

In-class peer feedback: Effectiveness and student engagement

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Peer review advocated by many researchers has figured prominently in process writing classrooms (K. Hyland & Hyland, 2006; Shehadeh, 2011; Yong, 2010). It allows and encourages students to take an active role in managing their own learning. The study reported here was conducted because of a general disengagement with peer review in an existing course, coupled with a lack of research on its impact and ways of raising student awareness relating to organisational features of thesis writing. It examined the impact, in terms of engagement and effect on writing and learning, of modifying existing peer review guidelines to make instructions more explicit and to prompt deeper engagement in the process. Students' uptake of suggestions in peer feedback and their responses to questions about the effectiveness of the peer review process were analysed. The findings show positive improvements in terms of engagement with the peer review process and in participants' attitudes to the process. Several implications for teaching, learning and the curriculum also emerged.

Keywords: peer review; thesis writing; thesis structure; academic English; Singapore

Introduction

In English as a Second/Foreign Language (ESL/EFL) settings, writing is viewed as both a process and product. In a process writing teaching approach, successful writing requires a series of interactive steps which include prewriting, organizing, drafting, feedback and revision, all of which contribute to the end product. Peer review advocated by many researchers has figured prominently in process writing classrooms (K. Hyland & Hyland, 2006; Shehadeh, 2011; Yong, 2010). It allows and encourages students to take an active role in managing their own learning and refers to an educational arrangement in the classroom in which students "evaluate the value, quality or success of work produced by their fellow students and provide each other with feedback" (Topping, Smith, Swanson, & Elliot, 2000, p. 150). Various referred to as peer response, peer tutoring and peer critiquing, it is a collaborative activity wherein students are actively involved in reading, critiquing and providing feedback on each other's writing. The objective of the exercise is to secure immediate textual improvement and to develop over time better writing competence through support and mutual scaffolding (Tsui & Ng, 2000; Zhu, 2001).

Feedback in ESL/EFL settings

Feedback has been traditionally seen to be the exclusive responsibility of teachers (Fallows & Chandramohan, 2001). Providing effective feedback is an important task for English writing teachers (F. Hyland, 1998; F. Hyland & Hyland, 2001) contributing to the development of students' writing (Ferris, 2006; Ferris & Robinson, 2001; Goldstein, 2004) although it is often neglected and misunderstood by students

(Bitchener, Young, & Cameron, 2005; Guénette, 2007). Teacher feedback has also been criticized for being product oriented as it generally occurs at the end of a writing assignment (Yang, Badger, & Yu, 2006).

Peer feedback has also been shown to help improve students' writing (Min, 2006; Tsui & Ng, 2000; Yang et al., 2006) and has become a regular practice in classrooms advocating a process writing approach. Indeed, it has been used extensively in Business Communication courses to improve students' writing (Liu & Carless, 2006; Nicol & Macfarlane-Dick, 2006; Rieber, 2006). Lundstrom and Baker (2009) believe that peer feedback has positive effects on students' writing process and product, finding that the peer reviewers improved their writing more than the recipients of the feedback. Through providing and receiving feedback students are exposed to different perspectives, not just that of their teacher. Falchikov (2005) and Gibbs (1999) argue that students often pay more attention to peer feedback due to its social dimension. Perhaps they feel less threatened by their peers than by teacher experts. Other researchers consider it as complementary to teacher feedback (Tsui & Ng, 2000; Olga S. Villamil & De Guerrero, 1998) although Min's study (2008) indicates the importance of training students in the review process. Several studies have focused on specific aspects of the peer review process (Hu, 2005; Mangelsdorf & Schlumberger, 1992; Mendonca & Johnson, 1994; Min, 2006; M. M. Nelson & Schunn, 2009; Stanley, 1992) while others have concentrated on the extent and types of revision undertaken in final drafts (G. L. Nelson & Murphy 1993; Olga S Villamil & De Guerrero, 1996). Related studies on peer editing (Berg, 1999; Byrd, 2003; Min, 2006) and peer assessment (Van Zundert, Sluijsmans, & Van Merriënboer, 2010), also enhance the writing process.

Numerous studies have highlighted the benefits of peer review; however, students' attitudes and perspectives are seen as hurdles to its successful implementation, particularly perceptions concerning lack of confidence, seriousness and time needed. Some students find the peer review experience positive (Moore & Teather, 2013; Vickerman, 2009), while others are anxious about their own ability or that of their peers to provide constructive feedback (Cartney, 2010; Strijbos, Narciss, & Dinnebier, 2010; van Gennip, Segers, & Tillema, 2010). Hanrahan and Isaacs (2001) and Topping et al. (2000) point out that students found the time element involved far outweighed the learning benefits. Braine (2003) suggests that students generally accustomed to teacher-fronted classrooms may be uncomfortable with learner-centred initiatives like peer review. However, the reasons for students' concerns about peer review are insufficiently understood. Indeed, Mulder, Pearce, and Baik (2014) claim that "student perceptions of formative peer review remain relatively understudied" (p159), exceptions being the work of a few researchers (Cartney, 2010; Mostert & Snowball, 2012; Vickerman, 2009).

Further research is needed about students' perceptions of peer review in relation to their own learning, specifically to identify and develop strategies for its successful implementation in the classroom.

Rationale and objectives

The need for the current study arose for three reasons. Firstly, despite many claims about the impact of peer review few studies examine its impact. Secondly, previous research has not focused on raising students' awareness about the lack of organization in their writing, especially with reference to writing thesis chapters. Thirdly, there was a general disengagement with the peer review process among students of a course about the organizational aspects of writing a thesis. Thus, this classroom-based study

examined students' engagement with a modified peer review procedure and its effect on their writing and learning of the organizational aspects of the thesis chapters. It also examined participants' perceptions of their own learning. The study is expected to contribute to fine tuning the peer review procedures and consequently enhance teaching and learning. The specific questions addressed are:

1. To what extent were students engaged in the peer review procedure?
2. Were suggestions made reflected in peers' writing?
3. How did students' understanding improve?
4. How did students perceive their improvement?

The study

Background

This study took place in the context of a course module on the organizational structure and writing conventions of a thesis offered in a tertiary institution in Singapore. The module comprises 48-hour contact hours taught over 12 weeks in 2 two-hour tutorials per week. As the students were content experts with problems in organising the content information in their thesis chapters, the module mainly guided them in the organisational aspects of writing.

A textbook titled *Research Writing: A workbook for Graduate Students* (Lee, Ho, & Ng, 2009) formed the course text from which concepts were adapted to shape the pedagogical aspects of the module and accompanying peer review guidelines. This in turn can be traced to Swales' Create a Research Space (CARS) model (Swales, 1990; Varaprasad, 2013) which segments the introduction section into sub-units called "moves" based on their communicative functions. The final (Conclusions) assignment of the module also drew on the generic organization of the Conclusions chapter from Weissberg and Buker (1990) and Bunton (2005) and included a pedagogical framework adapted (Varaprasad, 2014) for classroom teaching and for the peer review guidelines for that assignment.

The module contained 5 assignments: Context (500 words), Literature Review (1500 words), and Gap and Purpose (300 words), Results (500 to 700 words) and Conclusions (500 to 700 words). All except the Results assignment were subject to a peer review process with a focus on the organizational aspects of the writing. Language elements were included in the peer review procedure but have been excluded from this study. The first draft of each peer reviewed assignment (Context, Literature Review, Gap and Purpose, and Conclusions) was the focus of a dedicated 2-hour peer review workshop and a worksheet with guidelines. The guidelines included specific items on organization and language taught in the classroom. It was believed that giving students a brief set of guidelines or scaffolding questions would help them to focus on their written and oral responses to one another. The peer review procedure explained the objectives, instructions and procedures, but provided no explicit training on the assumption that these graduate students would be able to work in a productive and collaborative manner. In the workshops, students from similar disciplines worked in pairs because shared content knowledge was important for understanding the content matter in their writing. Each reviewer made notes on the writing using the worksheet, taking on the role of an engaged reader rather than as an instructor or expert. The student pairs then discussed with both providing comments, explanations and

justification, where necessary. Face to face discussion prompted students to articulate and clarify their writing.

Participants

Participants were 35 international doctoral students (most from mainland China) from diverse disciplines such as Engineering, Science, Medicine, Arts and Pharmacy. They were all in the fourth year of their 5-year PhD candidature. They were from three tutorial groups taught by two full-time lecturers and three part-time tutors.

The peer review guidelines

A review of responses to an earlier version of the peer review guidelines (see Appendix A for the earlier worksheet relating to the Conclusions assignment) demonstrated student disengagement. Items 1- 6, by nature of their framing, elicited mainly “Yes” or “No” answers. Item 8 attempted to elicit suggestions but was very broad and general. Modifications were made to the guidelines (see sections highlighted in blue in Appendix B). Firstly, the objectives of the peer review (PR) exercise were explicitly stated and instructions clearly provided (not previously provided). Perhaps one reason why students did not previously engage in peer review work was a lack of understanding of why they were required to undertake the task. Stating objectives explicitly in writing should enable students to understand better the purposes of the exercise. Secondly, modifications were made to Items 1 to 5 by asking for explanations and suggestions to eliminate potential “Yes” or “No” answers. In addition, the concluding general invitation for further suggestions at the end of the worksheets was replaced with the following items which were expected to engage students in the peer review process because they require specific comments and suggestions:

State the positive/negative aspects of your peer’s writing

Provide suggestions for improvement, if necessary

The new worksheets also explicitly stated that quality feedback would be rewarded because this has been shown to positively contribute to the level of engagement and commitment to the review process (Hanrahan & Isaacs, 2001; Rubin, 2006). Finally, students were also asked to explicitly state the benefits they had derived from the peer review process and to rate their understanding of it:

What have you learnt about writing your assignment after the review process?

How would you rate your understanding of the peer process?

The format of the worksheet remained consistent across the four assignments for which it was used but items 1 to 5 were modified according to the content of the assignment. To summarise, the modifications made to the peer review worksheet were:

- the objectives were explicitly stated and instructions were clearly provided
- items 1 to 5 were transformed to require explanations and suggestions rather than potentially “Yes” or “No” responses
- items 8 and 9 were added to consolidate understanding
- items 10a and 10b were added to elicit understanding and perception of learning

Data collection and analysis

Data was obtained from participants' responses to the following four items in the peer review worksheet:

1. State the positive/ negative aspects of your peer's writing.
2. Provide suggestions for improvement, if necessary.
3. How would you rate your understanding of the peer review process?
4. What have you learnt about your writing assignment after the peer review process?

Research question one was addressed by analysing students' responses to the first two items of the worksheet. Hyland and Hyland's (2001) categories of Praise, Criticism and Suggestion indicating teacher feedback were used to code and then quantify students' responses. Only feedback on organization was taken into account, that pertaining to language was excluded as this was not a focus of the study. If two different aspects of praise or criticism were indicated within a single comment they were counted separately but if they indicated the same meaning they were counted once only. For example, in the comment below the positive comments "good" and "clear" were counted as distinct Praises because they refer to different aspects (the summary and the gap):

*Brief summary of review presented which is **good**. Gap and objectives **clear**.*

The use of modals such as *need*, *can*, and *could* with accompanying suggestions were coded for Suggestion. One such example is "More information for Sub-area and key topic needs to be provided", indicating the need for additional content (see Table 2 for more examples of all three categories). However, if devoid of any specific suggestion it is not coded thus but may be coded for other content, for example, the following comment is coded as Criticism due to its relation to an earlier point.

However the structures of these examples need to be improved

Two of the part-time tutors acted as raters for the data analysis. To ensure consistency, they and the researcher used three drafts from students of these tutors as samples for analysis. Working together we collaboratively analysed the peer review sheets for comments of Praise, Suggestion and Criticism in those samples. After this session, the two tutors analysed all the peer review sheets and the first and second revised post-peer review drafts. The analysis involved quantifying the comments of praise, criticism and suggestion and highlighting relevant sections on students' drafts that represented these comments.

Research question 2, about the incorporation of revisions suggested by peers, was addressed by examining students' revised drafts. The raters match the suggestions made (identified as explained above) with revisions that students had made in their second post-review written drafts. Modifications were counted and highlighted to provide quantitative and qualitative data. The ratio of modifications to suggestions was computed by counting the number of suggestions incorporated divided by the total number of suggestions made (expressed below as a percentage).

Research questions 3 and 4, about what students had learned from the feedback process and how they perceived their improvement, were addressed by reviewing participants' responses in the peer review worksheets both in terms of their open-ended

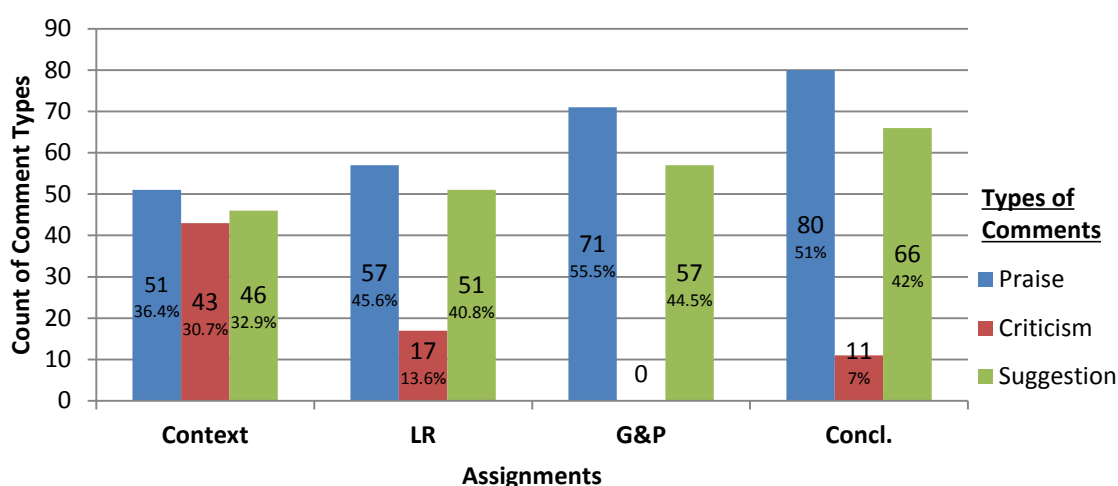
comments and their rating of their own understanding. Only the researcher was involved in analysing this data.

Findings and discussion

Findings are presented with reference to the four research questions which formed the focus of this study.

Research question 1: To what extent were students engaged in the peer review procedure?

Engagement in the peer review process is represented here by the type and number of comments that students made for each of the assignments (Figure 1). For comments of Praise and Suggestion there was a gradual increase from the first assignment to the last which suggests two possible inferences. First, with practice, students seemed become more discerning and this resulted in more comments. Second, students' level of confidence increased as they continued to be engaged in the process for each of the assignments. A change in levels of confidence may explain the increased number of comments by the final assignment.



Key: N= 35; LR= Literature Review; G&P= Gap and Purpose; Concl=Conclusions

Figure 1. Students' peer review comments

The findings suggest that training be given to students in the initial stage to instil confidence in the peer review process and this is consistent with other research which suggests awareness raising activities develop students' attitude and participation in peer review (Berg, 1999). Researchers (Cho, Schunn, & Wilson, 2006; Falchikov, 2005; Van Steendam, Rijlaarsdam, Sercu, & Van den Bergh, 2010) particularly mention that such activities are necessary for students from Asian countries as their cultural norms may prevent them from being critical of their peers' work. This could be achieved by asking students to discuss the quality of samples of different types of comments. This will make students aware of what *qualitative comments* are and how to phrase them. Students can also be asked to comment on the level of effectiveness of such comments, followed by the teacher's input. Such an activity may also increase student participation.

It is clear from Figure 1 that the level of Criticisms dropped drastically. This may have been caused by the gradual trend for students to write "see suggestions",

associating suggestions as encompassing negative comments. This is especially true for the Gap and Purpose (G&P) assignment. One solution would be to rephrase the current item in the peer review worksheet to separate positive and negative comments, as shown below:

State the positive aspects of your peer's writing.

State the negative aspects of your peer's writing and provide relevant suggestions

This will help students to keep positive and negative comments apart and, more importantly, to suggest solutions separately from the negative comments.

The samples of participants' qualitative comments (see Table 1) for categories of Praise, Criticism and Suggestion across all assignments demonstrate that students are now able to go beyond their customary "Yes" and "No" responses to offer more meaningful praise, criticism and suggestions. Praises category comments include positive phrases such as "very clear", "cited sufficient examples", "...which is good....clear", and "...very clear and smooth flowing" can encourage collaborative learning and provide social support for their learning. The many suggestions under this column reveal that students can be weaned from over dependence on their teachers (Tsui & Ng, 2000), and can instead depend on their peers to give them useful and relevant suggestions.

Table 1: Types and examples of students' comments by assignments (N = 35)

Assignments	Praises	Comment Types	
		Criticisms	Suggestions
Context	The content is very clear in the general area part, in the background.	Lack of information in the sub-area and key topic	More information for Sub-area and key topic needs to be provided.
Literature review	The writer has cited sufficient examples to make the reader understand her research area	However the structures of these examples need to be improved.	Maybe it is better if the author could divide more paragraphs and classified her citations according to several related topics (one paragraph for each topic.
Gap and purpose	Brief summary of review presented which is good. Gap and objectives clear.		Can state objectives clearly in point form
Conclusions	The flow of ideas and elements are very clear and smooth flowing	However, recommendation and limitation of study not properly explained	The recommendation and limitation section can be elaborated.

Research question 2: Were suggestions made reflected in peers' writing?

This question is addressed by looking at the rate of modifications (expressed below as a percentage to suggestions across the four assignments (see Figure 2). Other research shows that peer review comments can contribute to valid revisions. Olga S. Villamil and

De Guerrero (1998), for example, identified a rate of valid revisions of 74% in their study, while Paulus (1999) identified a rate of 50%. The revision rates for the current study (62%, 56%, 40% and 52% respectively for the four assignments) imply that students do take their peers' feedback seriously with an average revision rate of 50%.

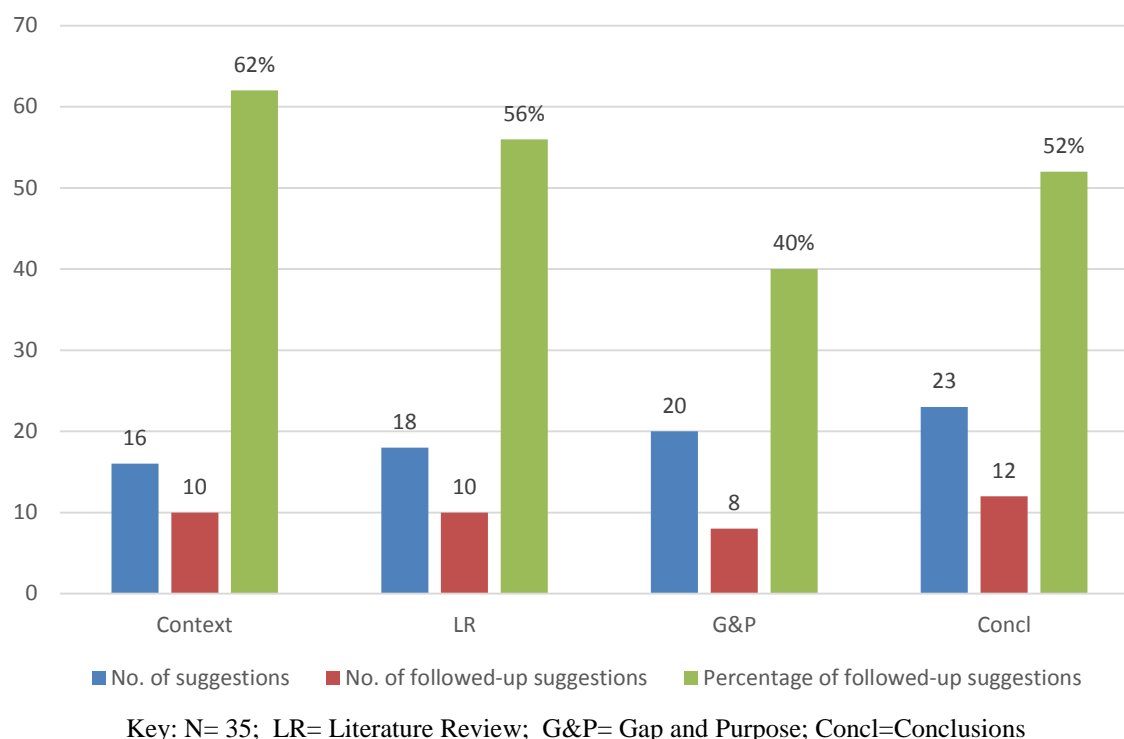


Figure 2. Receptivity to suggestions

The relatively modest rate of follow-up on suggestions (about one in two) may relate to participants' lack of confidence in their peers' comments or suggestions. This may be especially true for students from a predominantly teacher-centred culture as is the case with many of the participants. They may assume that their peers are not sufficiently qualified to critique their work and as such may mistrust the suggestions made (Hu, 2005). Equally, participants may be influenced by the lack of qualitative recognition, typically enacted by awarding marks, which may accompany both positive and negative teacher feedback. Perhaps, this aspect should be highlighted in the worksheet, while emphasizing the importance of the learning process. This issue might also be tackled by encouraging teachers to track peer suggestions and associated writers' responses so students will realize that their teachers take peer review seriously. This could be reflected in the peer review worksheets with an item such as:

Do you accept your peer's suggestions? If YES, highlight the incorporated suggestions on your revised draft.

If NO, provide a convincing explanation.

The quality of revisions based on peers' suggestions can be seen from the samples listed in Table 2. They indicate that revisions are not superficial but serious attempts to address the feedback received. The suggestions appear confident in the feedback they

are giving with phrases like “include need for study”, “should lead”, “might be considered”, and “can be elaborated” and are clearly going beyond the customary “Yes” and “No” responses common with the previous version of the worksheet. The responding revisions show academic appropriacy.

Table 2. Followed-up suggestions by assignments-comments

Assignment type	Suggestions	Suggestions Incorporated: Examples
Context	<ul style="list-style-type: none"> • Include need for study. 	<ul style="list-style-type: none"> • Although a variety of methods few studies have reported..... In this study....
Literature review	<ul style="list-style-type: none"> • The review should lead to the gap. • The writer should add preview and summary statement to make the review more integrated. 	<ul style="list-style-type: none"> • However, their proposal was not strongly supported by evidence. Therefore it is worth to investigate the more convincing reaction mechanism. • The following section reviews previous studies • All the above studies focus on....Therefore a new method...is deemed necessary. A review of studies..... presented in the next section.
Gap and purpose	<ul style="list-style-type: none"> • Several paragraphs might be considered to focus on each aspect. 	<ul style="list-style-type: none"> • (Summary) The earlier sections.....Based on the above review..... (general gap). Coordination polymers are still in infancy (specific gaps)..... (Specific objectives).....
Conclusions	<ul style="list-style-type: none"> • The recommendation and limitation section can be elaborated 	<ul style="list-style-type: none"> • In this thesis only-indium-based transparent.....developed. Due to limited time..... It should also be mentioned..... Therefore further research..... This might contribute characteristics.....

An interesting additional finding based on this sub-set of the data is the mismatch between criticisms and suggestions. A few students’ peer reviewers have associated Criticism and Suggestion comments that are not inter-related, but independent. In other words, criticisms were not followed with the right suggestions (see Table 3 for examples). An implication of this for development of the worksheet is to underline the earlier suggestion that Criticism and Suggestion should be combined into a single item as a way of encouraging students to see the link between criticism and suggestion and to stay focused. The new item might read:

State the negative aspects of your peer’s writing and provide relevant suggestions

Table 3. Samples of mismatch between criticisms and suggestions (N=35)

Assignment type	Criticism	Suggestion
Literature Review	<ul style="list-style-type: none"> • Lack of summary 	<ul style="list-style-type: none"> • The review should lead to the gap.
Conclusions	<ul style="list-style-type: none"> • Lack of generalization on the result part. The second objective is not addressed. Too much discussion on the result. • There is only one paragraph which contains all information. 	<ul style="list-style-type: none"> • Relate findings to other studies. • None

Research question 3: How had students' understanding improved from the modified PR exercise?

At the end of each peer review worksheet participants were asked: "What have you learnt about your writing assignment after the peer review process?". Table 4 shows sample comments which are generally indicative of their responses, covering what they learned about organizing the chapters of a thesis and thesis writing in general. Underlying the comments is an element of self-reflection. It can also be seen that students' awareness about organization of thesis chapters has been enhanced. They understand the need to support, elaborate and "provide sufficient information for each idea". Their awareness about their readers has also been raised. They now understand that it is the responsibility of the writer to write "clearly, explicitly and logically" and not assume that readers will understand what they write.

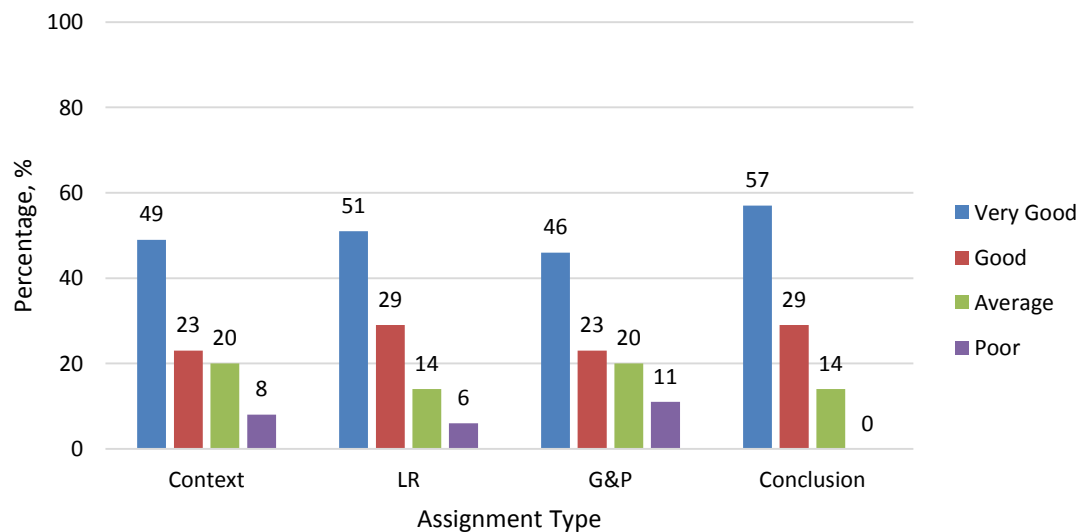
Table 4. Students perceptions of learning from the peer review process

Area of Comment	Comments	Relates to:
Organization	The background is important for the readers to get a general idea of the study. So the transition between 3 areas is important	Context assignment
Organization	A good review should be well integrated and contain the writer's comments which can logically lead to the gap	Literature Review assignment
Organization	I should clearly state the scope of my thesis.	Gap and Purpose assignment
Organization	All information elements should be included. Results should conclude with proper comparison or explanation to highlight the significance of my work. Limitation should be followed by reasonable recommendation.	Conclusions assignment
Organisation	Relevant support or elaboration are required for future research avenues or application. This will make the recommendation more convincing for readers. Justification is also needed for limitations. Otherwise, readers will not understand why your work has these limitations.	Conclusions assignment

General	Through this peer review I learned that I should not assume that readers will naturally understand what I write. Writer should take responsibility for writing clearly. Connections between ideas should be stated explicitly.	Whole process
General	I learned that one of the most important keys for the readers to better understand our work is to develop ideas logically and clearly. To do this, it is necessary to add connections between each idea and provide sufficient information for each idea.	Whole process

Research question 4: How did the students perceive their improvement?

Participants' responses to the final item in the peer review worksheet (How would you rate your understanding of the peer review process) were reasonably positive (see Figure 3). A clear majority of respondents are respond positively to this item in each worksheet with the average positive rating (combining responses for "very good" and "good") well above 50% (Context 72%, Literature Review 80%, Gap and Purpose 69% and Conclusion 86%). It should be noted that all score related to the Gap and Purpose assignment were relatively low compared to other assignments. This may have been because it was a rather short assignment (about 300 words). Given the nature of students' involvement in the review process, it may be best in future to subsume this assignment as part of the literature review assignment.



Key: N= 35; LR= Literature Review; G&P= Gap and Purpose

Figure 3. Rating by students

Implications for Curriculum, Teaching, Learning and Research

This exploratory classroom-based study has provided interesting insights on the peer review procedure advocated in the classroom and suggests implications for curriculum materials development, teaching, learning and research.

Curriculum

This study has provided insights for curriculum development. To enhance engagement further modifications are needed to the guidelines in the peer review worksheet. Modifications mentioned above aim at eliciting fuller peer comments of praise, criticism and suggestions and separate positive and negative comments more clearly. For this to occur, peer review should be acknowledged by teachers and students as a continuum between the first draft where suggestions are made and the second draft where they are addressed. Keeping track of suggestions and modifications and assigning marks for responses can underline the importance of the peer review process and the importance teachers accord it. This could improve the process of giving suggestions and reacting to them.

Teaching

This study suggests the provision of training, practice and guidance on why and how to analyse writing before the process commences. Falchikov (2005) argues that teachers should model effective feedback and train students to be effective reviewers. Cho et al. (2006) found that modest training led to valid and reliable ratings. Van Steendam et al. (2010) also found training important. Thus, training is likely to contribute to higher engagement and participation in the process.

Learning

The findings show students believe they have benefitted from the peer review process and their understanding about the organizing elements of the assignments has been enhanced. They also demonstrate understanding about quality writing and seem to perceive their learning in a positive light. However, it could be argued that students participated for scores. While marks can be a motivating factor, they constituted a very small component in this non-examined module. The assigned marks for all four peer reviews were combined and their contribution to the overall grade was rather negligible. It was made clear to them that the focus of peer review was mainly on the learning process.

Future Research

Further research once the modifications suggested by this study have been incorporated into the module may assist in fine tuning the peer review process. It would also be useful to research the training aspect of peer review and the use of peer assessment as a vehicle for closing the gap between feedback and response.

Limitations of the study

This relatively small-scale, exploratory study arose from the researcher's reflections on the effectiveness of the peer review procedures and the need for improvement. No comparison of pre- and post-data was possible because no training in the use of the procedure was previously conducted. This limitation may be overcome in future studies.

Conclusions

This study explored students' engagement with the peer review process in writing their thesis chapters and provides evidence of its positive impact on their writing and

learning. The findings show that peer review encourages students to play an active and positive role in the learning process and acts as a complementary source in giving feedback. However, it also shows that students' may lack of confidence in themselves and in their peers in giving feedback which, it is suggested, can be overcome by training in the peer review process. Ultimately, the peer review process can be developed into a powerful training tool for ESL/EFL students to improve their writing but making it effective requires thought, planning and careful management. The suggestions for further modifications of procedures studies here are not restricted to the context of this study but may be applicable for other contexts.

About the author

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Appendix A: Previous version of the worksheet (focusing on the Conclusions Assignment)

**ES5002-Graduate English Course-Advanced Level
(Research Paper/Thesis Writing)**

PEER REVIEW WORKSHEET FOR CONCLUSIONS

Writer's Name: _____

Get a classmate to read your assignment and provide feedback according to the instructions.

Reader's Name:

Answer the following questions and mark the relevant sections of the assignment with your comments. Then give your feedback to the writer.

1. Does the conclusion segment contain all the information elements (Aims, Results, Comments, Significance, Limitations, and Recommendation)? If not, would you suggest the inclusion of those missing elements?
2. Can you identify the main findings of the writer's thesis? Underline them.
3. Does the writer relate the significance of his study to these findings or to other aspects of the study? If so, underline these sentences.
4. Does the writer state the limitations of his or her study? Has the writer included some form of justification or evaluation for these limitations?
5. Does the writer make recommendations for future studies? Has he or she provided enough support and elaboration for these recommendations?
6. Has the writer used appropriate language conventions (e.g., tense, modal auxiliaries, and/or tentative verbs) for the different information elements?
7. Mark out any language errors in the writing. Look out for errors in:

▪ Sentence structure	▪ Prepositions
▪ Subject-verb agreement	▪ Linking words
▪ Tenses	▪ Vocabulary (correct word? correct spelling?)
▪ Articles (a, an, the)	
8. What other suggestions do you have for the writer to improve upon his or her draft in terms of content, organization and language use?

Appendix B: Modified worksheet (focusing on the Conclusions Assignment)

**ES5002-Graduate English Course-Advanced Level
(Research Paper/Thesis Writing)**

PEER REVIEW WORKSHEET FOR CONCLUSIONS
Percentage for CA 10%

Writer's Name: _____

Get your to read your assignment and provide feedback according to the instructions.

Reader Name: _____

Objectives:

- *To reinforce and further strengthen students' understanding of the concepts involved in writing the Gap and Purpose assignment by reviewing the draft of peers*
- *To raise students' awareness about the gaps in their writing, while reviewing the draft of peers or to emulate best practices in their peers' writing*
- *To engage students in the review process and encourage them to provide qualitative feedback. These in turn can enhance students' own writing.*

Instructions:

- *Identify and state the specific problems in their peers' writing and where possible, provide suggestions. (Tutors will reward such comments).*
- *For language problems, indicate with an 'L' in the margin and guide peers to correct the mistakes on their own*

Answer the following questions and mark the relevant sections of the assignment with your comments followed by oral feedback to the writer.

- 1 Does the conclusion segment contain all the information elements (Aims, Results, Comments, Significance, Limitations, and Recommendation)? **If not, would you suggest the inclusion of these missing elements. Explain**
- 2 Can you identify the main findings of the writer's thesis? Underline them.
- 3 Does the writer relate the significance of his study to these findings or to other aspects of the study? If so, underline these sentences **and explain. If not, make suggestions.**
- 4 Does the writer state the limitations of his or her study? Has the writer included some form of justification or evaluation for these limitations? Explain, **if not, make suggestions.**

- 5 Does the writer make recommendations for future studies? Has he or she provided enough support and elaboration for these recommendations? **Explain. If not, make suggestions.**
- 6 Has the writer used appropriate language conventions (e.g., tense, modal auxiliaries, and/or tentative verbs) for the different information elements?
- 7 Mark out any language errors in the writing. Look out for errors in:

▪ Sentence structure	▪ Prepositions
▪ Subject-verb agreement	▪ Linking words
▪ Tenses	▪ Vocabulary (correct word? correct spelling?)
▪ Articles (a, an, the)	

General

- 8 **State the positive/negative aspects of your peer's writing.**
- 9 **State suggestions for improvement, if necessary.**
- 10a **What have you learnt about writing your Conclusions assignment after the review process?**
- 10b **How would you rate your understanding of the peer review process? Tick the appropriate box below:**
 - ☐ **Very Good**
 - ☐ **Good**
 - ☐ **Average**
 - ☐ **Poor**