

EFL Students' Reactions to Peer versus Teacher Feedback to Improve Writing Skills: A Study at Intermediate School Level

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Abstract

Feedback is crucial for assisting EFL writers since writing in English is challenging for them. Although numerous research studies have been done on the usefulness of peer and teacher feedback in EFL writing, studies that show the differences between the effectiveness of teacher's feedback versus peer's feedback and the student's reactions to mixing feedback are generally rare. This study was thus conducted on the peer and teacher feedback and both feedback model in three writing paragraphs for twenty students at an intermediate school in Buraydah, Saudi Arabia, where English is taught as a foreign language. To identify the students' reactions in the pre-post application of the questionnaire and the pre-post test design for one group of students, the study used a semi-experimental approach. The findings indicated no significant differences at a significance level of less than 0.05 between the mean scores of the peers and the teacher feedback. The experiment had success in terms of students' positive attitudes towards mixing feedback models, the usefulness of peer comments, high percentages of feedback incorporations, and high overall writing scores. Therefore, based on the study results, the researcher confirms the usefulness of mixed feedback and recommends using it to improve student's English writing skills.

Keywords: writing, peer feedback, teacher feedback, peer and teacher feedback, intermediate schools

1. Introduction

1.1 Introduce the Problem

Writing is an essential and useful ability that allowing one to be more than the passive learner of linguistic input, more crucially, it encourage critical thinking skills. Due to its importance for students' future academic and professional success, writing competency is not only desired but also required (Bracewell, 2020; Seçer & Yücel-Toy, 2020; Zahroh, Mujiyanto, & Saleh, 2020; Surya, Azharul, Arso, Idris, Azziqi, & Retno, 2020). No matter how unconnected writing may seem to a particular sector, it is crucial to think of writing as an integral part of one's skill set because effective communication is the cornerstone of all occupations. It is still crucial to retain professionalism in email correspondences and other written exchanges, even if most modern companies have adopted a more "informal" communication style. A person's professionalism and attention to detail may be questioned by texts "battered" by poor grammar or typos. Although it requires more than merely stringing together the proper grammatical constructions, EFL writing is a challenging skill to master (Chan, 2007).

According to Darmawangsa, Mutiarsih, Karimah, and Racmadhany (2020), academic writing includes interpreting unique ideas and occasions centered on particular or all-encompassing writing abilities. Writing necessitates creativity, invention, and a clear and necessary mutual understanding. It is a cognitive activity that needs the imagination and imagery processes of the brain to develop concepts and ideas. Therefore, improving students' writing ability at a young age is crucial because it is an essential communication ability in today's globalized and linked society. Most nations, including Saudi Arabia, have made the English language a requirement for education due to its significance. From preschool through college, students in the Kingdom of Saudi Arabia study English.

Compared to writers who write in English as their first or native language, those who write in a foreign or second language show less knowledge of the language and less self-assurance (Nelson & Carson, 1998). While first-language writers have the luxury of time to improve their writing skills, FL writers frequently require assistance with their writing skills in general and EFL writing with the FL in particular.

Feedback is a crucial enabling strategy for writers writing in EFL and ESL (Tsui & Ng, 2000). Thus, it is essential to comprehend how students view peer feedback and how it can help writers write essays of higher quality. For teachers in Saudi Arabia, teaching English as a foreign language poses a significant challenge. Even after six years of learning the language at the primary school level, students still need help to acquire or grasp it. Few rural school pupils can utilize English daily, and many find it difficult to concentrate in class since they have not been able to practice process writing (Jalaluddin & Norsimah, 2008). The results still need to be satisfying after years of studying the language, and students' final writing needs to be corrected (Pillay, 1995). Despite the benefits claimed in the literature, feedback is infrequent in many non-Western teaching situations where teacher-fronted classes remain prevalent. Generally, "feedback on writing" is a broad notion that can be interpreted broadly to include any communication students get to convey information about their written assignments.

However, feedback is not only used to evaluate students' written work; more importantly, feedback in its formative form is an integral part of the ongoing process of learning to write, or how to acquire any other language skill for that matter, and thus plays a hugely significant role in writing improvement. So, the term "feedback" will be limited to this idea since this paper will only talk about feedback in teaching writing (Mendonca & Johnson, 1994; Ashwell, 2000; Hyland, 2006; Ferris, 2002).

Against this background, the current research attempts to explore students' reactions and thoughts about the effect of peer feedback versus teacher feedback on improving writing EFL skills among intermediate school students. Also, their reactions to teacher and peer feedback are studied to improve their English writing skills by asking such questions.

- (1) What is the significant difference between feedback from peers and feedback from teachers when it comes to improving English writing skills at middle schools in Buraydah?
- (2) What is the significant difference between how students react to feedback from their peers and teachers and how they use both to improve their English writing skills at intermediate schools in Buraydah?
- (3) How can students' reactions to peer and teacher feedback and both in improving English writing skills be described?

1.2 Explore Importance of the Problem

Earlier research found that teacher feedback led to more significant improvements than peer feedback and that students needed more information about the validity and quality of corrections and comments made by their peers (Partridge, 1981). A study that compared written peer and teacher feedback found that EFL students needed feedback to help them improve their rewrites (Chaudron, 1984). Comparative research on EFL writing (Connor & Asenavage, 1994) has shown that teacher feedback is more helpful than peer feedback, which has a much smaller effect. Jacobs, Curtis, Braine & Huang (1998) found that when students were asked what kinds of feedback, they liked best, many said teacher feedback was better than peer feedback.

According to the studies above, instructor comments on EFL writing either enhanced EFL writing more effectively than peer input or were viewed more favourably by students. At the same time, for some academics, when students are not required to make a decision, they could prefer peer and teacher criticism (Kepner, 1991). Thus, the researcher concluded that further research is required. So the current study is being conducted to verify the students' reactions to the effectiveness of peer feedback, teacher feedback, and both. Writing is a way of exchanging ideas, viewpoints, and emotions. Writing in ESL and EFL also has the added benefit of allowing students to acquire a language while expressing ideas, feelings, and points of view that are original and distinct from those expressed in their native tongues. The current study is significant because it informs a broad spectrum of professionals engaged in research on using teacher and peer feedback as a method for enhancing writing for academic or professional purposes. Additionally, it will assist in achieving Saudi Arabia's Vision 2030's ambitious but attainable goals, particularly its stated ambition of building a dynamic, knowledgeable, and forward-looking society with competent graduates. It follows that the ability of our younger generation to connect with the rest of the world using English, the international lingua franca, is given in this direction because it has infiltrated every sector, including academic, economic, political, and social.

We should give our people the tools to engage with the outside world effectively and cooperatively. According to studies by Alahdal, Alfallaj, Alawaied, and Alhattami (2014), Alfallaj and Alahdal (2017), and Magulod (2018), one reason why students are unable to write is that they have not been taught how to begin the writing process. This results from issues like the fact that there has historically been little demand and "push" from the teachers for creativity and innovation in writing classes. Since they are unused to creating outlines and carefully ordered

cognitive processes exemplified in and crucial to the act of writing, this has resulted in bewilderment, irritation, and the inability to write down the very first sentence, metaphorically speaking.

The Saudi Arabian student faces a significant challenge with the seemingly fundamental question of where to begin writing. It is common for teachers to hear students complain in phrases like "I do have a lot on my mind; I would like to write it down, but I do not know where to start" and "I overthink and constantly change my mind about the topic I want to write about, and I feel hobbled and alone in this." Writing is a crucial ability for Saudi Arabian learners since it teaches them how to apply the correct format for the reliable and optimal transmission of ideas. Consequently, the current study aims to:

- (1) To explore the significant difference between feedback from peers and feedback from teachers when it comes to improving English writing skills at middle schools in Buraydah.
- (2) To explore the significant difference between how students react to feedback from their peers and teachers and how they use both to improve their English writing skills at intermediate schools in Buraydah.
- (3) To investigate students' reactions to peer and teacher feedback and both in improving their English writing skills.

1.3 Limitations of the Study

This study contains several limitations that cannot be used to apply to a broader population. This study's sample size and geographic scope are both constrained. One city, Buraydah in Saudi Arabia, served as the study's location. Another factor is time, which is seen as one of the significant constraints of the study because training only lasted for seven weeks because the semester needed to be longer. Finally, ten pupils and one teacher made up the study's sample.

1.4 Relevant Literature

1.4.1 Teaching Writing

In order to help students, become independent writers in their own right, teachers should apply and impart various skills and strategies (Kim & Kang, 2020; Lee, 2020; Timizar-Le Pen, Marchand, Léocadie, & Rothan-Tondeur, 2020). It encompasses a wide range of strategies that try to close the gap between authors' practices and beliefs about writing, influencing their work results. This way, the principles, regulations, and ethics about the writing method used, particularly in instructional settings, are integrated into the written text. Since writing strategies are crucial to any lesson preparation, including writing, the methods used should be capable of yielding the desired results realistically.

In other words, it is critical to establish the appropriate tactics to notice a positive impact on pupils' writing productivity. If not, students and teachers will feel overburdened and demoralized because they will not see any benefit from their laborious efforts. As templates or examples are needed to start their trip via writing, one example of developing effective strategies would be giving beginners the bare minimum experience in a product-centered manner. Without a clear goal, plan, or method, a writing class will be a lot of trial and error, wasting time and resources for students and teachers. Therefore, developing effective, planned teaching writing strategies is needed for EFL students.

1.4.2 Definition of Written Feedback

Feedback can be given verbally or in writing; however, for the sake of this paper, I will focus on written feedback. Feedback is any teacher's comment to other students, whether verbal or nonverbal. Sárosdy, Bencze, Poór, and Vadnay (2006) define feedback as "the information that learners receive from their teacher regarding their performance, which will allow them to take self-corrective action and enhance their achievement" concerning its nature and significance. Therefore, the primary objective of delivering feedback is to increase student achievement. Feedback is "advice, criticism or information about how good or useful something or somebody's work is" (Oxford University Press, 2023). Accordingly, I will define written feedback as a form of response to incorrect learner inputs. The responses may include one or more of the following: a) a declaration that a mistake has been made; b) providing of the appropriate target language form; c) meta-linguistic details regarding the nature of the mistakes; or any mixture of these.

1.4.3 Teacher Feedback

The effectiveness of teacher and peer feedback on EFL writing has been the subject of numerous studies in the past (Hamer, Purchase, Luxton-Reilly, & Denny, 2015; Gielen, Tops, Dochy, Onghena, & Smeets, 2010). Generally, pupils' essay writing improves most when teachers provide feedback. In particular, when it comes to writing classroom instructions, teacher feedback is a crucial component or portion of teaching (Dixon, 2015). It

has been proven to be a successful method for teachers and instructors to formatively evaluate their students' written work in various undergraduate courses, including writing in higher education (Cavanaugh & Song, 2014; Dixon, 2015). Feedback is one way that teachers can help students reach objectives, such as completing writing activities that they might not be able to complete independently (Hyland, 2010; Hyland & Hyland, 2006; Gould & Day, 2013; Lee, 2014). Effective teacher feedback on the objectives and outcomes of a particular course is listed (Nicol & MacFarlane-Dick, 2006).

The effect of teachers' effective feedback on students' tasks even impacts how well they learn in the future (Hennessy & Gillian Forrester, 2014). Teacher feedback is information on the correctness, accuracy, or appropriateness of the recipient's prior performance supplied by a source to the recipient. It is information or suggestions given to the writer for editing (Mottet, 2008). Teacher feedback is the primary criterion for student writing progress (Demirel & Enginarlar, 2016). Many EFL students place high importance on teacher feedback, regularly rating it higher than peer input (Srichanyachon, 2012b). Studies on feedback also revealed that, as compared to peer feedback, students absorbed more teacher feedback and improved the structure and content of their revised writings more (Ferris, Pezone, Tade, & Tinti, 1997; Hu, 2005; Li & Lin, 2007; Yang, Badger, & Yu, 2006).

However, in addition to its usefulness, teacher feedback has several flaws identified in earlier studies. First, teacher feedback has frequently been criticized for being formulaic, arbitrary, and confusing because most ESL writing teachers make similar remarks and are more concerned with language-specific errors and difficulties (Zamel, 1985; Zhao, 2010). Furthermore, there was no indication that instructor comments would significantly change students' subsequent writing, even with well-written criticism (Leki, 1990). Lee (2003) also notes that despite spending significant time assessing students' work, teachers still determine if their efforts result in student improvements.

Therefore, due to shortcomings in teacher feedback, peer feedback has become the modern trend in improving writing skills which is thought to be the most helpful feedback; therefore, in the following section, I discuss thoroughly how useful it is by using some previous studies.

1.4.4 Peer Feedback

Peer feedback, sometimes known as comments from classmates, is another resource provided to student writers in writing classes, in addition to written feedback from teachers during the writing process. According to Ferris (2003), students will feel less threatened and resentful of the feedback given by peers than by the teacher; peer response groups will lighten the teacher's "composition slave" responding load; and careful reading and evaluation of peers' texts can help students develop critical thinking skills that can help them better assess their writing. (p.15).

Peer response has become a widespread practice in many L2/FL classrooms due to the overall influence of process-oriented writing instruction (Ferris & Hedgcock, 2014), which promotes the production of multiple writing drafts with response and revision. Several theories, such as the process writing theory, the interactions theory of second language acquisition, the collaborative learning theory, and the sociocultural theory (Lantolf & Thorne, 2006; Liu & Hansen, 2002), explain why peer feedback is essential and why it works.

Numerous empirical studies have supported the importance of peer response in L2/FL writing classrooms at the college and school levels (Palevel, 1999; Tsui & Ng, 2000; Min, 2006; Yu & Lee, 2016). Also, peer feedback generated more comments on the vocabulary, structure, and topic of student writing (Lee, 2009). It was also asserted that peer feedback is more instructive than instructor feedback because it targets students' developmental stages. Consequently, it may help them study more and become more motivated (Hyland & Hyland, 2006).

Additionally, students' attitudes about writing can be improved, and their anxiety can be decreased by encouraging their classmates. Students are also actively involved in their learning and take ownership of their learning progress because they are given a teacher position through peer review (Liu & Hansen, 2002). Finally, students can improve their writing skills and develop as independent learners by reading each other's drafts critically and learning more about writing and revising. They can also recognise their work's strong and weak parts (Hansen & Liu, 2005).

Peer feedback has not been frequently employed in L2/FL writing classrooms, and teacher feedback is still the most preferred type of feedback in L2/FL writing classes at universities, despite the theoretical and empirical evidence in favour of its promotion in L2/FL writing (Yu & Lee, 2016). This might be because of several problems with peer review, like time constraints, teacher duties, and student characteristics (Rollinson, 2005). Hu

(2005) also suggests that the implementation of peer feedback in L2 and EFL writing classes is likely hampered by students' limited familiarity with the target language and its rhetorical conventions, the "surface" nature of their comments, and their various inappropriate attitudes towards peer feedback.

Likewise, a few studies on peer feedback with Thai university students revealed that peer review was not valued, and they preferred teacher feedback (Chamcharatsri, 2010; Srichanyachon, 2011a; Srichanyachon, 2012b). Nevertheless, as noted by other investigations (Min, 2006; Paulus, 1999; Rollinson, 2005), implementing peer feedback in the writing classroom significantly impact its efficacy. Berg, Admiral, and Pilot (2006) outlined the ideal design features for peer feedback. These qualities include a manageable length requirement of five to eight sheets and enough time for the review work. Nevertheless, one of the goals of the current study is to close this gap since published research on trained peer responses to their advice needs to be more prevalent in the literature.

All in all, despite the effectiveness of peer feedback, teacher feedback is still the most preferred type of feedback in L2/FL writing classes and views peer review as not valued, which encourages the researcher to develop and apply the idea of mixed feedback.

1.4.5 Peer and Teacher Feedback

It has been discovered recently that students in L2/FL contexts prefer peer and teacher feedback (Demirel & Enginarlar, 2016; Maarof, Yamat, & Li, 2011). According to Maarof et al. (2011), teacher feedback can help students recognise a target structure, compare it to their prior knowledge, and incorporate it into that knowledge. On the other hand, peer feedback can help students identify the goal structure while reinforcing its application and offering additional input through the students' information.

Since these two types of feedback are best viewed as complementary (Zamel, 1985), systematically combining them may offer students numerous benefits, such as a reduction in writing anxiety, an advancement in writing skills, and increased confidence in their capacity to make decisions regarding their writing and revision choices (Paulus, 1999). Demirel and Enginarlar (2016) also found that when students used the mixed peer-teacher feedback model, they could improve their writing in terms of form, content, and organization. This meant that their writing results also got better.

For various reasons, writing has emerged as the most challenging skill for teachers and learners (Abedi, Namaziandost, & Akbari, 2019; Kardena, Syarif, & Zaim, 2020; Sukmawati & Nasution, 2020). This difficulty may increase for L2/FL students since writing in English brings challenges, including learning new conventions outside of their own culture, expressing themselves in a foreign tongue, and adjusting to the complex writing character. Because of these difficulties, writing is one of the most difficult skills for students to master and leading an unhealthy reliance on the teacher for all feedback and direction.

Lev Semyonovich Vygotsky, a Soviet psychologist, developed the sociocultural theory of writing. According to his idea, a thinking agent acquires cultural values, beliefs, and problem-solving techniques through cooperative conversations with more experienced members of society. The Zone of Proximal Development, private communication, and culture-specific tools are only a few of the ideas in Vygotsky's theory. In essence, it highlights the significance of inspiration, impact, and social dynamics as the key elements of writing. Acknowledging the function of socialization and engagement in the development of mental behaviour or the information retention phase is another essential feature of his theory. According to the Zone of Proximal Development theory, students need assistance and socialization through collaboration with their teachers and peers to improve and acquire language as a social concept (Vygotsky, 1978).

In Saudi Arabia, where English has been taught as a foreign language and as a separate topic rather than being utilized as a communication medium for decades, this over-dependence on teachers tends to be considerably stronger for writing teachers. Although most Saudi learners begin learning English in their upper primary years, EFL is the most heavily financed curriculum in the country's educational system. Despite these efforts, there are serious concerns about the English language proficiency of students applying to universities for higher education (Alkhudiry, 2020). Mainly, writing is not systematically taught as a subject (Alsubaie & Madini, 2018). Most writing programs are still taught using the traditional model, emphasising the accuracy of grammatical structures and vocabulary (Chamcharatsri, 2010; McDonough, 2004; Siriphan, 1988). Their writing is of particular concern in this regard. Most writing programs strongly emphasise objective-type tasks that call for sentence completion, phrase reordering, wording, and error repair (Wongsathorn, 1994).

Therefore, students need more opportunities to communicate their thoughts and knowledge in writing. This passive learning method may be influenced by cultural norms that forbid criticism and the conventional

understanding that "silence denotes wisdom" (Puengpipattrakul, 2013; Root, 2016). Such teaching methods in Saudi writing classrooms will probably make it challenging for Saudi learners to improve their writing skills.

It was essential to create a functioning model of feedback for use in writing classes in Saudi Arabia due to the need to improve the writing abilities of Saudi students and the potential for feedback to contributing to such an improvement. This study made peer feedback a natural part of the organized paragraph writing process rather than using it only occasionally.

Therefore, the researcher worked on a mixed feedback model that included teacher and peer feedback on the same piece of writing was devised, put into practice, and evaluated in the current study. The study's primary objective was to evaluate the effectiveness of using peer and teacher feedback in combination in classes on paragraph writing in order to improve their writing at an intermediate school in Saudi Arabia.

2. Methodology

2.1 Research Design

The researcher used a quantitative design particularly the semi-experimental approach to identify the study sample's reactions to peer and teacher feedback and both pre-and post-application of the questionnaire to address the intended research questions based on the nature of the study and the information to be obtained. The semi-experimental approach is based on the pre-posttest design for one group, with the aim of identifying the study sample's impressions about each peer and teacher feedback and mixing peer and teacher feedback in the pre-post application of the questionnaire.

2.2 Participants

The participants were twenty students at a Buraydah school in Saudi Arabia. All of the participants were female intermediate school students aged 13 to 15. Their current proficiency level is intermediate. They were chosen randomly. The medium of education for all is Arabic. However, writing is one of their weakest skills, and their English writing level, generally, is low-intermediate (Chan, 2007). They were randomly chosen after ensuring they wanted to participate in the study and constantly responding to the researcher's plan. Also, there was one English language teacher. She has rich experience teaching English as a foreign language and was responsible for providing teacher feedback.

2.3 Instruments and Procedures

In the middle of December 2022, the pre-questionnaire was received by students. Approval was obtained to send it to the students. First, students were asked to respond to a pre-questionnaire to determine their attitude toward peer feedback, teacher feedback or the mixture between them. It was sent electronically in a Google form to the students through the Telegram application, which is the most used among teenagers these days and helps obtain data quickly. However, they were asked to post three writing tasks consisting of 5 sentences to a private group in the Telegram application created by the researcher.

Students were given relevant reading material as input and motivation before they handed in their writing assignments. The first writing task was for students to write one paragraph related to the university major - "What is your first desire for a university major and why? A personal motivation? Or a job market requirement?". Students were asked to send it to the teacher to give feedback based on specific criteria; See Appendix 2. After the teacher gave them the feedback, she explained to them the notes on their writing, why they were placed, and what should be written instead. So that they do not make the same mistake again. Also, a summary of her responses, including explanations for her choice and any suggested comments, was required. Then it was evaluated by the teacher out of 10 marks for measuring students' development at the end. After confirming their understanding of the teacher's feedback and her notes, they were asked to write a second assignment the following week.

The second writing assignment was a film review. Students watched "Just Mercy," an actual story drama film starring "Michael B Jordan" as a compassionate lawyer who seeks justice. However, students were divided into two groups to substitute their tasks and get each other their feedback. They were required to post at least one response to each of their classmates' writing assignments based on the same responding guideline used by the teacher, considering each student gave her colleagues enough explanation of her notes on their writing and why it placed these notes and what should be written. Also, a summary of their responses, including explanations for their choice and any suggested comments, was required.

In order to verify the effectiveness of a mixture of peer and teacher feedback, the author decided to have them write a third writing task, which was about a city they would like to visit and why? With mentioning the reason.

They were subjected to the same criteria in the first and second assignments. They were encouraged to work with different peers throughout the assignments and use provided correction symbols to indicate errors rather than actual corrections. Their Arabic language was used in this interactive activity. Finally, students will be asked to answer a post-questionnaire to fulfil the study's primary purpose: their reaction toward peer feedback, teacher feedback, or a mixture of both. A five-point Likert scale questionnaire was used to examine the attitudes of these students toward this novel learning activity (strongly disagree = 1, disagree = 2, not sure = 3, agree = 4, highly agree = 5).

Because the questionnaire was given to Arab EFL learners, it had to be translated to ensure they understood the exact meaning of the items and could answer the questions as they understood them. Therefore, it was translated by the researcher and evaluated by a lecturer from the English faculty, who approved it with some final changes. In light of that, the researcher wrote the questionnaire's fields, paragraphs and variables.

2.3.1 The Validity of the Questionnaire

The research tool is valid if it measures the phenomenon it was prepared to measure. Accordingly, the researcher verified the tool's validity in two ways.

2.3.2 The External Validity

After completing the questionnaire preparation and formulating its items in their initial form, it consisted of 33 items divided into three sections. The questionnaire was presented to 14 arbitrators in the field of study. They were introduced to the purpose of the study. Also, they were asked to review the questionnaire and express their opinion on it. In terms of the clarity of the items, the appropriateness of each paragraph to its sections, the linguistic formulation of these paragraphs, and adding or deleting what they see fit.

Accordingly, the instrument is ready for the exploratory application on the exploratory sample to ensure its validity and reliability, as follows:

2.3.3 The Internal Validity

Following confirmation of the study instrument's apparent validity, the researcher calculated the internal consistency validity by administering the initial image of the questionnaire to an exploratory sample of 14 participants of the study population. The Pearson correlation coefficient was used to calculate the correlation coefficient between the degree of each section in the total score of the questionnaire. Table 1 shows these results.

Table 1. Pearson correlation coefficient between the score of each item and the total score

Peer Feedback		Teacher Feedback		Peer and Teacher Feedback	
No	Pearson Correlation	No	Pearson Correlation	No	Pearson Correlation
1	.858**	1	.771**	1	.795**
2	.844**	2	.778**	2	.812**
3	.857**	3	.765**	3	.751**
4	.825**	4	.689**	4	.573**
5	.812**	5	.726**	5	.676**
6	.828**	6	.723**	6	.901**
7	.892**	7	.798**	7	.599**
8	.904**	8	.763**	8	.567**
9	.929**	9	.781**	9	.552*
10	.764**	10	.643**	10	.770**

** . Correlation is significant at the 0.01 level

Table 1 shows that all the correlation coefficient values between the degree of each item and the total degree of the section to which each item belongs are statistically significant. This shows that these items are related and can be used to describe the study sample.

2.3.4 The Reliability of the Questionnaire

To calculate the reliability coefficient, the questionnaire was applied in its initial form to an exploratory sample of 14 participants of the study population. The statistical analysis of the Statistical Package for Social Sciences (SPSS) program was used. Cronbach's alpha equation verified the reliability of the questionnaire. Table 2 shows the relevant results.

Table 2. Cronbach alpha equation for all the sections

N	Sections	No. of Items	Cronbach's Alpha
1	Peer Feedback	10	.807
2	Teacher Feedback	10	.857
3	Peer and Teacher Feedback	10	.850

It is clear from Table 2 that all the reliability values according to the Cronbach alpha equation for all the sections of the questionnaire are statistically acceptable, as (Abuhashim, 2020) indicates that the reliability coefficient is considered statistically acceptable if its value is higher than 0.70, which indicates that the questionnaire has a high degree of fortitude.

2.3.5 Data Collection

The data was collected using two instruments. A pre-questionnaire and post-questionnaire were collected online through Google Forms. The second instrument was three written assignments for each student; since there were 20 participants, the total number of assignments was 60. The data obtained from the questionnaire and written assignments were presented in tables and figures to indicate the students' attitudes towards peer feedback, teacher feedback, and both simultaneously.

2.3.6 Data Analysis

Data were gathered, examined, and reported on. Version 20 of the Statistical Package for Social Science (SPSS) was used to analyse the data. The mean, standard deviation, minimum and maximum for peer feedback, teacher feedback and both. The results of Likert-type items for the student survey were reported using mean scores. Participants' responses were collected, described, and interpreted. The results were subsequently reported.

3. Findings

The study results are presented by answering the questions and linking them to previous studies in the discussion section.

Question One: Are there significant differences between peer and teacher feedback in improving English writing skills at intermediate schools in Buraydah?

The Paired Samples (T-Test) were used to answer this question, and Table 3 shows the results.

Table 3. The results of the Paired Samples (T-Test)

Test	Feedback	N	Mean	Std. Deviation	Mean Difference	T	Sig
Paragraph checklist Format	Peer	20	6.85	2.084	0.30	1.101	.285
	Teacher	20	6.55	1.317			
Organization and content	Peer	20	5.60	1.957	0.35	1.505	.149
	Teacher	20	5.95	1.317			
Language and mechanics	Peer	20	6.70	1.750	0.10	.384	.705
	Teacher	20	6.60	0.995			
Overall	Peer	20	19.15	2.720	0.05	.134	.895
	Teacher	20	19.10	2.100			

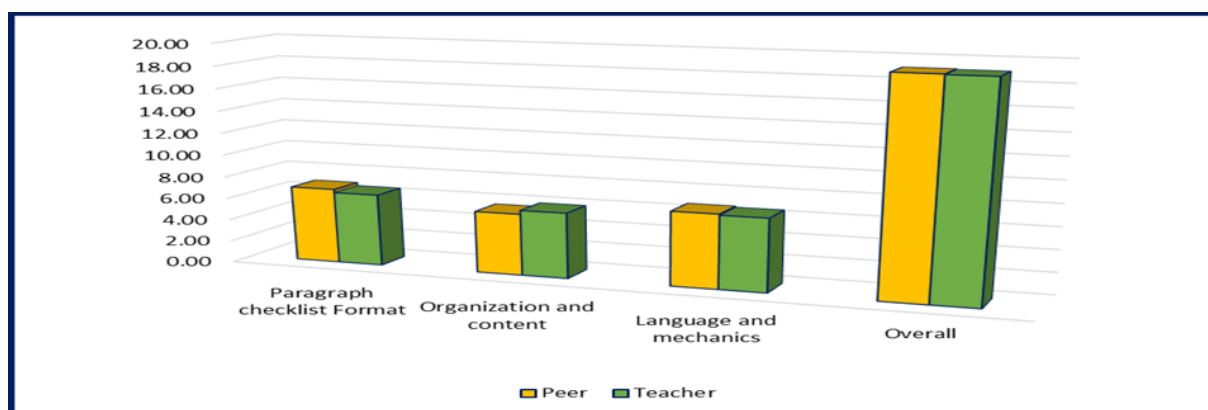


Figure 1. Arithmetic averages of peer and teacher feedback scores

It is clear from Table 3 and Figure 1 that there are no significant differences at a significance level less than 0.05 between the mean scores of the peers and the teacher feedback, as all t-test values are not statistically significant. In other words, peer and teacher feedback was similar, and there were no differences. It is possible to rely on peer feedback along with teacher feedback.

After obtaining feedback from the teacher, students repeated those mistakes in the second task. Although the teacher explained to them in detail what mistakes they made and what the alternatives are, so that they could be used next time. However, based on the above results, it became clear that they did not benefit from teacher feedback.

Question Two: Are there significant differences in the students' reactions to peer and teacher feedback and mixing between them in improving their English writing skills at intermediate schools in Buraydah?

The paired-samples t-test was used to answer this question, and Table 4 shows the results.

Table 3. Results of paired-samples t-test in the pre-post application of the questionnaire

Feedback	Test	N	Mean	Std. Deviation	Mean Difference	T	Sig
Peer	Pre	20	26.55	4.032	9.50	5.702	.000
	Post	20	36.05	4.785			
Teacher	Pre	20	38.50	4.818	1.20	1.025	.318
	Post	20	39.70	4.330			
Peer and Teacher Feedback	Pre	20	31.45	3.734	12.05	10.989	.000
	Post	20	43.50	2.965			

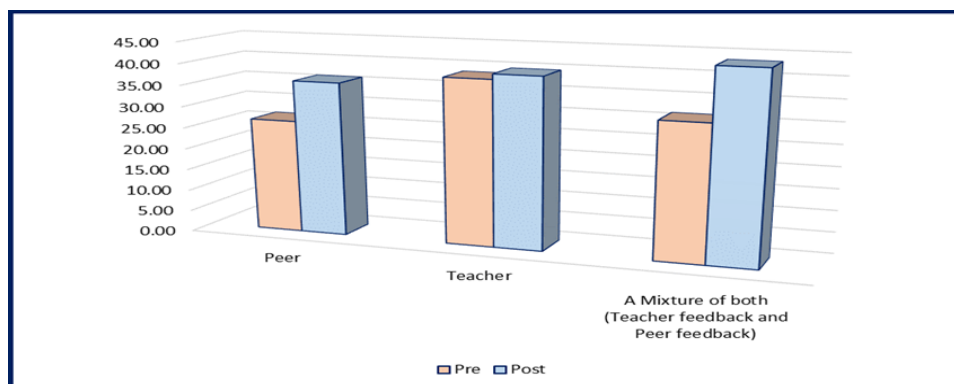


Figure 2. Arithmetic means of the students' reactions to peers, teacher feedback, or both

According to Table 4, at a significance level of less than 0.05, there are statistically significant differences between how middle school students respond to peer feedback and the combination of peer and teacher feedback. In favour of the post-application, as the significance levels are less than 0.05, indicating a positive change in the study sample's reactions to peer feedback, teacher feedback, and both before and after the experiment.

While the results in Table 4 show that there were no statistically significant differences at a level of significance less than 0.05 between the reactions of the study sample to each teacher's feedback in the pre-post application of the questionnaire. The level of significance is larger than 0.05, indicating that there is no difference in the responses of the study sample to the teacher's comments before and after the experiment. It shows the differences in the study sample's reactions to each peer's feedback and the mixing between peer and teacher feedback in the pre-post application of the questionnaire. At the same time, the students' reactions to the teacher's feedback were similar in the pre-post application of the questionnaire.

Question Three: How can students' reactions be described for peer feedback, teacher feedback, and both in improving their English writing skills?

The arithmetic mean, the standard deviation, and the students' reactions were estimated to answer this question. Table 5, Table 6, and Table 7 show the results.

Table 4. The arithmetic means and standard deviation of the study sample's reactions to peer feedback before and after the experiment

N	Item	Pre			Post		
		Mean	SD	Degree	Mean	SD	Degree
1	Peer comments help me explore my writing mistakes.	2.90	0.308	Intermediate	4.00	0.000	High
2	Peer evaluation helps me benefit from the feedback I receive from my friends.	2.70	0.733	Intermediate	3.85	0.489	High
3	Peer feedback helps me learn from my writing mistakes.	2.50	0.761	Low	3.55	0.686	High
4	Reading my friends' writing helps me improve my writing.	2.50	0.946	Low	3.45	1.050	High
5	Peer feedback makes me more motivated to write.	2.75	0.716	Intermediate	3.40	0.995	High
6	I enjoy discussions with my colleagues about my mistakes in writing.	2.65	0.745	Intermediate	3.15	0.933	Intermediate
7	Peer feedback is often appropriate.	2.65	0.875	Intermediate	3.40	0.995	High
8	I feel I have the ability to provide valuable and proper feedback to my colleagues.	2.50	0.761	Low	3.80	0.834	High
9	I learn from peer feedback more than I can learn from a teacher.	2.80	0.894	Intermediate	3.55	0.826	High
10	I prefer receiving feedback from my peers because I can discuss the same with them in Arabic.	2.60	0.821	Intermediate	3.90	0.447	High

Table 5. The arithmetic means and standard deviation of the students' reactions to teacher feedback before and after the experiment

N	Item	Pre			Post		
		Mean	SD	Degree	Mean	SD	Degree
1	I prefer my teacher's feedback of my writing over my peers' feedback.	4.00	0.000	High	4.10	0.447	High
2	Receiving feedback from a teacher is faster than receiving it from peers.	4.10	0.553	High	4.10	0.447	High
3	A teachers' feedback is often clearer.	4.10	0.553	High	4.00	0.649	High
4	Receiving feedback from a teacher helps me recognize how teachers assess writing and eventually helps me get higher grades.	3.75	0.851	High	4.10	0.641	High
5	Teacher feedback helps me learn more vocabulary items compared to peers' feedback.	3.85	0.933	High	3.80	0.894	High
6	I feel less ashamed of my mistakes when I receive feedback from my teachers than when I receive it from my peers.	3.75	0.910	High	4.05	0.826	High
7	I like some words of encouragement from the teacher while evaluating my writing, compared to getting no praise from peers.	3.65	1.226	High	3.85	0.813	High
8	A teacher's feedback is more comprehensive than superficial peer feedback.	3.85	0.813	High	3.85	0.875	High
9	A teacher's feedback is higher in quality than peers' feedback.	3.50	0.761	High	3.80	0.696	High
10	Unlike peers' feedback, teachers' feedback takes into consideration learners' individual differences.	3.95	0.224	High	4.05	0.394	High

Table 6. The arithmetic means and standard deviation of the students' reactions to peer and teacher feedback before and after the experiment

N	Item	Pre			Post		
		Mean	SD	Degree	Mean	SD	Degree
1	The integration of both teachers' and peers' feedback is reliable.	3.00	0.000	Intermediate	4.05	0.224	High
2	The integration of teacher and peer feedback makes evaluation more transparent.	3.05	0.394	Intermediate	4.15	0.366	High
3	The integration of peers and teacher's comments increases interaction during the learning process.	3.15	0.489	Intermediate	4.35	0.489	Very High
4	The integration of peers and a teacher's comments make students share responsible for the learning process together with their teacher.	3.10	0.641	Intermediate	4.45	0.510	Very High
5	The integration of peer and teacher feedback helps teachers explore learners' grammar and vocabulary errors in writing.	3.25	0.967	Intermediate	4.55	0.510	High
6	The integration of teacher and peer feedback gives each student, of her, a role in the learning process.	3.30	0.733	Intermediate	4.40	0.754	Very High
7	The integration of teacher and peer feedback helps create a more exciting and enhanced learning environment.	3.15	0.745	Intermediate	4.55	0.605	Very High
8	The integration of teacher and peer feedback helps change the attitudes of students from passive recipients of knowledge into active participants.	3.25	0.716	Intermediate	4.50	0.607	Very High
9	The integration of teacher and peer feedback gives students the opportunity to discuss and share ideas with both their colleagues and their teacher alike.	3.10	0.553	Intermediate	4.35	0.587	Very High
10	The integration of teacher and peer feedback helps teachers identify a student's linguistic background that is not usually discovered solely through teachers' evaluation.	3.10	0.308	Intermediate	4.15	0.366	High

The students' reactions at the intermediate school in Buraydah were positive in favour of peer feedback and the combination of peer and teacher feedback. This supports the researcher's hypothesis, which states that in the pre-post application of the questionnaire, students' reactions to peer feedback, teacher feedback, and both in improving English writing skills are positive.

4. Discussion

The answer to the first research question in this study tended to show the differences between teacher and peer feedback for this group of intermediate school students in Buraydah, where students were reported to be passive in learning English and teacher-centered pedagogies exist. The results of this study showed that peer and teacher feedback was similar, and there were no differences. They did not benefit from teacher feedback. This result is

consistent with Zamel (1985), and Zhao (2010), who criticized teacher feedback as being formulaic, arbitrary, and confusing since most ESL/EFL writing teachers make similar remarks and are more concerned with language-specific errors and difficulties. It is also compatible with the study by Leki (1990), which concluded that the teacher's comments and notes are not a definitive indicator that they will lead to a significant change in the following written task. It is also consistent with Lee (2003), who concluded that teachers are not entirely convinced that their efforts and extended time spent giving feedback to students will significantly develop their writing skills.

On the contrary, the results of this study contradict (Ferris, Pezone, Tade, & Tinti, 1997; Hu, 2005; Li & Lin, 2007; Yang et al., 2006) who concluded that teacher feedback has a significant impact on the learner's future learning journey, especially in writing tasks. The results also contradicted those (Hyland, 2010; Hyland & Hyland, 2006; Gould & Day, 2013; Lee, 2014). They claim that teacher feedback is one-way teachers can help students reach goals, such as completing writing activities that they may not be able to complete on their own.

The researcher may attribute the results of the question to the following:

(1) The poor improvement in students' writing level in the second task is due to the fact that in the first task that the teacher supervised, the students were nervous about the teacher being the one with the most significant authority. Where they were overcome by a fear of the teacher's reaction, they were not allowed the opportunity to negotiate more and admit their lack of understanding. Although the teacher asked them about their understanding before moving on to the second task, it seemed that shyness and tension overwhelmed them.

(2) The researcher may also attribute the poor improvement in the level of students' writing to the fact that the period between the first task and the second task was short, so it is possible that the students did not have the appropriate time and opportunity to apply the instructions, directives, and lectures that they received effectively, especially with the large number of burdens that the student receives at school.

The results of the second research question indicate a positive change in the study sample's reactions to peer and teacher feedback before and after the experiment. Despite their low level of English proficiency and their inexperience with group work, the students in this study showed their great interest in working with their peers, their satisfaction with their peers' comments, their intensive incorporation of feedback from both peers and the teacher into their writing tasks, and most importantly, the improvements in their writing in English.

When the idea of mixing feedback from the teacher and peers were presented, the students had apprehension and hesitation. Their reactions were not good, and it was noticed that they initially did not accept the idea, which is evident from the results of the pre-questionnaire. After applying the experiment to the students, it became clear that the students' reactions changed to positive ones, as they benefited from it and it was suitable for them. This is evident in the post-questionnaire and the evaluation of their writing. The results of this study agree with (Demirel & Enginarlar, 2016), who discovered that students in L2/FL contexts preferred peer and teacher feedback.

Also, it is in agreement with Maarof et al. (2011), who assert that teacher feedback can assist students in identifying a target structure, contrasting it with their prior knowledge, and assimilating it into that knowledge. On the other hand, peer feedback can assist students in recognizing the objective structure while reinforcing its implementation and providing extra insight using the students' knowledge. Also, it was in line with what Zamel (1985) and Paulus (1999) argued for. They said that these two types of feedback are best seen as complementary, and that combining them in a planned way can give students many benefits, such as less writing anxiety, better writing skills, and more confidence in their ability to make decisions about their writing and revision choices.

As for peer feedback, the students' reactions in the pre-questionnaire were low, while the post-questionnaire was high, which indicates a change in the students' reactions from negative to positive towards the feedback from their peers. The results of this study were in agreement with Ferris (2003), who claims that students will feel less threatened and resentful of the feedback given by peers than by the teacher. Also, Paulus (1999), Tsui and Ng (2000), Min, (2006), and Yu and Lee (2016) have supported the importance of peer response in L2/FL writing classrooms at the college and schools (Paulus, 1999; Tsui & Ng, 2000; Min, 2006; Yu & Lee, 2016).

The findings of this study, on the other hand, contradicted those of Yu and Lee (2016) and Rollinson (2005), who claimed that teacher feedback is still preferred in L2/FL writing classes. This might be because of several problems with peer review, like time constraints, teacher duties, and student characteristics. This also contrasts with Hu's (2005) study, which suggested that the implementation of peer feedback in L2 and EFL writing classes is likely hampered by students' limited familiarity with the target language and its rhetorical conventions and their various inappropriate attitudes towards peer feedback.

The result of the third research question was positive for peer and teacher feedback and peer feedback. In other words, the students in this study showed great interest in collaborating with their peers, enjoyment with their peers' feedback, diligent absorption of peer and teacher criticism into revisions, and, most crucially, improvements in their English writing. Furthermore, as seen in the questionnaire (30 items), these students wanted feedback from both the teacher and peers, as revealed in the tests.

These findings differ from those of previous studies (Fei, 2006; Nelson & Carson, 1998; Tsui & Ng, 2000), which found students with entrenched teacher-centered learning experiences resistant to peer feedback. However, the success of this study could be due to many factors, such as the step-by-step training on peer response and how this activity was implemented. According to earlier research (Min, 2006; Rahimi, 2013; Rollinson, 2005), practical peer-feedback training would result in its success as students comprehended the purpose of this activity and how to complete the work. The results of the questionnaire also showed that these students acknowledged the advantages of receiving training for this task.

Since these students rarely had the opportunity to write in English, such consistent feedback provisions and follow-ups helped them review the language they employed and gradually build up their confidence in English writing. The fact that their comments and paragraphs were graded in this study is another rationale for the success of the feedback activity. Finally, it is essential to have a supportive atmosphere from the school and other population participants to implement any new approach (Hyland & Wong, 2013). The researcher's ability to construct an appropriate platform for improved student writing made this study successful. Lee, Mak, and Burns (2016) add that, despite the instructors' expertise in the subject, the hostile environment at their school will hamper their efforts.

4.1 Conclusion and Implications

Teacher feedback can help students identify a desired structure, compare it to their prior knowledge, and incorporate it into that knowledge. On the other hand, peer feedback can also assist students in recognizing the desired structure while reiterating its application and supplying additional insight through the students' input. As a result, the two types of editing and responses to writing can work together in a complementary manner, with one influencing and being influenced by the other. In EFL writing, combining teacher and peer feedback may help encourage both immediate writing skill improvement and long-term skill retention.

This study adds to the body of knowledge by demonstrating students' favorable perceptions of the critical importance of both teacher and peer feedback in helping students improve their writing abilities. An important implication for EFL writing is that, even though many students believe teacher feedback to be more helpful, peer feedback with proper instruction may play a crucial supporting role in aiding learners in their writing. Thus, it is essential to use both kinds of criticism to enhance students' writing in EFL classes.

4.2 Recommendations

In addition to these results, which show that this mixed-feedback activity works, other suggestions should be considered when using this model with low-level L2/FL students in a classroom-like setting.

- (1) Due to their limited English skills, students should use their first language (L1) when talking to their peers and teachers. This will help them understand and be understood.
- (2) Moreover, it was thought that the teacher's prompt weekly comments on their writing helped them stay motivated because the material they had written and edited in the previous draft was still fresh in their minds.
- (3) Students should be given less limited topics to write about so they can express their creativity. They should also have a less stressful environment to write in and actual communication activities to get them excited about writing in English.

4.3 Future Research

Future research may be needed in the following areas:

- (1) The researcher believes that the number of questions in the questionnaire affected the participants in a negative way, which made her divide the process of completing it over several days, and this may affect the course of the research. As a result, other studies should design a short questionnaire so that participants are not bored while answering and do not lose focus.
- (2) It is highly recommended that the training period be longer than eight weeks in order to ensure that students are able to apply what they learned from the first feedback and apply it to the second and third tasks.
- (3) Through the researcher's review of a number of search engines in order to support her argument in mixing

feedback, she did not find many studies, but rather non-existent ones. Therefore, other studies are needed to explore and address peer and teacher feedback.

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Appendix A

The Questionnaire in its Final Form

Dear Participants,

This questionnaire aims to determine the students' reactions to the difference between peer and teacher feedback and the effectiveness of mixing them in developing writing skills in the English language among intermediate school students in Buraydah. It will take a few minutes.

I appreciate your time.

Thank You.

السلام عليكم ورحمة الله وبركاته

يهدف هذا الاستبيان لمعرفة ردة فعل الطالبات اتجاه الفرق بين ملاحظات الأقران والمعلم وما مدى فعالية المزج بينهم في تطوير مهارة الكتابة باللغة الإنجليزية لدى طالبات مدارس المرحلة المتوسطة في بريدة، سوف يستغرق بضع دقائق. شكراً لوقتكم واهتمامكم.

Section A Peer Feedback

تعليقات الأقران تساعدني على اكتشاف أخطائي الكتابية.

1-Peer comments help me explore my writing mistakes.

تقييم الأقران يساعدني على الاستفادة من التعليقات التي أتلها من أصدقائي.

2- Peer evaluation helps me benefit from the feedback I receive from my friends.

تساعدني تعليقات الأقران على التعلم من أخطائي الكتابية.

3-Peer feedback helps me learn from my writing mistakes.

تساعدني قراءة كتابات أصدقائي على تحسين كتابتي.

4- Reading my friends' writings helps me improve my writing.

تعليقات الأقران تزيد من دافعي للكتابة.

5- Peer feedback makes me more motivated to write.

أستمتع بالمناقشة مع زملائي حول أخطائي في الكتابة.

6- I enjoy discussions with my colleagues about my mistakes in writing.

غالباً ما تكون تعليقات زملائي مناسبة.

7- Peer feedback is often appropriate.

لدي القدرة على تقديم تعليقات ومناسبة لزملائي.

8- I have the ability to provide valuable and proper feedback to my colleagues.

أتعلم من ملاحظات الأقران أكثر مما أتعلمه من المعلم.

9- I learn from peer feedback more than I can learn from a teacher.

أفضل تلقي الملاحظات من الأقران لأنني أستطيع مناقشتها معهم باللغة العربية.

10-I prefer receiving feedback from my peers because I can discuss the same with them in Arabic.

Section B Teacher Feedback

أفضل أن يقوم المعلم بتقييم كتاباتي مقارنةً بقيام الأقران بذلك.

1- I prefer my teacher feedback on my writing to my peers' feedback.

الحصول على ملاحظات المعلم أسرع من الحصول عليها من الأقران.

2- Receiving feedback from a teacher is faster than receiving it from peers.

غالباً ما تكون ملاحظات المعلم أكثر وضوحاً.

3- A teacher's feedback is often clearer.

الحصول على الملاحظات من المعلم يساعدني في التعرف على طريقة تقييم المعلم للكتابة وبالتالي الحصول على درجة أعلى.

4- Receiving feedback from a teacher helps me recognize how teachers assess writing and eventually helps me get higher grades.

الحصول على الملاحظات من المعلم يساعد في التعرف على مفردات جديدة في الكتابة مقارنة من الحصول عليها من الأقران.

5- Teacher feedback helps me learn more vocabulary compared to peers' feedback.

الحصول على الملاحظات من المعلم يجنبني الخجل من الأخطاء مقارنة من الحصول عليها من الأقران.

6- I feel less ashamed of my mistakes when I receive feedback from my teachers than when I receive it from my peers.

أحب بعض الكلمات التشجيعية التي تصدر من المعلم أثناء تقييم كتاباتي، مقارنة بعدم الحصول عليها من مراجعة الأقران.

7- I like some words of encouragement from the teacher while evaluating my writing, compared to getting no praise from peers.

-تقييم المعلم يكون أعم وأشمل من تقييم الأقران الذي يتميز بالسطحية.

8-A teacher's feedback is more comprehensive than superficial peer feedback.

الحصول على ملاحظات المعلم حول كتاباتي يكون أكثر جودة من الحصول عليها من الأقران.

9- A teacher's feedback is higher in quality than peers' feedback.

الحصول على ملاحظات المعلم حول الكتابة تراعي الفروق الفردية بين الطلاب، مقارنة من الحصول عليها من الأقران.

10- Unlike peers' feedback, teachers' feedback takes into consideration learners' individual differences.

Section C Peer and Teacher Feedback & Peer Feedback

الدمج بين ملاحظات الأقران وملاحظات المعلم أكثر مصداقية.

1- The integration of both teachers' feedback and peers' feedback is more reliable.

الدمج بين ملاحظات الأقران وملاحظات المعلم يجعل التقييم أكثر شفافية.

2- The integration of teacher and peer feedback makes evaluation more transparent.

الدمج بين ملاحظات الأقران وملاحظات المعلم يزيد من التفاعل خلال العملية التعليمية.

3- The integration of peer and teacher comments increases interaction during the learning process.

الدمج بين ملاحظات الأقران وملاحظات المعلم يجعل الطالبات يتحملن مسؤولية عملية التعلم إلى جانب المعلم.

4- The integration of peer and teacher comments make students responsible for the learning process together with their teacher.

الدمج بين ملاحظات الأقران وملاحظات المعلم يساعد المعلم في اكتشاف القواعد اللغوية والمفردات الخاطئة التي يستخدمها البعض أثناء الكتابة.

5- The integration of peer and teacher feedback helps teachers explore learners' grammar and vocabulary errors in writing.

الدمج بين ملاحظات الأقران وملاحظات المعلم يجعل لكل طالبة مكاناً في عملية التعلم.

6- The integration of peer and teacher feedback gives each student a role in the learning process.

الدمج بين ملاحظات الأقران وملاحظات المعلم يؤدي إلى خلق بيئة تعليمية مشوقة ومعززة.

7- The integration of peer and teacher feedback helps create a more exciting and enhanced learning environment.

الدمج بين ملاحظات الأقران وملاحظات المعلم ساهم في تغيير موقف الطالبات من دور المتلقي السلبي إلى دور المتعلم النشط واليجابي.

8- The integration of peer and teacher feedback helps change the attitudes of students from passive recipients of knowledge into active participants.

الدمج بين ملاحظات الأقران وملاحظات المعلم يتيح الفرصة للطالبات للمناقشة والحوار وتبادل الأفكار مع الزميلات ومع المعلمة على حد سواء.

9- The integration of peer and teacher feedback gives students the opportunity to discuss and share ideas with both their colleagues and their teacher alike.

الدمج بين ملاحظات الأقران وملاحظات المعلم يساعد المعلم في معرفة ما تمتلكه الطالبات من حصيلة لغوية يصعب اكتشافها فقط من خلال تقييم المعلم.

10- The integration of peer and teacher feedback helps teachers identify a student's linguistic background that is not usually discovered solely through teachers' evaluation.

Appendix B

Paragraph Checklist Format

1. Is there a title, and is it capitalized correctly?
2. Is the first line of the paragraph indented?

Organization and Content

1. Is there a clear, focused topic sentence and controlling idea?
2. Is any sentence unrelated to the topic and the main idea?
3. Is the paragraph organized logically? (For example, time order, steps in a process, reasons, effects, etc.)
4. Can transitional words or phrases help the reader know when a new support statement will be discussed?
5. Is there a concluding sentence? Is there a final comment? Does it fit the paragraph?

Language and Mechanics

1. Is the paragraph free of grammar, punctuation, and spelling errors? (Refer to “Correction Keys”)
2. Is there a variety of sentence structures?
3. Is there an effort to make the topic interesting and informative?

Appendix C

Response Summary

Reported items	Format	Organization Content	Language Mechanics
How many mistakes do you find?			
How many do you decide to correct?			
How many do you decide not to correct? - Why not?			

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