of English Pedagogy at a regional university in Concepción, specifically in English Communicative Competence: Initial Level II course. The students' ages ranged from 18 to 20 years old. According to the teacher in charge of the class, the participants' proficiency level in the target language corresponded to A2 to B1 following the Common European Framework of Reference for Languages (CEFR).

The participants of this study have 10 hours of English per week, which were divided in 60 minute-long lessons. Additionally, teacher's classes emphasized both receptive skills of the language (reading and listening) and productive skills (speaking and writing). Moreover, within these 10 hours of English they had 2 hours of literature where they have to write in their reading log about what they had read. Finally, these students had to complete 10 hours of autonomous work in order to foster and improve their English skills.

#### **4. Instruments**

The instruments used to collect the data of this study were three instruments. Two interviews (for interviews see appendices I, II) and one feedback form (see appendix N°3). All of the instruments were adapted and adopted from a research conducted by Yang, Badger & Yu (2006) and also checked and validated beforehand by three university professors from a regional University in Concepcion, Chile.

Instrument 1 is an interview applied to 7 students chosen randomly from the EFL university class. This interview consisted on 7 open questions and the objective of this instrument is to analyze what students knew and also if they ever had any kind of previous experience with peer feedback. This interview is conducted in Spanish in order to get the best of the students' opinion and also to create a less stressful environment while doing the interviews. This interview is analyzed by the following categories:

**Table 1. Instrument 1**

	<b>Category</b>	<b>Definition</b>
1	Previous experiences	The objective of this category is to analyze the past circumstances in which students may have had peer feedback in written tasks. Following, Dewey (1997) the principle of continuity of experience means that every experience both takes up something from those which have gone before and modifies in some way the quality.
2	Perspectives about peer feedback	The current category addresses the opinions that participants hold about peer feedback. This concept can be defined as the belief or point view that someone may have regarding certain ideas and concepts (definition proposed by the researchers).
3	Advantages of peer feedback	The purpose of this category is to reveal the possible benefits that peer feedback may have at the moment of writing and how peer feedback may help students to succeed in a written task. (Definition proposed by the researchers)
4	Disadvantages of peer feedback	In this section will be addressed the drawbacks of peer feedback which were noticed by students when receiving written comments in a written task. (Definition proposed by the researchers)
5	Learning instance	In this category, it will be presented the reasons provided by students to consider peer feedback as a learning instance.
6	Trust	This category is defined by Noddings (1988) who couples trust development with the moral value of caring, asserting that teachers and students should together model, dialogue about, practice, and confirm an ethic of caring in the classroom.
7	Previous preparation	The purpose of this category is to analyze how important previous preparation on peer feedback is. (Definition proposed by the researchers).

Instrument 2 is a feedback form where the student feedback provider (SFP) comments his or her classmate's written draft. This feedback form consisted of 4 questions. The aim of this instrument is to examine students' impressions about peer feedback while they are providing feedback to their classmates. In addition, this feedback form was applied during an EFL university writing lesson previously

planned by the researchers. The questions of this instrument were conducted in Spanish.

The sections for the analysis emerged from each of the 4 questions applied in the feedback form, which concluded in the following: Main Idea, Organization, Comprehension and Suggestions.

Due to the complexity of the answers of the feedback form, the researchers decided to include Straub & Lunsford (1997) categorization to analyze the SFP answers.

**Table 2.** *Instrument 2: Straub & Lunsford categorization*

<b>FOCUS</b>	<b>MODE</b>
<b>Global</b>	Corrections
Ideas	Evaluations
Development	Qualified negative evaluations
Global structure	Imperatives
	Advice
<b>Local</b>	Praise
Local structure	Indirect request
Wording	Problem posing questions
Correctness	Heuristic questions
<b>Extra- textual</b>	Reflective statements

These categories were used for analysis purposes following the aspects of the texts produced by students as part of instrument 2 task. For definitions of each categorization see Appendix nº 7.

Instrument 3 is an interview applied to the same 7 students from the first instrument. This interview consisted on 6 open-ended questions and 1 semi-open multiple choice question. Furthermore, the main objective of this instrument aims at the acknowledgment students perceptions after receiving and providing peer feedback – this interaction is presented as the core part of instrument 2, which is the context where students utilized peer feedback as part of the presented task. The interview was conducted in Spanish in order to obtain a more complete source of information from students' opinion and also to provide a less stressful environment while implementing the interviews.

This interview is analyzed by each of the following categories:

**Table 3.** *Instrument 3: Categorization*

	Category	Definition
1	Perceptions about Peer Feedback	According to Massarik and Wechsler (2000) perception is the conception of opinions, favorable and unfavorable, that have influence in our social behavior; It is the mean by which people create impressions and comprehend. Over this category, it will be analyzed students' insights about peer feedback.
	Subcategory	Definition
1.1	Experience of Receiving Feedback	Over this category it was analyzed students feelings about being given feedback from their peers. (Definition proposed by the researchers).
1.2	Preferences	This category analyzes students' inclination of whom they are likely to receive feedback from. (Definition proposed by the researchers).

1.3	Improvement	The next category analyzes students' responses in order to see how helpful the feedback instance is for improving their written tasks. (Definition proposed by the researchers)
2	Types of feedback	Ellis defines types of feedback (2008: 92) as the options available for correcting students' writing as a basis for both designing future studies and for pedagogical decision making.
3	Preference about peer feedback	This category takes into account students' preferences and the type of feedback that they would have liked to receive. (Definition proposed by the researchers).
4	Future application	This section takes into account participant's opinions about a possible peer feedback implementation in future and reasons why they would apply it. (Definition proposed by the researchers).

## 5. Organization and procedure of the data collection

The study was conducted in a period of four weeks, and it was divided into 3 steps: two interviews and one writing lesson. Before starting, it is necessary to explain that participants were informed both verbally and in written format that they would be asked to be involved in this study.

The interview was implemented by the research students at a regional university. Each interview lasted from 1 to 2 minutes per participant approximately, including 9 sample participants.

The next data collection step was gathered in a real EFL lesson context after six days of the application of the interview. During the development of this lesson, three stages were presented to the students as a Task-Based Lesson format. In the first stage, students were introduced a text including three topics: the good things, things to forget and things that surprised the teacher throughout her first year as an example. The second stage consisted of students performing the actual task in which they had to write a three hundred word draft using the three previously mentioned topics. After finishing the task, students were inquired to start with the peer feedback process. This process involved two steps in which students had to provide and receive written feedback from a peer. As a result, in the first step students had to exchange their drafts with a classmate using a feedback form (instrument 2) as guidance for SFP's. Students were not previously trained on how to do peer feedback, they were only asked to give comments following a proform given by the researchers. In the second step, students were asked to exchange drafts again and read SFP's comments. Using the comments provided, students were now inquired to rewrite the short text to present a final version of the text.

Finally, a final interview was applied to the same students of interview 1. However, this interview lasted around two weeks because of student's schedule changes. The interview was implemented by the research students at the university. Each interview lasted 1 1/3 to 2 minutes per participant approximately, including 7 sample participants.

## **6. Data analysis procedure**

For this study three steps were considered: step 1 involves the interview where students informed about what they know about peer feedback and their

perceptions about peer feedback. Step 2 consisted on a task where students had to write a piece of writing about their experience as freshmen at university. After writing the exchange their drafts with a classmate and they needed to write comments following the feedback provider proform. Finally, in step 3 students had to answer an interview.

Once interview 1 was applied and recorded, the researchers took two weeks to analyze the data collected. During this process the information of each researcher was analyzed and triangulated as a group so that the data from each interview could be as reliable as possible.

The triangulation consisted in comparing students' answers in order to find divergences and convergences about different students' perceptions about peer feedback before receiving this type of feedback. During this stage, the interviews were recorded and then transcribed by each member to both Word and Excel documents. In order to obtain a general impression of students' perceptions about peer feedback, both questions and answers were classified per category and therefore analyzed. Thereupon, a section was given to each question to organize the information. To come up with this categorization, the researchers followed Sampieri (1996) qualitative method categorization of the data.

The next data collection was analyzed following Straub and Lunsford (1995) categorization. This process took two weeks. This analysis took into account students' written comments about their peers' drafts using as a model the categories mode and focus respectively. During this stage, the information was analyzed as a group as well. The sample was of 28 students; however, only 12 students' comments on their classmates' draft were considered because only those

were completed. The comments were analyzed in emergent sections from the questions given, and subcategories from students' feedback written comments.

The last instrument applied was interview 2, in order to reveal the participants' perceptions about peer feedback after receiving this kind of feedback. This analysis was done under the same procedure as the first interview and also analyzed as a group. It should be mentioned that in this stage students were asked to answer the interview three weeks later because the students who were asked to participate did not attend classes regularly.

**CHAPTER IV  
DATA ANALYSIS**

The purpose of this chapter is to study the data collected to analyze students' perceptions about peer feedback in a written task of an English as a Foreign Language class of the English Teaching Program at a regional university in Chile. The data analysis will be carried out by each specific objective. Evidence will be presented in each of the categories.

**1. Specific Objective 1: *To study students' perceptions before receiving peer-feedback in a written task in an EFL lesson.***

To achieve this objective, a semi-structured interview -instrument 1- was designed and applied to the participants before receiving peer feedback.

The data of the semi-structured interview will be analyzed by each category of the analysis:

**Table 4. Categories: Interview 1**

<b>Interview categories</b>	
1	Previous experiences
2	Perspectives about peer feedback
3	Advantages of peer feedback
4	Disadvantages of peer feedback
5	Learning instance
6	Trust
7	Previous preparation

The analysis will be presented by each of the following predetermined category:

### 1.1. Category: Previous experiences in peer feedback

The objective of this category is to analyze the past circumstances in which students may have had peer feedback in written tasks. Following, Dewey (1997) the principle of continuity of experience means that every experience both takes up something from those which have gone before and modifies in some way the quality.

**Table 5.** *Previous experiences*

<b>Participants</b>	<b>Evidence</b>
Student 1	<i>¿Has recibido alguna vez un comentario de algún compañero en algún trabajo escrito? Da ejemplos</i>
Student 2	<i>En un ramo de educación pusieron en mí que había trabajado bien y que había hecho... en las fechas que correspondía lo que me tocaba.</i>
Student 3	<i>Sí, varias veces en el semestre pasado tuvimos que hacer un ensayo en introducción a la pedagogía nos fuimos dando comentarios entre los tres para ver como: oye podrías sacar esto yo coloco esto tú colocas esto y así.</i>
Student 4	<i>Por ejemplo, cuando está mal escrita una palabra o te piden que o dar una sugerencia sobre algo que uno lee.</i>
Student 4	<i>No, nunca.</i>

There is a general agreement which denotes that some participants have received peer feedback in previous instances. As regards this agreement, some students provide peer feedback examples which are exclusively associated with bachelor courses. Student 2 explains this aspect by stating: [...] *varias veces en el semestre pasado tuvimos que hacer un ensayo en introducción a la pedagogía* [...]. On one hand, students 2 and 3 associate their experiences with the type of

comments provided by their classmates in written tasks, particularly the grammatical aspects of the language. On the other hand, student 1 refers to these experiences as a mean of responsibility rather than the development of the written task. Ambrose (2010) proposes that students' motivation to learn might be influenced by the desire of a positive projection, meaning that students will be looking for making a good impression in terms of responsibility and intelligence, of the person when developing a task. In addition, Students 2 and 5 perceive peer feedback as a group work process, in other words cooperative writing, in which suggestions are fundamental for task development in students' writing. In contrast, there exists a low preference which reveals that some students have never received peer feedback. This point is exemplified by Student 7 who states never having had the chance to work using peer feedback, taking into account university experiences.

## 1.2. Category: Perspectives about peer feedback

The current category addresses the opinions that participants hold about peer feedback. This concept can be defined as the belief or point view that someone may have regarding certain ideas and concepts.

**Table 6.** *Perspectives about peer feedback*

<b>Participants</b>	<b>Evidence</b>  ¿Cómo evaluarías la experiencia de recibir comentarios escritos de tu compañero? Fundamenta
Student 5	<i>Yo creo que es bueno porque así yo me doy cuenta realmente de si estoy mal o estoy bien con lo que tengo en mi trabajo y me sirve para mejorarlo.</i>
Student 6	<i>Bien porque...recibir comentarios, sobre trabajos, cualquier tipo de trabajo en realidad, es algo bueno y malo, porque ahí está la retroactividad, está el feedback, la opinión y con eso uno va aprendiendo uno va viendo bien los errores que cometió y a finalidad es todo para mejorar como persona.</i>
Student 1	<i>Es una buena experiencia porque así uno sabe cómo te ven las otras personas,...por ejemplo si tu trabajaste bien tu sabes que esa persona percibe eso de ti... en el caso contrario si no trabajaste bien y tu otro compañero te lo dice de una forma respetuosa, tú vas a tratar de remediarlo porque es fome igual no ayudar en un trabajo que te vean mal y después no te elijan para otro trabajo.</i>
Student 2	<i>Buena, sí, es que no son como comentarios negativos sino que son como críticas constructivas.</i>

All students agree that receiving and providing feedback would be a good experience regarding learning and performance. Firstly, most of the participants describe peer feedback as a learning experience and as a way to improve their work. This idea is supported by Zhao (2014). For instance, student 5 considers peer feedback as a mean of correction from his classmates by stating that [...] *me*

*doy cuenta realmente de si estoy mal o estoy bien con lo que tengo en mi trabajo y me sirve para mejorarlo [...].* Additionally, student 3 supports the previous statement by responding that this experience is *buena porque me sirve tanto a mí como para aprender*. Moreover, student 2 considers this experience as *buena, sí, es que no son como comentarios negativos sino que son como críticas constructivas*. Regarding this opinion, the participant seems to consider the experience as a constructive way of improving.

### 1.3. Category: Advantages of peer feedback

The purpose of this category is to reveal the possible benefits that peer feedback may have at the moment of writing and how peer feedback may help students to succeed in a written task.

**Table 7.** *Advantages of peer feedback*

<b>Participants</b>	<b>Evidence</b>
Student 5	<i>Te ayuda a darte cuenta de tus errores, alguna falta de ortografía, errores gramaticales.</i>
Student 3	<i>Él mejora su inglés al escribirlo y yo mejoro el mío al leerlo.</i>
Student 2	<i>Yo creo que en lenguaje en general es súper bueno recibir críticas, pero de una forma, porque si son críticas malas no va a ser tan bueno como el aprendizaje, dependiendo de cómo uno lo diga, uno puede aprender mucho más.</i>
Student 1	<i>La ventaja es que tú sabes lo que piensa la otra persona de ti y además al ser en inglés puedes aprender nuevo vocabulario o reforzar la gramática.</i>

Responses about the benefits of peer feedback were generally positive. Most of the students' evidence that they may improve in terms of vocabulary as

well as correct syntactical aspects of writing. This is supported by Straub and Lunsford (1995) categorization of local aspects. For example, student 5 commented *te ayuda a darte cuenta de tus errores, alguna falta de ortografía, errores gramaticales*. Moreover, some participants also declare that all types of comments are well received if they can improve their learning and their writing from this experience. For instance, student 3 considers that *él mejora su inglés al escribirlo y yo mejoro el mío al leerlo [...]*. This is supported by De Guerrero and Villamil's finding (2000) who pointed out that at times the reviewer scaffolds the learning of the writer, while at other times the writer scaffolds the learning of the reviewer.

There exist divergences in terms of how peer feedback could be beneficial. In this case, student 2 points out that the difference between good comments and bad comments will depend on how meaningful these comments can be. Consequently, this student believes that a good comment is better than a bad one because good comments are more meaningful according to the student. In addition to this, student 1 believes that peer feedback is an advantageous instance of perceptions acknowledgement from other people, which was identified by Rowe and Wood's study (2007).

#### 1.4. Category: Disadvantages of peer feedback

This section will address the drawbacks of peer feedback which were noticed by students when receiving written comments in a written task.

**Table 8.** *Disadvantages of peer feedback*

Participants	Evidence
	¿Cuáles son las desventajas de que un compañero escriba comentarios en un trabajo escrito en inglés tuyo?
Student 3	<i>A lo mejor el comentario no es objetivo y está más ligado a la subjetividad.</i>
Student 6	<i>Las desventajas son principalmente, el choque de ideas que se da. Porque si bien uno, uno puede pensar en hacer el trabajo de tal forma, el otro puede tener una idea totalmente diferente, entonces puede haber un choque de ideas...desarrollamos un mismo tópico pero alguien lo quiere llevar por un camino pero la otra persona lo quiere llevar por otro camino.</i>
Student 7	<i>No, no creo que habría desventajas.</i>
Student 4	<i>Puede ser que haya una mala onda entre el compañero y yo y ponga comentarios malos.</i>

Most of students believe that the main disadvantage in giving comments to a classmate's written work is the lack of objectivity. For instance, student 3 declares that *a lo mejor el comentario no es objetivo y está más ligado a la subjetividad*. This comment is pointing out at the subjectivity of the comments which could be “unfair and risky” according to Cheng and Warren (2003).

As a way of contrasting, student 6 and 7 have different perspectives of the disadvantages of giving and receiving feedback. The former states that the disadvantage might lay on the power relations that might be hold among students (Isaac, 2001, as cited in Liu & Carless, 2006: 9). For instance, student 6 points out

*Las desventajas son principalmente, el choque de ideas que se da. Porque si bien uno, uno puede pensar en hacer el trabajo de tal forma, el otro puede tener una idea totalmente diferente.* This participant refers to this comment as a way of exemplifying the different sights that the writer and the reader have about a text and their implications (Rollinson, 2005). The latter considers that there are no disadvantages in the process of giving and receiving comments. Finally, one student points out that a disadvantage could be the mode in which the peer feedback provider writes the comments. Finally, student 4 highlights that one important disadvantage of receiving peer feedback is influenced by the relationship the person may have with the peer feedback provider.

### 1.5. Category: Learning instance

In this category, it will be presented the reasons provided by students to consider peer feedback as a learning instance.

**Table 9.** *Learning instance*

Participants	Evidence
Student 2	<i>Cualquier crítica, sea negativa o positiva me sirve para aprender para bien, siempre para bien.</i>
Student 7	<i>Sí, porque uno va viendo lo que otra persona piensa y uno va reflexionando sobre eso.</i>
Student 6	<i>Efectivamente, porque uno necesita comentarios de otra persona, uno no puede vivir pensando... que todo lo que uno está haciendo es lo correcto.</i>
Student 1	<i>Sí, porque como ya dije: uno aprende a cómo te ven otras personas [...] y también uno aprende de sí mismo.</i>

All students agree on the fact that it is possible to learn from classmates' written comments. As a consequence, there are two main agreements within students' responses; the first one is stated by students 1 and 7. For instance, *Sí, porque como ya dije: uno aprende a cómo te ven otras personas [...] y también uno aprende de sí mismo*. These students consider peer feedback as reflexive instance of improving from classmates' written comments. Additionally, students 3 and 6 reflect on how peer feedback may help them to restate their written task.

On the contrary, one of the divergences is introduced by student 2, who emphasizes on peer feedback as a good instance of learning (Zhao, 2014).

Moreover, student 1 points out at the personalization aspect of learning from peer feedback, declaring *si, porque como ya dije eeh uno aprende a como te ven otras personas*. This aspect has to do deal with comments that may go beyond from a student, in this case what the students may think about the person who comments.

### 1.6. Category: Trust

This category is defined by Noddings (1988) who couples trust development with the moral value of caring, asserting that teachers and students should together model, dialogue about, practice, and confirm an ethic of caring in the classroom.

**Table 10.** *Trust*

Participants	Evidence
Student 2	<i>Dependiendo de quién me diga el comentario yo lo puedo tomar o lo puedo desechar.</i>
Student 1	<i>Bueno yo creo que esa aseveración no es correcta porque uno siempre aprende de otras personas...además como un compañero tuyo (...) creo que es la persona que uno más puede aprender aparte de un profesor porque es la persona con la que estás todo el día haciendo un trabajo.</i>
Student 4	<i>No es una cosa de confiar o no confiar, si no que aprender... hay entregarse un poco la confianza para poder compartir con el resto y poder aprender juntos esa es la idea.</i>
Student 7	<i>Debe ser de una persona que confía mucho en sí mismo pero que se está encerrando porque también tiene que ver las opiniones de los demás.</i>

On one hand most of the participants agreed that the statement might have been wrong. The main convergence presented in this category is perceptions of peer feedback as a group trustful learning instance. Two participants declared that they will trust the comment depending on who is the feedback provider with regard to level of proficiency that the provider should have according to Mok's findings (2011). In addition, student 1 stated that students can learn not only from the

teacher, but also from their classmates which encourages collaborative dialogue according to Rollinson (2005).

On the other hand, student 4 points out that peer feedback is not a trustful instance, instead he refers to this moment as a learning instance. Another divergence is that the feedback provider may take control of the written task. Student 7 refers to the statement as a close minded person who does not need any type of opinion of its work.

### 1.7. Category: Previous preparation

The purpose of this category is to analyze how important previous preparation on peer feedback is.

**Table 11.** *Previous preparation*

Participants	Evidence
Student 5	<i>¿Crees que es necesario tener algún a preparación especial para comentar trabajos en inglés? Explica tus razones.</i>
Student 6	<i>Nadie puede llegar y opinar de un trabajo si no sabe antes de lo que se trata un trabajo.</i>
Student 3	<i>Preparación no creo que haya... así como entendido de qué tipo de trabajo estoy leyendo, si es un trabajo en inglés, saber inglés como mínimo.</i>
Student 4	<i>[...] sí, pero también es necesario tener alguien que no tenga mucha preparación para que sea así como un trato más de iguales.</i>
Student 4	<i>No puedes comentar algo que no sabes de que se trata o de no sé qué.</i>

The data has shown that the majority of the students converge that there must be a preparation to provide feedback. For instance, students 1 and 6 agree

that if the comment is applied in an English learning context, the reviser should have the necessary knowledge to correct and be able to explain the mistake. This concurs with Rollinson's findings (2005). Beside this, students 5 y 6 converge that feedback providers should know the topic and content in order to successfully direct the comments. In this line, Storch's (2005) findings support that students not only are aware about local aspects, but also in content and organization.

However, student 3 states that much preparation is not needed in order to create a more symmetrical relationship which means that both feedback provider and feedback receiver are at the same level. This idea of symmetrical relationship is supported by Rollinson's findings (2005). Furthermore, in the case of students 4 and 6 there is an agreement that it is not necessary to have a preparation for giving feedback. Based on students' responses, it means that they do not find necessary to know feedback typology. Nevertheless, they point out at the fact that the feedback provider needs to know about the topic.

## **2. Specific objective 2: *To analyze the type of comments in the context of a written task.***

To achieve this objective, and interview -instrument 4- was designed and applied to the participants at the end of step 2.

To collect information about students comment about their peers writing task, a peer feedback form was given to the students. The comments of the peer feedback providers (SFP) were analyzed by each section from the Peer feedback

form (PFF) then, each category was analyzed following Straub & Lunsford categorization of written comments.

The analysis will be presented by each predetermined sections.

### 2.1. Section: Main ideas

In this section, main ideas recognition will be analyzed regarding the ideas present in students drafts, classifying students comments according to Straub & Lunsford's (S&L) categorization.

**Table 12.** *Main ideas*

SFP	Evidence	Categorization
4	<i>¿Cuál crees que es la idea principal o propósito del escritor?</i>	S&L
4	<i>En el “good things” creo que la idea principal se entiende, lo cual serían las cosas buenas del primer semestre, pero encuentro que hay conceptos parecidos. En “things to forget”... se entiende que la idea principal se entiende que son las cosas que no le agradaron. En “things that surprised me” es la idea más clara y precisa.</i>	Focus/Development  Mode/Evaluation
3	<i>Yo creo que la idea principal del escritor es contar sobre sus experiencias vividas en el primer semestre en la universidad.</i>	Focus/Global  Mode/Evaluation
2	<i>Demostrar el cambio que la vida universitaria ha causado en ello, en esta nueva etapa de su vida.</i>	Focus/Global  Mode/Evaluation

Throughout the peer feedback process, the way in which SFP's understood the purpose of the drafts lays the main convergence within the comments. For

instance, SFP's 3 who believed that SFRs' main ideas target was to tell their past experiences in the text. To exemplify, SFP 3 commented that "yo creo que la idea principal del escritor es contar sobre sus experiencias vividas en el primer semestre en la universidad." Additionally, SFP 2 stated that the main idea was to "demostrar el cambio que la vida universitaria ha causado en ello, en esta nueva etapa de su vida." SFP 2 considered that the main idea of the writer was to demonstrate different aspects of their lives during the course of the year.

As a way of contrasting, only SFP 4 believed that one of the main ideas was not as clear as the other ones in the draft, taking into account the similarity presented in some ideas.

From Straub & Lunsford (1995) classification perspective, the Focus of all the comments was global due to the question implication, aiming as a result at the ideas. However, SFP 4 focus its comments to the development of the draft. This characteristic was firstly introduced in Straub & Lunsford's (1995) classification of analyzing comments, in which development regards the additional support inquired by the SFP (student feedback provider). Regarding the Mode categorization, which includes the manner in which comments are provided, SFP 2, 3 and 4 Evaluated the draft by giving comments about the performance; for instance, SFP 2 states *la idea principal se entiende, lo cual serían las cosas buenas del primer semestre, pero encuentro que hay conceptos parecidos* demonstrating that is assessing their class manet draft development.

## 2.2. Section: Organization

The following section addresses students' comments regarding organization, which are analyzed by using Straub & Lunsford's classification.

**Table 13.** *Organization*

<b>SFP</b>	<b>Evidence</b>	<b>Categorization</b>
	<b>¿Qué piensas de la organización del borrador?</b>	<b>S&amp;L</b>
5	<i>La organización del borrador está muy buena, ya que, el borrador está dividido en las tres partes solicitadas.</i>	Focus/Local structure  Mode/Praise  (positive evaluation)
3	<i>Está todo bien organizado por párrafos con títulos cada uno, considero que está súper bien ordenado.</i>	Focus/Local Structure  Mode/Praise
12	<i>La organización es buena, debido a que gradualmente va tocando cada tema. empezando por lo más básico para todos y concluyendo con situaciones que lo acompleja más personalmente.</i>	Focus  Mode/ Praise
4	<i>Está buena la organización en general pero creo que se podría mejorar en la importancia de cada idea.</i>	Combined comments  Praise and Advice

The majority of the participants believe that organization of the draft is good. Firstly, most of them state that is easy to follow the ideas due to there are three parts in the draft. For instance, student 5 points out that *la organización del borrador está muy buena, ya que el borrador está dividido en las tres partes*

*solicitadas*. Moreover, some of them mention that writing subtitles facilitated the reading. For example, participant 3 states *está todo bien organizado por párrafos con títulos cada uno, considero que está super bien ordenado*. Finally, student 12 gives as a reason that selection of ideas: from general to specific make more organized the text.

However, there is one participant that mentions that although there are three paragraphs in the draft that he/she read the content itself is not well organized. For instance, student 9 says that *yo pienso que la organización del párrafo está bien aunque está algo desordenada está organizada en las tres partes que solicitaron que fuera así*. Moreover, one student answered that the writing did not select the ideas correctly and he/she could improve that aspect. For instance, student 4 points out that *está buena la organización en general pero creo que se podría mejorar en la importancia de cada idea*.

Following Straub & Lunsford categorization, seven students focused their comments on the global structure of each draft. Besides, some of these students. Additionally focused on ideas and development of the draft. Furthermore, SFP 8, 11 and 12 identified extra-textual aspects of the draft, meaning audience delivery. Moreover, SFP 2, 3, 9 and 10 emphasized the local structure, which is paragraph organization. Student 2 subsequently added wording analysis.

In this categorization, seven students highlighted the good organization of each draft, as a result, these comments are classified in the praise category.

### 2.3. Section: Comprehension

The current section analyzes what students understand of their classmates draft during the process of performing peer feedback, which are analyzed by using Straub & Lunsford's classification.

**Table 14.** *Comprehension*

<b>SFP</b>	<b>Evidence</b>	<b>Categorization</b>
	<p>¿Son algunas partes del borrador confusas para ti? O ¿Hay alguna parte del borrador que no sea clara para ti?</p>	<p><b>S&amp;L</b></p>
6	<p><i>Al comienzo de cada párrafo haría referencias al título como "The worst thing was...", porque hay demasiadas ideas enumeradas, pero no especificadas</i></p>	<p>Focus Mode/Advice</p>
10	<p><i>No, las ideas están bien expresadas aunque faltó puntuación.</i></p>	<p>Focus Mode/Imperative</p>
7	<p><i>Creo que a pesar de algunos errores gramaticales, el autor da a entender sus ideas muy bien.</i></p>	<p>Focus Mode/Evaluation Praise</p>

Most of the students understood the draft clearly, highlighting that there was no difficulty in order to understand the draft.

Three participants found some of the written parts were confusing for them. SFP 6 came up with the fact that SFR wrote too many ideas which made the

process difficult to understand. Also, SFP 7 notes that despite the grammatical aspects of the writing, ideas can still be understood.

Regarding the Global category of written comments, the identification of Ideas and Global Structure were presented in several cases. For instance, SFP 10 noted in their comments the ideas expression, which is the way in that the writer bonded this feature to the content of the task. SFP 10 stated that *no, las ideas están bien expresadas*. Furthermore, under the same category, Global Structure, was also noted by SFP's, meaning the whole draft organization and identified Local features of the comments regarding Correctness and Local Structures. The former deals with syntactical errors within the text; as an evidence, SFP 7 concluded that *creo que a pesar de algunos errores gramaticales, el autor da ha entender sus ideas muy bien*. The latter, local structures, concerns about the sentence formation. For example, SFP 6 stated that *al comienzo de cada párrafo haría referencias al título como the worst thing was... porque hay demasiadas ideas enumeradas, pero no especificadas*. As a conclusion, these students focused mainly on the macro features of each draft regarding the comprehension of the text.

## 2.4. Category: Suggestions

This section discusses the recommendations and suggestions given by the participants to the writer as a way to improve the draft.

**Table 15.** *Suggestions*

<b>SFP</b>	<b>Evidence</b> <b>¿Qué sugerencias tendrías para el escritor?</b>	<b>Categorization</b> <b>S&amp;L</b>
10	<i>..cuidado con las “s” cuando corresponda y con la doble utilización del past tense.</i>	Focus/ correctness Mode/imperative
6	<i>Creo que la estructura de cada párrafo se debería comenzar con una frase indicatoria como the “the things that I like were”.</i>	Focus/Local structure Mode/Advice
8	<i>El escritor necesita más “imaginación” para escribir, sus ideas son muy específicas.</i>	Focus/Global structure Mode/Imperative
2	<i>Expresarse en la cantidad de palabras pedidas, pero por el tema de tiempo se perdona</i>	Focus/Global structure Mode/Negative evaluation

The majority of the participants based their suggestions on grammar aspects and organization. For instance, SFP 10 points out *...cuidado con las “s” cuando corresponda y con la doble utilización del past tense*. Besides, four of them suggested to add titles in order to give organization to the written task.

In contrast, some SFPs showed a higher level of proficiency when providing feedback. For instance, they propose including ideas development to the draft. That is, ideas expansion regarding the assigned topic which refers to global aspects in a

written task. For example, SFP 8 added: *el escritor necesita más “imaginación” para escribir, sus ideas son muy específicas*, regarding the development of the ideas within the draft. Another aspect presented in this category by only one participant was following instructions. For instance, participant 2 states *expresarse en la cantidad de palabras pedidas, pero por el tema de tiempo se perdona*, referring to the amount of required words.

**3. Specific objective 3: *To reveal students’ perceptions after receiving peer feedback after a written task.***

To collect the information of specific objective 3, the instrument used was a semi-structured interview. This interview was recorded where participants had to answer a set of questions. The data of the semi-structured interview will be presented by each category of analysis:

**Table 16.** *Categories of interview 2*

	Category	Subcategories
1	Perceptions about peer feedback	1.1 Experience of receiving peer feedback
		1.2 Preference of feedback provider
		1.3 Preference about peer feedback
2	Improvement	
3	Types of peer feedback	
4	Future application	

## 1. Category: Perceptions about peer feedback

Perception is the conception of opinions, favorable and unfavorable, that have influence in our social behavior. It is the mean by which people create impressions and comprehend. Over this category, it will be analyzed students' insights about peer feedback.

**Table 17.** *Perceptions about peer feedback*

Participant	Evidence <b>¿Cuál es tu percepción sobre los comentarios escritos por tu compañero? Explica por qué.</b>
4	<i>Mientras sea una crítica constructiva todo está bien (...) Si es que salió en ev@ puh, si no es como criticar por criticar, o comentar por comentar algo.</i>
5	<i>Creo que estaban bien hechos, porque eeehh como cuando me reviso el trabajo fue objetivo y me dijo lo que estaba malo y lo que tenía que arreglar.</i>
6	<i>Tengo una percepción de que son algo bueno y que siempre sirve para mejorar.</i>

There is a general agreement that peer feedback is a good instance. In addition, there is a trend among the participants, who perceive this situation as a way to improve their writings. For example, participant 6 stated that [...] *tengo una percepción de que son algo bueno y que siempre sirve para mejorar*, referring to the good impression that peer feedback had in the participant. In this line, Lockhart and Ng (1995) found that peer review could enable students to gain an awareness of audience and improve their own writing skills.

Even though all of the participants demonstrated having a good perception of the experience, some students demonstrated further conditions that may have an

influence in their actual perception. For instance, student 4 added: *mientras sea una crítica constructiva todo está bien*. This means that this person will accept this type of suggestion depending on the mode (Brown, 2007) that the feedback is provided.

### 1.1.1. Subcategory: Experience of receiving feedback

Over this category it was analyzed students experience about being given feedback from their peers.

**Table 18.** *Experience of receiving feedback*

Participants	Evidence <b>¿Cómo fue la experiencia de leer y comentar el escrito de tu compañero? Fundamenta</b>
1	<i>En un sentido grata y a lo mejor otro un poco incómoda, es incómodo los comentarios de otra persona hacia uno mismo a veces, pero en el sentido de que estaba bien y en lo que ayuda, sirve.</i>
3	<i>Encuentro que es bueno, en general la crítica de alguien más hacia tu trabajo es buena, dependiendo de quién venga.</i>
5	<i>Me gustó porque creo que es necesario como aprender también eso, como ¿estrategia? Porque de ser objetivo porque después hay que aplicarlo en los alumnos también.</i>

All of the students agreed that providing and receiving feedback was a good experience. Some of the students added some impressions about receiving feedback. Participant 1 expressed feeling how uncomfortable it can be for students to receive feedback, saying that *...un sentido grata y a lo mejor otro un poco incómoda*. personalizing the comments by stating they way comments may transgress the objective nature of the comments, (Cassidy. 2006), declaring that: *es incómodo los comentarios de otra persona hacia uno mismo a veces*. Moreover, participant 3 added that depending on who provides

the feedback it will be well received. Finally, participant 5 pointed out that there must be a previous preparation in order to learn strategies for providing feedback. (Mok, 2010) This same student additionally mentioned the pedagogical importance of applying feedback.

### 1.1.2. Subcategory: Preferences of feedback provider

This category analyzes students' inclination of whom they are likely to receive feedback from.

**Table 19.** Preferences of feedback provider.

Participant	Evidence
6	<p><b>1. Marca con un círculo las expresiones que mejor refleje tu opinión y luego fundamenta.</b></p> <ul style="list-style-type: none"> <li><b>a. Prefiero recibir feedback solo del profesor</b></li> <li><b>b. Prefiero recibir feedback solo de mi compañero</b></li> <li><b>c. Prefiero recibir feedback tanto del profesor como de mi compañero</b></li> <li><b>d. Prefiero no recibir feedback y revisar mis trabajos por mi cuenta</b></li> </ul> <p><i>Prefiero recibir feedback tanto del profesor como de mi compañero porque los profesores siempre están en lo correcto y a veces con un compañero puede tener alguna opinión de que algo está malo o mal redactado o algo pero a veces ellos también están equivocados entonces nos pueden explicar también por qué es así.</i></p>
7	<p><i>Alternativa C es bueno tener opinión de un par, pero que tener también la opinión de un superior, totalmente calificado para revisar corregirte.</i></p>
4	<p><i>Prefiero recibir feedback tanto del profesor como de mi compañero. Es que así tengo dos perspectivas diferentes, una que es como más cercana la relación, que con el profesor que es como un poco más académico, que va a ser como más formal y todo. A veces uno igual depende del ánimo con el que esté, como que si a uno le hacen como feedback por alguna cosa, como es una relación más cercana, no es como tanta la sensación de fracaso en algunos aspectos que a veces se tiene.</i></p>

All students agree that receiving feedback either from a teacher or a classmate would be a good scenario. On one hand, participants 4, 6 and 7 believed that is important to be provided with feedback from a teacher because they attain more professional knowledge. Therefore, the information provided by the participant is in tune with Saito's (1994) findings which showed that students prefer teacher feedback over peer feedback due to it is more trustworthy. This student stated that *es bueno tener la opinión de un par, pero también tener la opinión de un superior totalmente calificado para corregirte*. On the other hand, for example, the same students also claimed that being given comments from their classmates is a less formal instance, and this type of feedback can be received in a more confidentially close occasion.

On the contrary, two students focused on the teacher as a superior entity between students and teachers comments. For instance, participant 7 enhances the student-teacher a symmetrical relationships, pointing out the superiority teachers are qualified in terms of knowledge. Thus, it can be stated that this evidence is in accord with Yarrow & Topping (2001) that shows that students perceive peer feedback as more understandable and more useful because they are on the same wavelength. Moreover, student 6 claimed *prefiero recibir feedback tanto del profesor como de mi compañero porque los profesores siempre están en lo correcto*, referring to the vertical relationship that students have with teachers, which claims that teachers are always right. It was added by this student as well, that sometimes their classmates might be wrong, but feedback can still be a good instance. In addition, participant 4 highlighted the fact of having different perspectives when receiving feedback from a teacher or classmate, pointing out at

how the relationship affects the way that feedback will be received. Furthermore, this student held an even profounder opinion towards feedback. In the interview, the comment revealed an emerging nature for feedback by stating that:

*A veces uno igual depende del ánimo con el que esté, como que si a uno le hacen como feedback por alguna cosa, como es una relación más cercana, no es como tanta la sensación de fracaso en algunos aspectos que a veces se tiene.*

This nature is represented by the collocation 'hacer' plus feedback. For participant 4, the way in which feedback is delivered represents the same connotation as something that undermines his or her persona, as if feedback is similar to strong words such as 'bullying', 'damage' or any type of personal attack. As a result, for this student the word feedback might act as a mean of failure, particularly if feedback is provided by the teacher or any figure of power. In contrast, this student considers symmetrical relations as better instances for feedback.

### 1.1.3. Subcategory: Preference about peer feedback

This category condenses students' preferences and the type of feedback that they would have liked to receive.

**Table 20.** *Preference about peer feedback*

Participant	Evidence <b>¿Qué tipo de retroalimentación te hubiera gustado recibir? Da ejemplos</b>
7	<i>Encuentro que todo tipo de retroalimentación que no sea una crítica atacante es bastante bien recibida</i>
6	<i>Feedback positivo me hubiera gustado recibir pero normalmente siempre uno se dice las cosas que están incorrectas más que decir que está bueno tu trabajo o cosas así.</i>
3	<i>[...] no la que recibí encuentro que está bien, fue como bien crítico pero no fue como hacia mí, sino que fue hacia lo que yo hice, que es distinto.</i>
5	<i>Si puede ser como de formato quizás faltaba porque e cómo hacer que el trabajo se vea más limpio o la letra porque quizás no todos entienden mi letra entonces puede ser eso que faltó, pero igual creo que está bien como que se haya enfocado en más en gramática a esta altura del estudio, porque estamos en primero entonces...</i>

On one hand, participants 3 and 7 mention that the mode on giving feedback is important for them.

Participant 7 states that every kind of feedback is useful depending on its mode. In this line, Brookhart (2008) explains that feedback should be delivered in different modalities in order to communicate the feedback message in the most appropriate way. Probably, this students will accept this feedback if it has that

condition. For instance, participant 7 expresses that *encuentro que todo tipo de retroalimentación que no sea una crítica atacante es bastante bien recibida*. Besides, participant 3 emphasizes that she/he would like to receive positive feedback instead of a negative. She/he explained that people like to criticize rather than praise. For example, participant 3 says ... *también feedback positivo me hubiera gustado recibir pero normalmente siempre uno dice las cosas como que están incorrecta más que decir, está bueno tu trabajo o cosas así, yo creo que eso sería, más feedback positivo*.

On the other hand, participants 7 and 2 prefer receive comments regarding the focus aspect. Participant 2 points out that he/she prefers a local feedback specifically in vocabulary. Participant seven prefer to receive feedback about the format of his/her draft, and also about his/her handwriting. For instance, SFR 2 states *escritura, también podría ser de pronunciación, si sería eso como vocabulario*. This is supported by Storch (2005) who explain that students in L2 context tend to focus on sentences-level error rather than on content and ideas (p.94)

One participant states that he liked he/she feedback; however, the type of feedback was not exemplify. For example ...*estuvo bien con la retroalimentación que recibí*. There is only participant who answered that he/she liked the feedback received, however, she/he did not say what was it.

## 2. Category: Improvement

Throughout this category is defined as progression from an initial state of non-realization, regarding particular knowledge, to a final state in which learners become aware of their initial state.

**Table 21.** *Improvement*

Participant	Evidence ¿Te ayudaron los comentarios de tu compañero a mejorar tu escrito? Da ejemplos
5	<i>...por ejemplo, tenía una oración al revés como el sujeto en otra parte algo así en la oración, y me dijo esto está mal escrito...al final me ayudó porque así como que tengo mejor gramática y esas cosas o como por ejemplo la redacción...si me dijo no entiendo esta parte igual me ayudo como a tratar de arreglarlo para que el lector lea bien y eso</i>
4	<i>No, me ha pasado que en los trabajos en general, que siempre hay un compañero que lo lee para darte una opinión distinta y sí, sí ayuda bastante porque cuando uno escribe las cosas como que no se da cuenta como, cuando está el material como terminado uno lo lee pero no es lo mismo que si lo leyera otro, el otro le va a hallar todas las fallas y esas cosas, entonces por eso</i>
2	<i>Si porque si cometí algunos errores y... eso me ayudó igual a aprender, no volver a cometerlos o también eso también para aprender a que ese es mi error y que tengo que mejorar</i>

There is a general trend which denotes that the comments helped students to improve their writings. Participant 5 and stated that the comments helped them to realize syntactical aspects of their writing ability, such as grammar. For example, he stated that [...] *por ejemplo tenía no sé una oración al revés, el sujeto en otra parte, algo así en la oración y me dijo [...] esto está mal escrito y al final me ayudó porque así como que tengo mejor gramática*, highlighting the comments provided by his feedback provider. This group of students found out that SFP's comments

were useful because they could identify their grammar mistakes and therefore improve. This phenomenon mainly occurs due to their constant exposure to grammar oriented feedback by their former teachers.

As way of contrasting, participant 4 answered that this instance was not helpful to improve his writing. However, this participant added some previous experiences in which feedback has been used as a tool to improve a piece of writing.

### 3. Category: Types of feedback

The following category addresses opinions about the kind of comment student received at the moment of the peer feedback process.

**Table 22.** *Types of feedback*

Participant	Evidence ¿Qué tipo de retroalimentación recibiste (de formato, ideas u organización)? ¿Fue útil? ¿Por qué?
7	<i>Comentarios sobre cierto tipo de errores como con marcas, es bastante bueno para darse cuenta cuales son las partes específicas en las que uno está equivocado.</i>
6	<i>De gramática de repente como hay palabras que no van con otras palabras y en eso.</i>
5	<i>Creo que en la redacción y en gramática porque uno se fija harto en eso.</i>
4	<i>Lo último, es como me cuesta organizar las ideas, como al final como que tengo que hacer una reestructuración de todo, porque es como no sé puh, como que tiro las ideas al azar y veo que está todo desordenado y digo ya, ayúdame. Si sería útil.</i>
3	<i>Lo último, es como me cuesta organizar las ideas, como al final como que tengo que hacer una reestructuración de todo, porque es como no sé puh, como que tiro las ideas al azar y veo que está todo desordenado y digo ya, ayúdame. Si sería útil.</i>
1	<i>De ideas, sí. Porque como he dicho en las preguntas anteriores, eh sirven más las ideas, cómo puedes tú mejorar, desarrollar mejores respuestas del tema y esas cosas</i>

On one hand, there exists an inclination to give comments about local aspects, specifically: grammar mistakes which is supported by Storch (2005). For instance, student 6 states that *de gramática de repente como hay palabras que no van con otras palabras*. In this line, student 5 points out *creo que en la redacción y en gramática porque uno se fija harto en eso*. Moreover, students also wrote down comments about organization of the draft. For example, student 4 exemplify that *lo último, es como me cuesta organizar las ideas, como al final como que tengo que hacer una reestructuración de todo, porque es como no sé puh, como que tiro las ideas al azar y veo que está todo desordenado y digo ya, ayúdame. Si sería útil*. Some students valued the idea of peer feedback because is a way to improve the quality of their work in terms of organization.

On the other hand, students 3 and 6 claim that they received feedback on their ideas. However, SFR 3 confuses ideas with grammar aspects. For instance, SFR 3 says... *ideas, porque era cómo podrías cambiar esto y esto o si no empieza hablando en pasado y termina hablando en presente...* Furthermore, student 7 received feedback about the format of his/her draft. Moreover, he states positively that the SFP circled his/her mistakes which makes it easier to recognize where the mistake is. This is one of the type of feedback stated by Ellis (2008). In addition, Student 7 points out... *comentarios sobre cierto tipo de errores como con marcas. Es bastante bueno para darse cuenta cuales son las partes específicas en la que uno está equivocado. Formato*. Consequently, student 7 states he prefer receiving indirect corrective feedback according to Ellis typology (2008).

#### 4. Category: Future application

This section takes into account participant's opinions about a possible peer feedback implementation in future and why they would apply it.

**Table 23.** *Future application*

Participant	Evidence ¿Aplicarías este tipo de retroalimentación en futuros trabajos escritos? ¿Por qué?
5	<i>Sí, yo creo que si lo aplicaría porque encuentro súper bueno que otra persona te evalúe y que tenga tu misma edad o este en tu misma situación, porque así te das cuenta que te faltan cosas por aprender o estoy haciendo estas cosas bien</i>
6	<i>Si, sobre todo trabajo en grupo siempre es bueno que aunque toque una parte siempre es bueno revisar la parte de las otras personas para ver si algo se puede mejorar si comete algún error o simplemente para hacer un escrito mejor.</i>
7	<i>No la aplicaría porque quien la recibe se siente más o menos mal, más que nada porque no se pone una crítica constructiva que debes mejorar, se pone una crítica atacante esto está malo y no dices como lo debes cambiar el alumno se va a bajonear y no después no va a sentir ganas de recibir una retroalimentación.</i>

Most of the students agree on using this type of feedback. Some of them conclude that feedback is related to the learning process, Topping (1998). For instance, participant 5 states *creo que es súper bueno porque así te dai cuenta que te faltan cosas por aprender o estoy haciendo estas cosas bien*. Another convergence found was that peer feedback can be used in order to improve the written task before the final version (Zhao, 2014). For example, student 6 points out *siempre es bueno revisar la parte de las otras personas para ver si algo se puede mejorar si comete algún error o simplemente para hacer un escrito mejor*.

This means that the participant thinks that feedback could help to improve the piece of writing. Taking this as an awareness point in which errors that were missed before, were taking into account before delivering the final draft.

Only one participant admitted that he would not use peer feedback in future. The participant 7 related this process to a bad experience, probably he received bad comments from the feedback provider because he stated...*no se pone una crítica constructiva que debes mejorar, se pone una crítica atacante esto está malo y no dices como lo debes cambiar.* Mok (2010). This comment may indicate that this student will not use peer feedback in the future because of the bad quality of the comment received.

## CONCLUSIONS

## **1. Conclusions**

This investigation was established to analyze students' perceptions about peer feedback in a written task of an English as a Foreign Language class. The reasons that motivated this study were to reveal the perceptions of students about peer feedback in a writing lesson class.

In order to achieve this purpose this study went in search of answering the three specific objectives of this research, obtaining several findings throughout the analysis of the gathered data. The conclusion of this research will be presented by each specific objective.

### **1.1. Specific Objective 1**

The following conclusions refer to this specific objective, which is related to the study of student's perceptions before receiving peer feedback in a written task.

- Many of the students had a miss conception about peer feedback, associating it with group work.
- The majority of the students believed that peer feedback can help them to improve and learn about writing; however, this type of comment should be done in a way in which students do not feel confronted by their peers.
- In relation to the advantages, most of the students believed that peer feedback can be a good instance to improve their grammar and vocabulary.
- Students thought that peer feedback depends on the subjectivity of the feedback provider.
- The majority of the students think that there should be a previous preparation before doing peer feedback.

### **1.2. Specific Objective 2**

The following conclusions refer to this specific objective, which is related to the analysis of the type of comments in the context of a written task

- There was a contradiction among students' comments in the drafts. Whilst they declared preferring suggestions instead of commands to their writings, students unconsciously provided comments in an imperative manner to their classmates' drafts.
- Students tended to provide feedback in relation to the local aspect of the writings, specifically grammar.
- Most of the feedback providers perceive that the comprehension of a text lays at the heart of grammar.
- If peer feedback providers' comments refer to grammar, especially if it is weak, peer feedback receivers will perceive such comments as negative.
- Regarding the organization and idea of the text, feedback providers trespass the main point of the drafts that was giving suggestions, they rather criticize their classmates' ideas and development of the draft.

### **1.3. Specific Objective 3**

The following conclusions refer this specific objective, which aims at revealing students' perceptions after receiving peer feedback after a written task.

- Students believe that giving and receiving feedback from their classmates was a good experience.
- Students imposed conditions at the moment of receiving feedback from a peer that is to accept comments depending on the type of critique, the person who writes the comment and how comments are given

- Students agreed on the fact that they would receive feedback from a teacher or classmate. However students provided a powerful figure to the teacher, still believing in the experience hold, whereas they gave a confidentially close character to classmates' comments.
- Most of the students believe that peer feedback was a good instance in order to improve, mainly emphasizing in grammar aspects of their writing.
- Half of the students received grammar oriented comments due to the existing tendency of students to correct surface level changes instead of making meaningful level revisions, mainly because of their past experiences concerning feedback and their low experience in academic writing.
- Half of the students received content oriented comments; however, when comments had a contextual connotation, their nature seemed to be more straightforward than low level comments.
- Students would have liked to receive positive feedback from their peers, thus at the moment of acting as SFP's, their comments appeared as a contradiction since their feedback only presented what seemed to be bad for them in the text.
- Most of students declared that they would apply peer feedback in future instances because most of them saw this experience as a learning instance.

## **2. Discussion**

The results of this investigation have permitted the researchers to study, analyze and reveal students' perceptions towards peer feedback in a written task of an English as a foreign language class.

The data obtained throughout this investigation have primarily revealed that the majority of students might have never received peer feedback before the application of the designed instruments. As a consequence, students' answers in the first interview exposed that during secondary education, the implementation of peer feedback is almost null, as well as revealing that peer feedback had only been experienced by the students in higher education instances. van den Berg et al. (2006) explains that peer feedback in writing is an arrangement between students for assessing the quality of their written tasks. Notwithstanding, students might have misinterpreted the concepts of group work and peer feedback, probably due to their novelty in this regard, considering them as equivalents. Consequently, this study helped students to acknowledge and realize the significances of this way of providing and receiving feedback, particularly in the writing process (Weigle, 2002).

In addition, this investigation has also shed light on the way students provided feedback. The study of the analyses and later classification of comments proved that there exists a clear tendency on students to use grammatical features when suggesting their fellow students' writings. In this regard, Storch (2005) explains that L2 context students are fixed to concentrate on the final product rather than the writing process, as well as focusing on local aspects instead of global ones. Likewise, this study shows that there is a tendency exposing the approach students take when providing peer feedback. As a result, the investigation denotes the possible influence from previous grammar oriented formation in the English language.

Moreover, the present research has additionally made visible students' perceptions towards peer feedback. In fact, several observations were considered by students when providing and receiving feedback from a peer. On a first instance, students alleged that previous preparation was required for providing feedback due to their academic context. In the same line, Mok (2010) addresses this issue by relating how previous preparation contributes to confidence in students as well as improving performance when providing peer feedback. Consequently, one of the main obstacles students considered when receiving feedback is the knowledge and preparation of the provider. On a second instance, power relations as Isaac denominates (as cited in Liu & Carless, 2006: 9) arose as a different issue for students. This concept refers to clash of points of view between receivers and providers in the commenting process, biasing receivers' original idea for the final written product. Thus, students tended to use commands instead of suggestions, even though they were asked to provide advice to their classmates' drafts. This is the key reason for students to consider teachers' feedback more concise and acknowledgeable due to their long term experience in the English language, rather than their classmates'.

### **3. Limitations**

Prior to the research there were two limitations that influenced the results in the research. The first was related to the sample, the class chosen had low attendance because it was given at 8.10 am and students did not come regularly. Therefore, it was difficult for the researchers to get a meaningful sample in order to carry out our research.

The second limitation was about the time. When the first instrument was applied, the second could not be applied in the period that was expected to be because of the low attendance which was mentioned before. As a result, some of the students did not remember the experience of receiving peer feedback which affected some of their answers.

The third limitation was related to the analysis. At the beginning of the research, it was only intended to work on the comments of the drafts, however; during the development of our investigation, we realized that it would have been rewarding to analyze the drafts written by the participants and include this as another specific objective.

#### **4. Further research**

The main aim of this research was to analyze students' perceptions about peer feedback in a written task of an English as a Foreign Language class. It was concluded that students consider that giving and providing feedback could be a good experience if it is done under certain conditions.

Regarding to the number of students, further research might consider a control group in order to analyze if peer feedback is a learning instance. Regarding types of feedback, further research should identify what types of feedback students consider in their drafts after receiving peer feedback apart from this one.

Considering previous preparation to give peer feedback, further research may consider to prepare students before giving peer feedback in order to notice if they are aware of what sorts of feedback they are doing.

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**APPENDIXES**

## APPENDIX Nº1: SEMI-STRUCTURED INTERVIEW 1

**Objective:** To study students' perceptions before receiving peer-feedback in a written task.

Responde las siguientes preguntas:

1. ¿Has recibido alguna vez un comentario de algún compañero en algún trabajo escrito? En qué tipo de trabajo y comentarios. Da ejemplos.
2. ¿Cómo sería para ti la experiencia de leer y comentar el escrito de tu compañero? Fundamenta
3. ¿Cuáles serían las ventajas de que un compañero realice comentarios en un trabajo escrito?
4. ¿Cuáles serían las desventajas de que un compañero realice comentarios en un trabajo escrito?
5. ¿Consideras que se puede aprender de los comentarios escritos de otro compañero? Explica por qué.
6. ¿Qué opinas de la siguiente aseveración?
7. "Yo no confío en los comentarios que mis compañeros dan a mis trabajos".
8. ¿Crees que es necesario tener alguna preparación especial para comentar trabajos? Fundamenta tus razones.

**APPENDIX Nº2: FEEDBACK FORM<sup>1</sup>**

**Objective:** To analyse the types of comments provided by peers following Strauss & Lunsford categorization.

**Borrador 1/Borrador 2**

Nombre del lector: \_\_\_\_\_

Nombre del escritor: \_\_\_\_\_

1. ¿Cuál crees que es la idea principal o propósito del escritor del borrador?
2. ¿Qué piensas de la organización del borrador?
3. ¿Son algunas partes del borrador confusas para ti? O ¿hay alguna parte del borrador que no sea clara para ti?
4. ¿Qué sugerencias tienes para el escritor? O ¿Qué le sugerirías al escritor del borrador?

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<sup>1</sup> Adapted and adopted from Yang, Badger, & Yu (2006). A comparative study of peer and teacher feedback in a Chinese EFL writing task. *Journal of Second Language Writing*, 15, 179-200.

**APPENDIX Nº3: SEMI-STRUCTURED INTERVIEW 2**

**Objective:** To reveal students' perceptions after receiving peer feedback after a written task.

**Responde las siguientes preguntas:**

- 1) ¿Cuál es tu percepción sobre los comentarios escritos por tu compañero?  
Explica por qué.
- 2) ¿Cómo fue la experiencia de leer y comentar el escrito de tu compañero?  
Fundamenta.
- 3) Marca con un círculo las expresiones que mejor refleje tu opinión y luego fundamenta.
  - a. Prefiero recibir feedback solo del profesor
  - b. Prefiero recibir feedback solo de mi compañero
  - c. Prefiero recibir feedback tanto del profesor como de mi compañero
  - d. Prefiero no recibir feedback y revisar mis trabajos por mi cuenta
- 4) ¿Te ayudaron los comentarios de tu compañero a mejorar tu escrito? Da ejemplos.
- 5) ¿Qué tipo de retroalimentación recibiste (de formato, ideas u organización)?  
¿Fue útil? ¿Por qué?
- 6) ¿Qué tipo de retroalimentación te hubiera gustado recibir? Da ejemplos.
- 7) ¿Cómo te sentiste entregando comentarios escritos a tus compañeros?
- 8) ¿Aplicarías este tipo de retroalimentación en futuros trabajos escritos? ¿Por qué?

## APPENDIX Nº4: INTERVIEW 1 SAMPLE

### Semi-structured interview 1

Participant: 7

**Entrevistador:** Mm ya, en el marco de nuestro proyecto de tesis queremos que respondas las siguientes preguntas ya. Participante número siete...Pregunta número 1... ¿Has recibido alguna vez un comentario de algún compañero en algún trabajo escrito? Da ejemplos.

**Participante 7:** Un comentario... ¿en qué sentido?

**Investigador:** Un comentario así por ejemplo sobre errores, o sobre algo que tu hayas comentao...que hayas hecho en algún trabajo.

**Participante:** Un trabajo...

**Participante:** Yo creo que siempre, porque si hago un trabajo en conjunto con algún compañero es obviamente siempre voy a necesitar ehhe como alguna opinión respecto si está bien o no mi trabajo.

**Investigador:** eh ya pregunta número dos ¿Cómo evaluarías la experiencia de recibir comentarios escritos de tu compañero? Fundamenta.

**Participante:** Yo creo que es bueno porque así yo me doy cuenta realmente de si estoy mal o estoy bien con... con lo que tengo en mi trabajo...y me sirve para mejorarlo.

**Investigador:** ya eh... pregunta número tres. ¿Cuáles son las ventajas de que algún compañero escriba comentarios en un trabajo escrito en inglés?

**Participante:** Ehhe...Es que como que todas las preguntas apuntan a lo mismo **Investigador:** ¿Si?

**Participante:** (risas) Si encuentro que si... si porque... es lo mismo como que...te ayuda a darte cuenta de tus errores alguna falta de ortografía o no sé.... Errores gramaticales.

**Investigador:** ya. Pregunta numero 4 ¿Cuáles son las desventajas que de un compañero escriba comentarios escrito en algún trabajo Inglés?

**Participante:** Ya bueno ehh... Yo creo que ahí podría ser... de que... Quizás no...emmm tenga algo malo o lo considere como que un error grave, o que no le guste como yo hice mi trabajo yo creo que eso si puede ser negativo en ese sentido.

**Investigador:** ¿Consideras que se puede aprender de los comentarios escrito de otro compañero? explica por qué.

**Participante:** Yo creo que si porque si uno no entiende y... y un compañero te hace un comentario así como acerca de lo que tu estas trabajando es positivo porque quizás así termines de mejor tu trabajo y como teni que hacerlo

**Investigador:** ¿Qué opinas de la siguiente aseveración?: Yo no confié de los comentarios que mis compañeros dan a mi trabajo

**Participante:** Emmmm... No, creo que está mal porque uno siempre tienen que ... que dejar que otros opinen acerca de lo que uno está haciendo para ver si realmente ...está bien o está mal o uno está trabajando bien mm.

**Investigador:** ¿Crees que es necesario tener alguna preparación especial para comentar trabajos escritos en inglés? explica tus razones

**Participante:** yo creo que si porque... (Tose) nadie puede llegar y opinar de un trabajo si no sabe antes de lo que se trata un trabajo no como llegar y juzgar el trabajo de uno si no sabe. Y eso

**Investigador:** ya, muchas gracias.

## **APPENDIX N°5: FEEDBACK FORM SAMPLE**

### **Participant 1**

#### **1.- ¿Cuál crees que es la idea principal o propósito del escritor?**

En el primer párrafo el escritor del borrador habla sobre las cosas buenas de la universidad respecto a lo social. Se enfoca en las cosas que la hicieron sentirse cómoda con respecto a la vocación, tiempo, compañeros, y profesores.

En el segundo párrafo se enfoca en la infraestructura de la universidad y en cómo la hizo sentir el conocer ésta.

En el tercer párrafo se enfoca en la forma de ser de los profesores y lo compara con otras experiencias que tuvo en otra universidad.

#### **2.- ¿qué piensas de la organización del borrador?**

La organización del borrador es buena, respondió e hizo la tarea de acuerdo a la estructura que le pidieron.

#### **3.- ¿son algunas partes del borrador confusas para ti? O ¿hay alguna parte del borrador que no sea clara para ti?**

En algunas partes cuando el escritor dejó oraciones incompletas, por lo que me confundí un poco.

#### **4.- ¿qué sugerencias tendrías para el escritor?**

Lo único que debería hacer es completar más las oraciones

En el segundo draft se nota mejoras.

## APPENDIX N°6: INTERVIEW 2 SAMPLE

### Participant 1

Responde las siguientes preguntas:

- 1) **¿Cuál es tu percepción sobre los comentarios escritos por tu compañero? Explica por qué.**

¿Percepción en el sentido si están bueno o están malo, tipo decir para? Ehm, no tengo problemas de ellos, sino que también para mí también cualquier comentario típico de ayuda o comentario, hasta incluso comentarios que van en contra pueden servir de ayuda para mi persona.

- 2) **¿Cómo fue la experiencia de leer y comentar el escrito de tu compañero? Fundamenta.**

En un sentido grata y a lo mejor otro un poco incómoda, es incómodo los comentarios de otra persona hacia uno mismo a veces, pero en el sentido de que estaba bien y en lo que ayuda, sirve.

- 3) Marca con un círculo las expresiones que mejor refleje tu opinión y luego fundamenta.

- a. Prefiero recibir feedback solo del profesor
- b. Prefiero recibir feedback solo de mi compañero
- c. Prefiero recibir feedback tanto del profesor como de mi compañero
- d. Prefiero no recibir feedback y revisar mis trabajos por mi cuenta

Prefiero recibir feedback tanto del profesor como de mi compañero. Porque el profesor puede dar una opinión más completa, más profesional, mientras que mis

compañeros pueden dar opiniones “más informales” diciéndome “face-to-face” lo que me hace falta.

- 4) ¿Te ayudaron los comentarios de tu compañero a mejorar tu escrito?

Da ejemplos.

*¿Escrito en el sentido de lo que escribí? Si, mejorar así como que haya tenido la opción al tiro mejorar mi escrito, si ayudaron a darme algunos comentarios para mejorar algunas palabras y oraciones que no estaban bien escritas.*

- 5) ¿Qué tipo de retroalimentación recibiste (de formato, ideas u organización)?

¿Fue útil? ¿Por qué?

*De ideas, sí. Porque como he dicho en las preguntas anteriores, eh sirven más las ideas, como puedes tú mejorar, ehm desarrollar mejores respuestas del tema y esas cosas.*

- 6) ¿Qué tipo de retroalimentación te hubiera gustado recibir? Da ejemplos.

- 7) *Estuvo bien con la retroalimentación que recibí.*

- 8) ¿Aplicarías este tipo de retroalimentación en futuros trabajos escritos? ¿Por qué?

- 9) *Si obvio, porque para dar mi propia opinión del tema, no siempre quedarse con la opinión de alguien, sino que todos tienen que dar su propia opinión del tema.*

## **APPENDIX N°7: CATEGORIZATION OF FEEDBACK DEFINITIONS BY STRAUB & LUNSFORD (1995)**

**Ideas:** we place comments that deal with matters of content at or beyond the level of the sentence: the thoughts, assertions, arguments, lines of thought, and reasoning of the writing.

**Development:** comments about “development “ ask for additional support, definition, elaboration, or explanation of the writer’s ideas. They do not call for new ideas or assertions so much as they ask for the development of statements that are already present in the text. The teacher does not question or disapprove of what the writer says, but simply calls for more information. The information requires additional sentences (not just additional words or phrases) and can be added to the text without making significant changes in the existing structure.

**Global structure:** We use the term “global structure” for comments that are concerned with the organization of large units of discourse. This category includes comments about the overall arrangement of the essay, the relation of materials within different paragraphs, and the order paragraphs. It also includes comments about the effectiveness of introductions and conclusions.

**Local structure:** We use “local structure” to identify comments that deal with the structure within a sentence, between consecutive sentences, or writing a paragraph. Typically these coments are concerned with the arrangement of sentences (or parts of sentences); the clarity, directnes , coherence, and emphasis of sentences; or the connection between sentences.

**Wording:** Comments about “wording” deal with the writer’s word choice within a sentence. Comments in this category address problems in wording or phrasing- for instance, problems with clarity, economy, or appropriateness.

**Corrections/Conventions:** Comments in this category typically deal with errors in grammar, mechanics, punctuation, and spelling- matters that are conventionally viewed in terms of right and wrong, correct and incorrect.

**Extra-textual Comments:** Comments that refer to concerns outside of the formal text- the audience, the writer’s intentions or purpose, the topic, the writing assignment, the student’s writing activities, and the student’s experience- are placed in this category.

**The orientation of comments:** any comment that goes “beyond the text” and makes reference to some context outside the writing itself. Most comments explicitly address only some formal feature of writing, that is, an element that can be seen in the text.

**Modes of the commentary:** analyze the different ways that teachers speak to students and set up tasks for them to do. They define the typical ways teachers give shape to their responses and the different degrees of control these types of comments imply.

**Corrections:** The teacher makes a change in the text:

- “When I have tried my best, ~~it should make me feel~~ as if I achieved something. “[The teacher crosses out the words and adds above the cross outs: “When I have tried my best, I should feel as if...”]”

**Negative Evaluations:** The teacher makes what is presented as an objective criticism about the writing.

**Qualified negative evaluations:** the teacher presents a negative evaluation of the text, but qualifies it in some way or draws attention to its subjective nature.

**Praise:** the teacher makes a positive judgement about the writing, whether it is presented objectively or in a way that acknowledges the subjectivity of the responder

**Imperatives:** The teacher requests a change in the text or some action by the student, usually by means of a command.

**Advice:** the teacher recommends or suggests a change in the text, offering advice that leaves a measure of choice to the student. Advisory comments are typically stated in the conditional mood. They also tend to be more specific about what they are calling for than either evaluate or imperative comments

**Indirect request:** the teacher uses a question that begins with “Can you “ (or “could you”) to prompt the student to engage in some activity of revision. Such questions often refer explicitly to some technical language of composition (“detail”), “example”) or to some operation of writing (“develop,” “connect”)

**Problem-posing questions:** the teacher uses a question to identify a problem in the text or some issue that needs to be considered. Problem-posing comments do not directly call on the student to make changes; instead, they present critical questions about the writing, especially about its form. They are aimed at calling attention to something that may not be working as well as it might.

**Heuristic question:** the teacher asks the student to add or to think further about the content of the writing.

**Reflective statement:** this category is a catch-all for descriptive, interpretive, explanatory, reader-response, and hortatorical statements- and all other statements that are not evaluative, directive, or advisory. They usually present the teacher's reflections on the writing, either as an instructor or as an individual reader.

## APPENDIX N°8: LESSON PLAN

<b>Lesson Plan: 1</b>	<b>Level: 5 year</b>	<b>Date: 11/6/2015</b>	<b>Time:</b>	<b>Length: 90 min</b>	<b>Teacher: Isidora Herrera C.</b>
<b>Aims:</b> By the end of the lesson students will be able to write about their impression of their first semester at the university.				<b>Assumed Knowledge:</b> Verbs in past simple	
<b>Anticipated problems:</b> Ss may forget some verbs in past		<b>... and solutions:</b> T delivers a list with the most common verbs		<b>Aids:</b> white board, markers, ppt, feedback form.	

STAGE OF LESSON and procedure	What I am going to say	Interaction	SKILL(S) DEVELOPED	Time
<p><b><u>I. PREPARATION STAGE</u></b></p> <p>Teacher presents herself and asks students to present themselves in order to get to know them.</p> <p>Teacher asks Ss about their feelings on being in their second semester, also T shares how was her first semester at the university .</p>	<p>My name is Isidora Herrera ..... now I would like to know you a little bit better, each of will tell me your name and something interesting you like to do.</p> <p>How was your first semester at the university? Who can tell me what was your best thing on being university students? In my case my first semester was....</p>	<p>T- Ss Ss-T</p> <p>T- Ss Ss - T</p>	<p>speaking Listening, Listening</p>	10 min

STAGE OF LESSON and procedure	What I am going to say	Interaction	SKILL(S) DEVELOPE D	Time
<p><b><u>II. TASK DEVELOPMENT STAGE</u></b></p> <p><b>TASK</b></p> <p>Ss will write about how was their first semester at the university in 300 words. At least</p> <p><b>PLANNING AND REPORT</b></p> <p>After they write their first draft, students will get in pairs and they will share their writings to their classmates in order to provide peer feedback.</p> <p>After they receive their draft students will improve their writing according to their classmates' feedback.</p>	<p>Now as we know a little bit of your first semester, I would like you to write about it. You may include: The best, The worst and something you would like to do during your university period</p> <p>As you finish, I would like you to get into pairs and exchange your writings and each of you will provide feedback to your classmates writings, you will use this feedback form sheet where you can write how was your classmate's writing.</p> <p>After you finish providing feedback you will return your classmates writings with the feedback sheet</p> <p>Now, I would like you to improve your writing according to your classmates' feedback.</p>	<p>T-SS Ss</p> <p>T-Ss Ss-Ss</p> <p>Ss</p>	<p>Writing</p> <p>Writing Speaking</p> <p>Writing</p>	<p>50 min</p>
STAGE OF LESSON and procedure	What I'm going to say	Interaction	SKILL (S) DEVELOPE D	Time

<b><u>III. POST TASK STAGE</u></b>  <i>With their second draft done, Ss will show their writing was improved</i>				30 min
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Post Lesson Comments:

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## APPENDIX N°9: DRAFT SCAN

Draft N°1

21/08

The good things

My first semester at the university was great. I met awesome people and had a lot of fun. And that's not all. My teachers were also great. They showed me many different ways of teaching which were really useful. They had also a lot of experience and were always sharing them with us.

Something that I also liked from my first semester was having a lot of free time. English was still easy for me so I didn't have much to study. That gave me time to do the things I love like dancing and reading. It was a really good semester.

Things to forget

There's really not much to forget about my first semester. It wasn't difficult for me because I knew the university and some of the teachers. I'm also very organized so it wasn't difficult to control my free time. English classes weren't hard for me either. It was actually really cool to be listening to English for ten hours every week. It's my favourite subject.

Maybe meeting people was the hardest thing, but not something I would like to forget. Because even though I'm very shy I met wonderful people and we're good friends now.

