



Improving Writing with Peer-Feedback and Blogger: An Action Research Study

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### Abstract

Peer-feedback facilitated by the Blogger tool and rubrics provided students with opportunities for interaction, discussion, and reflection. The purpose of this study was to improve students' writing skills specifically in the draft of paragraphs with the use of peer-feedback. The study addressed a convenience sample of ten third semester students whose level of proficiency was A2 at a university in Guayaquil city. Interviews, pre-post tests, and other instruments were applied to gather overall results. Some studies related to the use of peer-feedback are stated in this paper but none of them addressed A2 students. In addition, in this study the teacher acted as facilitator, monitored the activities, and provided feedback to students for their performance. The action research was supported by an analysis of qualitative and quantitative data. The findings indicated the extent to which students incorporated peer-feedback to improve writing, the impact of peer-feedback in students' writing skill and the students' perspectives of peer-feedback in writing a paragraph. The research contributes to the English teaching field as a formative mechanism for enhancing students' writing ability. The research also leads to further studies related to writing such as the peer-reviewing process which is not addressed in this version of research.

*Keywords:* Blogger, rubric, draft, peer-feedback, writing

### Resumen

La retroalimentación entre pares facilitada por la herramienta de Blogger y las rúbricas proporcionaron a los estudiantes oportunidades para la interacción, discusión y reflexión. El propósito de este estudio fue mejorar las habilidades de escritura de los estudiantes específicamente en la escritura de párrafos con el uso de retroalimentación entre pares. El estudio abordó una muestra de diez estudiantes del tercer semestre cuyo nivel de suficiencia era A2 en una Universidad de la ciudad de Guayaquil. Se aplicaron entrevistas, pruebas de inicio y final y otros instrumentos para recopilar los resultados. Algunos estudios relacionados con el uso de la retroalimentación entre pares se exponen en este documento, pero ninguno ha abordado alumnos con un nivel de Inglés A2. Además, en este estudio, el maestro actuó como facilitador y monitor de las actividades y también proporcionó retroalimentación a los estudiantes para su desempeño. La investigación de acción fue apoyada por un análisis de datos cualitativo y cuantitativo. Los hallazgos indicaron hasta qué punto los estudiantes incorporaron la retroalimentación entre pares, el impacto de la misma en el mejoramiento de la escritura y las perspectivas de los estudiantes en su progreso. La investigación contribuye al campo de la enseñanza del idioma Inglés como un mecanismo formativo para mejorar las habilidades de escritura. La investigación también conduce a estudios adicionales relacionados con la escritura, como el proceso de revisión por pares que no se aborda en esta versión de la investigación.

*Palabras clave:* Blogger, rúbrica, borrador, retroalimentación, escritura

### Improving Writing with Peer-Feedback and Blogger: An Action Research Study

In any educational context, international, national or local, feedback is an essential part of formative assessment that helps learners improve their performance in light of a goal (Wiggins, 2012). Even more, there are some misconceptions about feedback that make some professionals think that feedback is praise and advice, but it is not (Wiggins, 2012b). To be more specific, peer-feedback among students helps them to interact and create opportunities for discussion and reflection about the information provided.

Prior research on this topic states that learning benefits result from the receipt of feedback interaction among peers (Sun, Harris, Walther, & Baiocchi, 2015). Students also learn in the process of providing feedback. Peer assessment may be more than just a useful tool to manage large classes. It is a pedagogical tool that is both effective and inexpensive (Sun et al., 2015). In addition, the use of technology as a support for the learning process facilitates students' interaction and reflection in the feedback process. In Ecuador, the National English Curriculum encourages the use of technology as a support for improving English Language Teaching (Ministerio de Educación, 2014).

Research by Zhu and Carless (2018) referred to potential benefits for providers or receivers of peer-feedback by highlighting the role of dialogue in clarifying meaning and stimulating active engagement of both parties; enhancing mutual understanding, negotiation, and clarification of meaning among students. In addition, another study based on rapid peer-feedback suggests systems or programs used for fast feedback on in-progress open-ended work (Kulkarni, Bernstein, & Klemmer, 2015).

The identified problem was that third semester students had difficulty in writing. They did not know how to write effectively in English according to their level of proficiency A2. In general, A2

students are basic users of the language and the proficiency addresses some writing activities or topics of interest such as a simple story, a personal experience, opinion or a description (Council of Europe, 2001). Thus, this study addressed the impact of peer feedback on the improvement of students' abilities to write paragraphs. The purpose of this study is to promote writing skills, especially when structuring a draft of paragraphs by applying peer-feedback facilitated by blogger e-tool. This article is innovative and is different from other studies because it addressed A2 students giving peer-feedback to each other facilitated by Blogger. The writing activities were set by applying peer-feedback in an online blog. Aforementioned studies stated the use of peer-feedback but not for A2 novice students.

It is important to develop this study because, at a university in the city of Guayaquil, Ecuador, there is a requirement concerning students' English proficiency. By the time students finish their career, they have to demonstrate a B2 level of proficiency to attain their degree. Therefore, it is necessary for students to develop writing skills from the beginning of their career. The earlier they are given opportunities to improve writing, the better results they will have in their TESOL/ESOL exams in the future.

Feedback can be powerful if done well (Brookhart, 2017). Analyzing Brookhart's idea about powerful feedback, it should contain information that students can use. Brookhart also indicated that good feedback gives students the information they need so they can understand where they are in the learning process. The cognitive factor that leads to a feeling of control over students' own learning is the motivational factor. Therefore, if peer feedback implies cognition and self-motivation, it will be effective in improving the process of writing.

The data analysis let the author answer the following research questions: (a) how well do students incorporate peer-feedback to improve their writing using Blogger?; (b) to what extent does

peer-feedback impact on students' writing skill?; and (c) what are students' perspectives of peer-feedback in writing a draft of paragraphs?

### **Literature Review**

Research develops theory in practice (Eden & Ackermann, 2018). In this sense, some related topics such as peer-feedback, technology and other explicit theory related to second language acquisition support and give pertinence to this action research. These key points are explained in detail.

#### **Peer-Feedback**

Huisman, Saab, Van Driel and Van den Broek (2017) stated the effectiveness of peer-feedback also relies on the intention to prove that students' ability to write and students' ability to review each other and provide feedback indeed are interrelated. A cited study refers to the process of feedback using descriptive language from a rubric (Wiggins, 2012a). Worthy of note is a comparison of the aforementioned study to the previous work (Nicol, Thomson, & Breslin, 2014) that presented a study of peer-feedback and emphasized the use of accounts of students' experiences of peer review. It is implied that both studies rely on effective feedback being descriptive, objective, and accountable for students. In addition, the aforementioned study illuminates students' perceptions of the different learning benefits resulting from feedback received and feedback given.

Moreover, there is another similar study related to writing in which Kirkup (2010) referred to blogging as an academic practice and identity. This study stated that blogging might provide students with alternative sites for academic identity creation that are less problematic than traditional ones. In another study, Özdemir and Aydin (2015) investigated the latest developments in the technology that created an integration of writing with computers, providing students with collaborative writing opportunities and skill development using computer-based programs.

In (Özdemir & Aydin, 2015) study mentioned above, it is stated that when blogs as an online writing environment are used in a process-based approach, learners considerably increase their achievement in terms of content, organization, discourse markers, vocabulary, sentence construction, and mechanics of writing. In this sense, technological tools such as blogs and others may bring learners great opportunities for collaborating with each other during the writing process.

In (Kirkup, 2010; Özdemir & Aydin, 2015) works, the authors emphasized the importance blogs have gained lately in writing. It is clear that blogs are an alternative to strengthen and rehearse writing in an online collaborative environment with a real audience, not just the teacher. It not only gives students opportunities to interact and peer-assess but also to improve writing skills in the focus of ideas, organization, and conventions for a demanding future of novice writers.

Feedback, in general, is information about what happened in light of a goal. There is no praise, blame, or advice (Wiggins, 2011b). Other authors state that if the feedback given represents a terminal problem in the study, then perhaps it is time to learn from the experience, and move on to a new topic or start over with the same topic, but with improved processes learned from the feedback (Rohwer, 2018). In this sense, analyzing Rohwer's idea, feedback is actionable data that provides opportunities for improvement from bad initial results to good ones.

As Ashton (2015) said, "The only way to be productive is to produce when the product is bad. Bad is the path to good" (p. 65). Wiggins (2012a) also stated that whether the feedback is just there to be grasped or provided by another person, helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly; timely; ongoing and consistent. In other words, students need to know first how to write, see the goal of the writing activity, the criteria to peer-assess (rubric) and what they learn from each other to improve their writing abilities.

Furthermore, positive feedback is considered positive reinforcement (Brookhart, 2017). In this sense, the feedback is seen as positive opportunities for students to learn, re-learn from each other and improve. Peer-feedback, on the other hand, leads to reflection (Brookhart, 2017). Feedback is an activity that gives students opportunities to describe what was right or missing about others' written work.

Feedback also allows students to review their peer-feedback asking each other what they think was the most helpful piece of feedback they have received and what they are going to do differently to improve for the next class (Brookhart, 2017). Consequently, students not only describe others' work but also reflect and use the feedback in a positive way.

However, McCord (2012) questioned that written feedback was "simply a waste of time" (p. 41). In this sense, it is necessary to highlight that the results gathered from ineffective feedback can be the consequence of the way the feedback is conducted and the type of feedback applied. In another study, Harrison, C.J., Könings, K.D., Schuwirth, L., Wass, V., and van der Bleuten, C. (2015) contradicted the benefits of feedback and peer-feedback stating that the summative assessment and subsequent feedback appeared disconnected from future workplace learning.

Harrison et al. (2015) also emphasized that when feedback is provided in a summative context, it is not always used effectively by learners. Moreover, anxiety and staging affect assessment and all assessment is based on observation (Shea & Norcini, 2017). Therefore, considering the authors' previous ideas, feedback should be formative and not summative because when it is summative, the level of anxiety in students increases and does not benefit students' progress. In keeping with this train of thought, this action research uses peer-feedback as formative.

Thus, students may feel like they are learning from each other in a safe space. As far as student perspectives toward feedback are concerned, students pick up implicit messages from the

teaching staff and their fellow students related to the expectations of the learning that is required (Harrison et al., 2015). Therefore, students' perceptions of their ability to bring about a particular outcome and the costs or sacrifice involved in reaching the desired outcome may also influence their learning (Harrison et al., 2015).

The writing processes in native and second language learners are similar to a physical activity that goes through various stages - brainstorming, writing the first draft and editing a final product (Lincoln & Ben, 2015). The writing process as private activity may be broadly seen as comprising four main stages: planning, drafting, revising, and editing (Seow, 2002). However, Brown (2007) argued that this process involves a mental activity that requires non-native writers to engage in extra efforts when they want to express, argue, or discuss thoughts and concepts in a second language (as cited in Lincoln and Ben, 2015).

Therefore, students can spend time engaging in various levels of drafting from brainstorming, listing, outlining, to developing content and focus (Webb, 2015). However, writing is one of the most challenging skills for A2 learners to master because planning and organizing ideas are sub-skills that need to be adequately rehearsed in an EFL class (Richards & Renandya, 2002). Other authors such as Raimes (2002) stated that teaching writing involves several choices about where to go and what is the best step to take to reach a goal.

Therefore, teaching writing to EFL students' needs to be focused on the development of strategies to reinforce and rehearse writing sub-skills such as planning and structuring ideas before drafting them. In an effort to help teachers know what to expect from students, Raimes (2002) stated, "Ask ourselves what types of writing we teach, what content our students are exposed to, and what we expect our students to do with what they learn" (p. 308). Analyzing this quote, students



need to know what the expectations and goals are and even in what situations they can transfer knowledge.

On the other hand, Brown (2000) argued that the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers, and rhetorical conventions to put them cohesively into a written text. Zhao and Hirvela (2015) stated that rhetorical moves are a certain degree of sophistication in performing of synthesis, establishing topic sentence, illustrating claims using examples, framing and citing sources, providing details, connecting reading to writing, using transitions appropriately, connecting own ideas with author's opinion and restating a claim.

Ferris and Hedgcock (2014) stated some factors regarding the peer-feedback such as the responsibility and opportunity to work with peers at a specific point in the drafting process and the expectation that encouraged students to engage diligently in reading and responding to classmates' work. On the other hand, McGroarty and Zhu (1997) identified three types of peer feedback: global feedback that emphasizes idea development, audience, purpose, and organization; local feedback that stresses vocabulary, grammar, and punctuation; and evaluative feedback that expresses overall evaluation (as cited in Li & Li, 2018). The researcher took into account these criteria of types of peer feedback in the development of specific devices that are explained in more detail in the methodology section.

### **Blogger as a Technological Tool**

The use of technology supports approaches within blended and online learning environments as a way to implement innovative teaching strategies to improve writing (Scott, Ribeiro, Burns, Danyluk, & Bodnaresko, 2017). For instance, some practical tools such as Turnitin and Grammarly

are evidence of technology that can help students improve their written work by providing immediate feedback.

Likewise, Gerich (2013) stated "Blogger is a Google-powered weblog-generating website that helps teachers and students create blogs with relative ease" (p. 175). Technology greatly influences educational fields. The appropriate use of technology and the integration of computer-assisted tools into education has provided necessary impetus to explore the role of technological developments in L2 teaching and learning (Öz, 2015). Thus, it increases students' performance, motivation and academic achievement.

Research on educational technology in schools examines the impact of technology on teaching and learning. New technologies are being introduced at a rapid pace and school leaders need evidence-based research to determine what will best address the need to improve student learning and achievement (Cristensen, 2015). In addition, twenty-first-century students and teachers deal with new emergent technological tools that on the one hand enrich teachers' lesson plans and outcomes and on the other hand provide students with opportunities to enhance their learning (Cristensen, 2015). Likewise, Barton and McCulloch (2018) stated that new forms of writing and social and material resources shape writing practices, as well as the role that digital resources in particular play for the development of writing. E-tools provide students with opportunities to give each other feedback or peer feedback, as they allow students to work collaboratively in a technological environment.

In searching for ways to implement innovative teaching strategies and course structures to promote the acquisition of academic writing within online learning environments, composition studies have valuable insights to offer (Scott et al., 2017). The purpose of blogs and tweets may include making research available, getting feedback, increasing visibility, and building one's

reputation (Barton & McCulloch, 2018). An important aspect to cover in the present work is related basically to the use of blogs as an e-tool to increase the production of writing because blogs are not only suitable for free writing and academic writing as well.

Muniandy and Munir Shuib (2016) stated, "Tactile learners (touch-oriented) prefer hands-on activities" (p. 5). Using hands-on activities facilitated by technology Blogger provided students opportunities for engagement and participation related to the topic.

### **Theories That Support the Research**

Comprehensible input is necessary to account for second language acquisition (Saville-Troike & Barto, 2017). In this sense, the researcher addressed some theories such as CLT, hands-on, brainstorming, gradual release of responsibility and backward design. All of these topics support the innovation and are explained in detail.

*Communicative Language Teaching.* Savignon (2017) mentioned CLT is an approach that understands language to be inseparable from individual identity and social behavior. In this sense, following the principles of CLT, collaborative work engages learners in purposeful interaction and allows them to check their understanding of the requirements of the task (Crawford, 2002). Therefore, the present research study focused on this principle mentioned above of working collaboratively.

*Hands-on activities.* Hands-on activities provide people with feelings such as gratification, a sense of accomplishment, and a measure of what one knows and is able to do (Moye, Dugger, & Starkweather, & Kendall, 2018). Therefore, in this study, students learned by doing.

*Brainstorming.* Unin and Beraing (2016) stated that brainstorming is usually a small group activity which encourages students to focus on the free flow of ideas. The main purpose of brainstorming is to generate as many ideas as possible within the specified time frame given in the

classroom. In this sense, the researcher set brainstorming activities that motivated students in the pre-writing stage by using questions that generated a flow of ideas.

***Gradual Release of Responsibility.*** Buehl (2005) stated that the GRR model emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise. The four phases of the GRR Model were: Focus Lesson – "I do it," Guided Instruction – "We do it," Collaborative – "You do it together," and Independent – "You do it alone" (Fisher & Frey, 2008). In other words, the Gradual Release of Responsibility (GRR) took place in this research study to make students transfer knowledge in the summative assessment.

***Backward design.*** The backward approach suggests designing assessments before planning learning experiences. Therefore, the researcher designed a performance task using the G.R.A.S.P. model (Wiggins, 2012a). In this sense, the writing activity was based on the GRASP model (Goal - Role - Audience -Situation -Performance) because there was an established goal and a meaningful performance task according to the planning design. The transfer of learning is the application of skills, knowledge, or attitudes that were learned in one situation to another learning situation (Perkins & Salomon, 1992).

As Perkins and Salomon (1992) mentioned near transfer refers to transfer between very similar contexts. Additionally, Ferris, and Hegdcock (2014) also suggested that even if students do not initially provide useful feedback to peers, they benefit from reading one another's papers and from the relationship and classroom community that grows through peer review activities. In this sense, the innovation established activities that benefited novice writers in the peer-feedback activity because every session led to reflection as part of the transfer process.

### **Innovation**

The innovation consisted of a set of class sessions with the purpose to put in practice the research. It lasted 24 hours. The lesson plan included authentic activities in a backward design model. The innovation for this study had six lesson plans with two sessions of two hours each one. The writing activities were set in a backward design and took into account students' level of proficiency (A2), genre (narrative or expository), cognitive process (planning, drafting, revising), instructor (researcher or teacher), and type of instruction (peer-feedback). The innovation consisted of comprehensible inputs and modeling activities which were clear evidence of CLT in a communicative and interactive context. The lesson plan itself was divided into three stages which were Acquisition (A), Meaning making (M) and Transferring (T) of knowledge (See Appendix 1) which are explained in detail.

### **Acquisition**

As novice writers with an A2 level of proficiency, students needed guided instruction in the peer-feedback process. The innovation established activities that benefited novice writers in the peer-feedback action because every session led to reflection as part of the transfer process.

The innovation emphasized peer-feedback as the primary strategy to improve students' writing. In the beginning, students were exposed to peer-feedback and its benefits. With the teacher's help, students analyzed the criteria on a rubric and the purpose of effective peer-feedback. Then, students were engaged in the process of writing from the planning stage which includes the brainstorming of ideas to stating a topic sentence based on the ideas generated.

Students received guided instruction process of writing as well as grammar conventions through reading and writing activities using Blogger as a supporting tool. Also, in the conventions of grammar, the use of transition words to connect sentences, appropriate capitalizations, word order

and punctuation. Students were also motivated to write a draft taking into account the stated criteria on a rubric. Students were able to use expressions taken from the rubric for giving feedback according to the rubric in a modeling activity. Students also used brainstorming strategies as a way to activate their prior knowledge about a given topic before the draft process. In this sense, the inputs students received, made it possible to increase their acquisition process in a context. By modeling the activities, students' expectations became clear.

### **Meaning Making**

The material such as videos, readings and other aids were authentic. Every session provided students opportunities to reflect on what they were learning. Activities were meaningful and authentic because they allowed students to personalize their responses and the tasks also brought students' life experiences into the activity and made it their own. In the innovation, the four steps of GRR were accomplished because students were exposed to knowledge from direct guidance to collaborative work and production at the end of the learning process. After peer-feedback, students had the opportunity for reflection and social interaction. Students worked collaboratively to make meaning and then transfer knowledge.

The teacher took the role of facilitator or mentor explaining how to give and receive peer-feedback using a rubric. Students interacted with each other using the feedback according to a rubric. As Blogger facilitated the feedback, the learning process was supported by technology. Students were motivated to participate in writing and peer-feedback activities using this tool. Blogger engaged students to write freely to edit what they wrote smoothly and to give and receive feedback according to stated criteria. The acquisition process was promoted through the design of activities that activated prior knowledge and engaged learners.

**Transfer**

In almost every lesson plan of the innovation, there was a transfer process. In the present innovation. The innovation provided opportunities for learners to support each other by giving peer-feedback and discussing how they may use their new knowledge and skills to improve. Students were engaged in transferring knowledge in contextualized situations such as "Being an amateur writer for a magazine" which is considered a near transfer because students were motivated to interact in a contextualized situation of being a writer.

For reflection, students did not need a rubric but a template for student reflection. They talked about what they were learning with someone else, in situations in which mistakes were considered another opportunity to learn. Later on, students identified and used transition words. They outlined a topic of interest using blogger as a tool according to the given situation. Then, students used an outline for writing a draft about a topic of interest and posted or shared it on Blogger. They improved their first draft according to the feedback received and re-submitted their work on Blogger. They received and gave peer-feedback and they incorporated or used the peer's feedback before resubmitting their corrected draft.

**Methodology**

The goal of applying a methodology to this research study was to prove the improvement of writing skills on A2 level students. Hartas (2010) mentioned, action research is concerned with practices in social situations, and it is a fusion of research and action in which it tends to see meaning and interpret evidence to gather further results. Thus, the research modality was action research with qualitative and quantitative analysis. Likewise, this action research project was applied because there was a problem, there were findings or results and they were reported. There

was also a treatment group and a control group. Therefore, a second modality of investigation for this action research was quasi-experimental.

In addition, it was necessary to design the theoretical foundation (documental research of authors' theories) concerning the peer-feedback facilitated by Blogger as the independent variable and the improvement in writing a draft as a dependent variable. By doing so, the researcher helped to develop the main and supporting points that gave pertinence to this research paper. Documentary research included issues of access to documents, the selection of documents and the critical analysis and interpretation of documentary material (Hartas, 2010). Therefore, the documentary research addressed the theory that gave validity to the theoretical part of this action research.

Regarding the qualitative analysis, Taylor, Bogdan, and De Vault (2016) stated that the phase qualitative methodology refers to the broadest sense to research that produces descriptive data, people's own written or spoken words and observable behavior. In addition, triangulation refers to the combination of methods or sources of data in a single study. It is also often thought as a way of checking out insights gleaned from different informants or sources of data (Taylor et al., 2016). Therefore, the researcher used this mechanism to check and establish validity in the present study by analyzing a research question applying instruments as data triangulation to get findings.

As Flick (2018) stated, the relatively strong structure in the research situation are the questionnaire and interviews that may produce or confirm specific expectations towards research. Thus, in this research study, triangulation is made by using and analyzing data from instruments such as interviews, pre and post-tests and student's checklist. The researcher determined some instruments to apply in order to gather and validate findings.



## **Instruments**

The instruments applied were semi-structured pre-post interviews, pre and post-tests, a checklist, and rubrics. The instruments were adapted from other authors, and they were also piloted with students before applying the innovation. The research question No. 1 related to how well students incorporated peer-feedback to improve their writing using Blogger. A qualitative analysis supported it. The instruments applied were the students' checklist (See Appendix 2) that consisted of a checklist in which students expressed the use of feedback, the reasons why they used the feedback received and the improvement they got according to the rubric.

As this is an action research, the population of 22 students (the whole class) was taken into consideration as a sample for applying the instrument because the sample from the population under consideration is selected to gain insights into the characteristics of the population (Peck, R., Olsen, C., & Devore, J., 2016). The data analysis of this question provided relevant information related to the advantages and challenges of students using Blogger to improve writing skills.

To answer research question No. 2 related to the extent peer-feedback impacted in students' writing skill was addressed by pre and post-tests (See Appendix 3) that consisted of a template for pre-post writing plan, an outline and instructions for students to write a pre and post paragraph.

It was supported by quantitative analysis. Regarding the sample, the researcher took into account the idea of Ravid (2015) who stated that the sample section should communicate plans and intentions and provide a general description of the participants. Thus, the instrument was applied to a sample of 22 students and the analysis was to compare pre and post results.

Additionally, a teacher's writing rubric (See Appendix 4) and a scoring writing table (See Appendix 5) were used by the teacher to assess students' performance. Also, another instrument was the rubric adapted for students' peer-feedback (See Appendix 6) that they used to provide effective

feedback to each other. All the writing rubrics consisted of three criteria: (a) focus of ideas; (b) use of conventions; and (c) organization.

Research question No. 3 related to students' perspectives towards feedback was addressed by the pre and post interviews consisted in a questionnaire of three questions, the first two questions were yes/no type (See Appendix 7). The third question was an open-ended question. It was applied to 10 students as a convenience sample at the beginning and end of the process.

Some theories supported the sample. For example, Kivunja (2015) stated that unlike probability samples, with a convenience sample the selection cost is minimal, just because the sample is selected on the basis of just that, convenience. For that reason, from a population of 22 students, the sample for the interview was (10) because the ten students selected as a sample represented the whole population, they have the same characteristics and struggles at writing and they also had the same willingness to improve. In this study, the sample is labeled as the treatment group for the interview. This instrument interview yielded qualitative results. More detail follows in the results section.

### **Participants**

Regarding the sample's demographics, the 22 students were Latin (all of them were mestizos), 64% (women), 36% (men), their ages were from 22 to 28 years old. They were lower middle-class. Students' level of proficiency was A2 according to the CEFRL, as they were studying English II and were in the third semester. Their vocabulary and writing skills were limited.

The researcher followed ethical standards in the selection of the sample and population for the action research. For instance, everybody agreed to participate in the research study. Nobody was forced to participate in the action research. The researcher did not use students' names but identified those using numbers. Moreover, there was a treatment group and a control group. The treatment

group which is part of the study and the control group that consisted of another class with the same characteristics that was not included in the treatment.

There was a comparison to contrast how the treatment group improved. This comparison was made using the post-test results. Besides qualitative results to find students perspectives towards the research study, the author also wanted to address the analysis of quantitative data. Some other facts are significant evidence of this study's validity and reliability. The researcher added more relevance by using correlation analysis. The IBM – SPSS program provided this results.

According to Salkind (2014), the general coefficient interpretation is strong when it is from 0.6 to 0.8. Therefore, the descriptive statistics and quantitative results such as correlation demonstrated a strong coefficient and size effect and gave more pertinence, feasibility and relevance to this action research.

## **Results and Discussion**

In this section, there is a set of detailed tables and graphs that show the qualitative and quantitative data analysis. The results and findings of this action research are organized according to the research questions. The outcomes lead to further discussion and conclusion about the treatment.

### **Results**

To answer research question No.1 How well do students incorporate peer-feedback to improve their writing using Blogger? The qualitative analysis was done through the peer-feedback checklist. The results of the use of feedback are shown in Table 1.

Table 1  
*Use of peer-feedback ordered by improvement.*

| ID | Students' comments                                   | Improved in   |
|----|--|---------------|
| 14 | Feedback helped me improve punctuation.              | Conventions   |
| 18 | I learned to use appropriate capitalization.         | Conventions   |
| 21 | I had some difficulty in punctuation.                | Conventions   |
| 22 | I improved my writing.                               | Conventions   |
| 3  | Improved ideas to write good sentences.              | Conventions   |
| 6  | It is necessary to improve the writing.              | Conventions   |
| 7  | It helped to correct mistakes and improve writing.   | Conventions   |
| 8  | I had some difficulty in punctuation.                | Conventions   |
| 5  | I learned to correct grammar and org. ideas.         | Conv. & org.  |
| 1  | I consider it's the best way to improve our writing. | Foc/ ideas    |
| 15 | It is necessary to improve our ideas.                | Foc/ ideas    |
| 17 | I used comments to order and describe clear ideas.   | Foc/ ideas    |
| 19 | Ideas in my draft were not fully developed yet.      | Foc/ ideas    |
| 16 | I want to improve ideas and grammar.                 | Foc./id/conv. |
| 13 | I want to learn.                                     | Organization  |
| 2  | It helped improve my writing and organize ideas.     | Organization  |
| 20 | I need to organize better sentences.                 | Organization  |
| 4  | I received feedback based on the rubric.             | Organization  |
| 10 | My partner helped me in grammar and punctuation      | Org./conv.    |
| 9  | I improved in org. of ideas and use of connectors.   | Org./conv.    |
| 11 | I did not use feedback because I was late to class   | ----          |
| 12 | I did not use feedback because I was late to class   | ----          |

Note: T represented the number of times students used the peer-feedback to improve in the two more relevant activities.

Table 1 shows that more than the half of students have incorporated peer-feedback to improve their writings. Twenty out of twenty-two students used peer-feedback to improve their drafts which represents 90.91% of them. Students 11 and 12 stated that they did not use peer-feedback because they were late to class most of the time. Students incorporated peer-feedback by submitting their corrected activities on Blogger and filling the check list with the corresponding comment.

Table 2

*Summary of students' improvement after using peer-feedback. (See Appendix 2)*

| Times Ss used<br>feedback |  | No. of<br>students | %      |
|---------------------------|--|--------------------|--------|
| 2                         | Conventions                              | 8                  | 36.36  |
| 2                         | Conventions and organization             | 1                  | 4.55   |
| 2                         | Focus of ideas                           | 4                  | 18.18  |
| 2                         | Focus of ideas and conventions           | 1                  | 4.55   |
| 2                         | Organization                             | 4                  | 18.18  |
| 2                         | Organization and conventions             | 2                  | 9.09   |
| 2                         | I didn't use feedback because I was late | 2                  | 9.09   |
| Total                     |  | 22                 | 100.00 |

Table 2 shows a summary of the criteria students have improved after receiving peer-feedback. Of 22 students most of them stated that their gains were in Conventions, organization and focus of ideas according to the rubric. This table answers how well the improvement of writing performance by criteria was according to stated criteria.

To answer research question No. 2 To what extent does peer-feedback impact in students' writing skill? It was necessary to do a quantitative analysis of the pre and post-test. When the innovation started, students were diagnosed through a pre-test which was a writing of paragraphs on a specific topic. It was evident that students struggled when they had to write. The results of this instrument are shown in a comparative graphic (See figure 1).

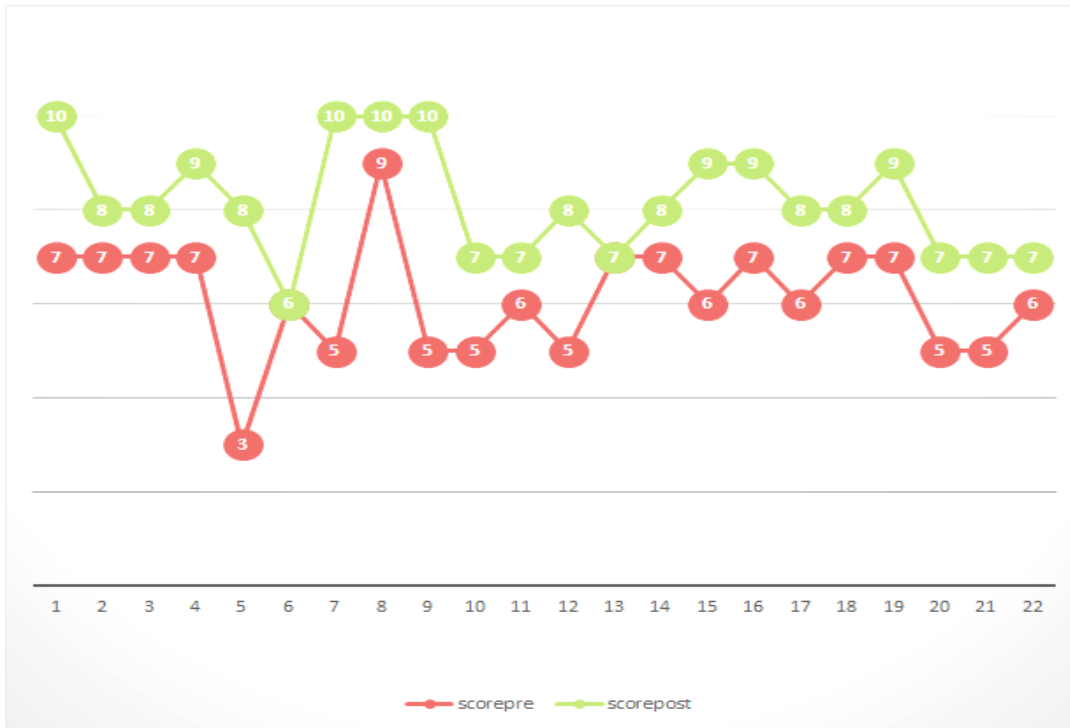


Figure 1. Comparison between pre and post test scores

The figure 1 shows the scores students got in the pre and post-tests. The increment of the post-test score line over the pre-test and post-test score line evidences students improvement. Regarding the quantitative data analysis, the researcher did a comparison table shown in table 3.

Table 3

*Descriptive statistics table pre and post-tests (See Appendix 3)*

|             |          | pre-test | post-test |
|-------------|----------|----------|-----------|
| N           | Valid 22 |          |           |
| Mean        |          | 6.14     | 8.18      |
| Mode        |          | 7.00     | 8.00      |
| S deviation |          | 1.25     | 1.18      |
| Mín         |          | 3.00     | 6.00      |
| Máx         |          | 9.00     | 10.00     |

In table No. 3 there are some descriptive statistics related to the pre and post-test which evidence an increase in the results in the post-test compared to the pre-test results which are lower. Therefore, it is evidenced students improved after the treatment.

The result of Cohen's  $d$  and effect size interpretation revealed a large impact because according to (Salkind, 2014) the coefficient general interpretation is strong when it is from 0.6 to 0.8. Thus, Cohen's  $D$  value 1.68 is contrasted to 0.6 established by the author Salkind.

Consequently, the research demonstrates a strong coefficient and impact.

To answer research question No. 3 related to students' perspectives of peer-feedback in writing a draft of paragraphs, the researcher did a qualitative analysis applying pre-post interview (See Appendix 7). The results of pre and post interviews are described in tables 4, 5, 6, 7 and 8. The pre interview applied at the beginning of the innovation showed a great relationship between students' perspective of peer- feedback and the improvement.

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Table 4

*Responses to question No.1. Do you feel peer-feedback can help you? (See Appendix 7 )*

---

|     | (Pre) |     | (Post) |
|-----|-------|-----|--------|
| Yes | 8     | 80% | 100%   |
| No  | 2     | 20% | 0%     |

---

Table 4 shows that in the pre-interview most of students had the feeling that peer feedback would help them, even those who had not received peer-feedback before. On the other hand, two students did not know about peer feedback and its benefits. In the post-interview, after the treatment all of the students stated that peer-feedback helped them improve in the writing skill.

---

Table 5

*Responses for question No. 2. Have you ever had peer-feedback? (See Appendix 7 )*

---

|     | (Pre) |     | (Post) |
|-----|-------|-----|--------|
| Yes | 5     | 50% | 100%   |
| No  | 5     | 50% | 0%     |

---

Table 5 shows that in the pre-interview 50% of students had peer-feedback before the treatment in other subjects. Those students who had not received peer feedback before had a strong feeling that peer-feedback would help them.

|  | yes | no  | total |
|--|-----|-----|-------|
| Have you ever had peer-feedback?         | 5   | 5   | 10    |
|  | 50% | 50% | 100%  |
| Do you think peer feedback can help you? | 8   | 2   | 10    |
|  | 80% | 20% | 100%  |

Table 6 shows that of five students that had not received peer-feedback before, only two students thought that peer-feedback wouldn't help them. On the other hand, eight students stated that peer-feedback would help them improve their writing. Therefore, the interest and expectations of the students at the beginning of the innovation regarding the peer-feedback was high.

|                     |   |     |
|---------------------|---|-----|
| NEX (No experience) | 5 | 50% |
| G (Good)            | 3 | 30% |
| D (Difficult)       | 1 | 10% |
| DL (Didn't like)    | 1 | 10% |

Table No. 7 showed students' perspective towards peer-feedback before the treatment. Five students had no experience in peer-feedback. From those students who received peer-feedback before the treatment as they said it was in other subjects.



Table 8

*Responses for question 3(Post-Interview) How was your experience with peer-feedback?*

|                           |    |      |
|---------------------------|----|------|
| VS (Very Satisfactory)    | 1  | 10%  |
| VG (Very Good )           | 1  | 10%  |
| VI (Very Interesting)     | 1  | 10%  |
| INT (Interesting)         | 1  | 10%  |
| HI (Helped Improve)       | 4  | 40%  |
| EX (Enriching Experience) | 1  | 10%  |
| FE (Fun Experience)       | 1  | 10%  |
| DL (Did not like)         | 0  | 0%   |
| Total                     | 10 | 100% |

The table 8 showed that after the treatment, all students experimented peer-feedback. Of ten students interviewed 40% had the strong feeling that peer-feedback helped them improve their writing. The other 40% expressed a positive perspective towards peer-feedback. The effectiveness of peer-feedback was evidenced in the students' attitude towards feedback and the use of the feedback to improve their drafts.

### Validation

To validate these results, an English teacher colleague scored the post-test as well. There was 63.63% coincidence between the two teachers' scores. The strong coincidence gives validity to the action research. More details follow in Appendix No. 8.

### Treatment Group versus Control Group

Table 9

*Descriptive Statistics Treatment group versus control group*

|              |       | Treatment<br>Group | Control<br>Group |
|--------------|-------|--------------------|------------------|
| N            | Valid | 22                 | 22               |
|              | Cero  | 2                  | 2                |
| Mean         |       | 8.18               | 5.95             |
| Mode         |       | 8                  | 6                |
| S. Deviation |       | 1.18               | 1.17             |
| Minimum      |       | 6                  | 3                |
| Maximum      |       | 10                 | 9                |

Table 9 shows the mean and s. deviation of treatment group and control group in order to calculate the effect size. The treatment group and the control group results were taken into account for the effect size Cohen's D analysis. The details are in Appendix No. 9.

The result of Cohens' D between the treatment group and the control group revealed a large impact because according to (Salkind, 2014) the coefficient general interpretation of effect size is strong when it is from 0.6 to 0.8. Thus, the result of Cohen's D value 1.89 is contrasted to Salkind's coefficient which is the same effect correlation. Therefore, the research demonstrates a strong coefficient and impact.

### **Discussion**

Regarding research question No. 1 How well do students incorporate feedback to improve their writing using Blogger? It was evidenced that students used feedback received on their Blogs to improve their writing. Thus, these results can be contrasted with Nicol, Thomson, and Breslin (2014) that presented a study of peer-feedback and emphasized effective feedback as being descriptive, objective and accountable for students.

The researcher found that when students incorporate peer-feedback, this process turns to be accountable and objective for students because according to the feedback received, students could realize their weaknesses such as errors in spelling, punctuation, and connectors in order to improve. Therefore, the present action research is related to the previous cited study at a great extent and is also unique as it was addressed with A2 novice students.

Research question No. 2. To what extent does peer-feedback impacted in students' improvement of writing skill? After the treatment students demonstrated an increment in the level of performance. These results can be compared with a study held by Özdemir and Aydin (2015) who reported that learners considerably increased their achievement in content, organization, discourse

markers, vocabulary, sentence construction and mechanics of writing. Even though students started as novice writers, the peer-feedback activity improved their writing as they progressed in each session. The researcher found similarities because in both studies the improvement is evident according to stated criteria.

It was expected that students would improve their writing abilities and the rhetorical moves according to their level of proficiency. Students gradually progressed in their writing performance as they learned how to plan, brainstorm ideas, outline a writing topic, apply proper conventions and transition words; organize ideas, raise their lexicon, write a draft, give peer-feedback, and use feedback to improve their writing activities. This performance was evidenced in the improvement of their writing drafts, every time they re-submitted their activities on the teachers' blog.

Furthermore, research question No. 3. What are students' perspectives of peer-feedback in writing a draft of paragraphs? The obtained results showed high perspectives among students from the beginning of the treatment. Thus, it can be also contrasted to research done by Nicol, Thomson, and Breslin (2014) who emphasized that effective feedback illuminates students' perceptions of the peer-feedback benefits. Consequently, the present research has several aspects in common related to the aforementioned study.

However, there is a key element in the present action research that makes the difference among the other studies and this is the peer-feedback facilitated with the use of blogger among A2 students. As evidence of students work on Blogger platform, there are some selected samples of students Blogs in which students evidence the use of peer-feedback and the improvement after effective feedback received. (See Appendix 11).

## **Conclusions**

To conclude, according to the results, the researcher has come to the following conclusions that contribute to the field of English teaching:

Peer-feedback process proved to be beneficial for students that have improved their writing skills to a good extent in terms of focus of ideas, organization and conventions according to their level of proficiency as it was demonstrated in the analysis of the three research questions.

All of the students created a blog on Blogger platform and were given opportunities to demonstrate their creativity in writing in a meaningful, useful and practical way which is evidenced in Appendix 12. Blogger provided students an authentic audience. Therefore, the blogger motivated them to put out their best work and to be creative. As they wrote they tried to capture their audience.

Students' perspectives towards peer-feedback and its importance in writing improvement have increased considerably.

The innovation closes the gap of knowledge because novice A2 students used the peer-feedback to improve in the organization of paragraphs, convention of grammar and focus of ideas in the writing skill.

## **Limitations**

Regarding the limitations and scope of the action research, the research addressed the scope of the problem which is the weaknesses of writing production on A2 students. On the other hand, the limitations of the study were students' learning time and cultural issues. Students learning time was affected by the weaknesses they had in vocabulary, grammar, and organization of ideas at the moment of performing an activity. The activities in the classroom were not only focused on applying the innovation but also working with additional topics from the syllabus and the English program itself.

Additionally, cultural issues affected the development of the research project. Several cultural extracurricular activities held by the students made it a little challenging to cope with time and planned activities. For example, sporting activities and open houses are time-consuming. Moreover, students have the habit of being late for classes which caused more delay in the development of the activities.

### **Recommendations**

According to the conclusions, the researcher states the following recommendations for future studies:

Engage students in further opportunities that expand students' learning of writing skills as their level of proficiency increases.

Motivate students to continue using Blogger platform and empower their creativity in more contextualized writing activities that lead them to be independent writers in the future.

Reinforce in students the culture and perspective of giving and receiving feedback for improvement and constructive purposes as well as to provide opportunities for peer-feedback to develop in them a practice that seeks support from peers.

Continue further research with other treatment groups to expand the benefits of this action research in the future in order to close other research gaps.

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## Appendix 1

### Lesson Plan for the Innovation

Lesson Plan in Backward Design for the proposal entitled “**Improving Paragraph Writing by Using Peer-Feedback and Blogger Tool: An Action Research Study**”

#### Design from Your Goals[1]

Instructional design of units for transfer of learning to real life contexts

|  |                         |
|--|-------------------------|
| <b>Institution:</b>                                    | University of Guayaquil |
| <b>Year of study:</b>                                  | 3rd. semester           |
| <b>Student description:</b><br>(include English Level) | A2 level students       |
| <b>Professor:</b>                                      | Ruth Vega Tomalá        |
| <b>Unit title:</b>                                     | One                     |
| <b>Weeks:</b>  | 6 weeks                 |
| <b>Hours:</b>  | 24 hours                |

#### I. Transfer Goal (Stage 1)

##### Standards the unit will work with:

**EFL 4.1.4** Use a variety of oral, print and electronic forms for social communication and for writing to oneself. (Example: friendly notes, invitations, diary entries, notes to self, electronic messages, etc.)

**EFL 4.4.7** Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., “the writing process”) to produce well-constructed informational texts.

**CE.EFL.3.23.** Create short, original texts using a range of resources and other media, including ICT, in order to recreate familiar scenes and themes.

**CE.EFL.3.25.** Observe and expand on the conventions of genre in order to create a variety of texts that reflect traditional and popular Ecuadorian culture and identify select literary elements in order to relate them to other works, including the learners’ own writing.

Source of standards: <https://educacion.gob.ec/wp-content/uploads/downloads/2016/08/EFL-for-Subnivel-Medio-of-EGB-ok.pdf>

<https://educacion.gob.ec/wp-content/uploads/downloads/2016/08/EFL-for-Subnivel-Superior-of-EGB-ok.pdf>

**Transfer Goal:**

I want my students to learn outlining, the writing process, conventions of grammar, and transition words so that on their own they hook the reader and communicate appropriately in written form.

**Breakdown of transfer goal**

| <p><b>A. If we see &amp; hear them do this, they <u>can</u> transfer this learning:</b></p>  | <p><b>B. If we see &amp; hear them do this, then they <u>cannot</u> (yet) transfer:</b></p>   | <p><b>C. What I will commit to doing differently in my classroom to ensure my results look like<br/>Column A:</b></p>   |
|--|---|---|
| <p>Use short sentences to express what they prefer.</p> <p>Write about everyday life</p> <p>Write about authentic topics of interest</p> <p>Plan and outline</p> <p>Write about themselves</p> <p>Write simple stories</p> <p>Describe important events or personal experiences very briefly in simple language.</p> | <p>Struggling with the requested activity.</p> <p>They can hardly organize ideas before their first draft.</p> <p>Unable to work independently</p> <p>Students are dependent on prompts to succeed.</p> <p>Show difficulties in the conventions of the writing.</p> | <p>Provide open-ended questions related to their biography or experience to make it more authentic.</p> <p>Model an outline.</p> <p>Give students as many inputs as possible to increase their acquisition process.</p> <p>Provide a lot of practice to improve performance.</p> <p>Provide immediate feedback and give them instruction and guidelines to peer-feedback.</p> <p>Provide direct instruction on conventions of grammar according to students level of proficiency and also providing writing sample as a model for students to follow.</p> |

## II. Summative Performance Assessment Task[K1] (Stage 2)

|                    |  |
|--------------------|--|
| <b>Goal</b>        | To write about authentic topics of interest  |
| <b>Role</b>        | Amateur writers  |
| <b>Audience</b>    | Editors of the magazine  |
| <b>Situation</b>   | You've been asked to write for an international magazine "Proceedings Magazine". The editors of the magazine want a sample of your work. If your work is selected, you will be given the opportunity to write the complete paper and it will be published on their digital repository. You will also be given a prize and recognition for your production. The topic is global warming issue and the contribution people can do in order to reduce harmful effects.  |
| <b>Performance</b> | After viewing a video and reading a passage on VLE, you will write a paragraph describing the effects of global warming. You need to hook your audience with interesting descriptors. Post your work on the teacher's blog. Everyone will receive feedback on-line from your peers so that you can interact in a collaborative way.<br>Resource: <a href="http://draftingug.blogspot.com/2018/10/effects-of-global-warming-global.html">http://draftingug.blogspot.com/2018/10/effects-of-global-warming-global.html</a>   |
| <b>Standards</b>   | Students are going to receive direct instructions about grammar conventions according to their level of proficiency. Therefore, they can provide each other feedback on the conventions criterion. The activities are going to be scored through a writing rubric and the indicators are (organization, focus of ideas and conventions). In the peer-feedback students assess each other using also the writing rubric. The teacher assesses students, how they give good feedback to each other, and the indicators from this rubric are (feedback and improvement) |

**III. Knowledge and skills** the students need to succeed in the assessment. (Stage 1)

| What students will need to know | The skills students will need to be able to do                               |
|---------------------------------|--|
| Mechanics of Blog               | Use and interact in a blog   |
| Goal and Rubric                 | Make an outline  |
| Conventions and grammar         | Use conventions of grammar appropriately for students' level of proficiency. |
| Transition words                |  |
| Outline                         | Organize main ideas and supporting details.                                  |
| Topic sentences                 | Give and receive each other feedback using an                                |
| Peer-feedback instructions      | instrument (rubric)  |

**IV. Essential Questions [K2]** (Stage 1)

|  |  |
|--|--|
| <p>Essential questions support the transfer goal, signal inquiry, guide instruction, and can be asked over and over throughout the unit without reaching a final answer.</p> |  |
| <p>1.How can I hook my audience?<br/>2.How can I make my point clearly?</p>  |  |



**V. Learning Activities** <sup>[K3]</sup> (Stage 3)

**Transfer goal:**

**Abbreviated Performance Task:**

| Learning Activities (from student’s perspective)   | Intention  | A        | M        | T |
|--|--|----------|----------|---|
| <p><b>Lesson 1 – (4 hours)</b> WEEK-1<br/> <b>Session 1 (2 hours)</b><br/> <b>Students will be able to understand what feedback is and the purpose of giving and receiving effective feedback from peers according to stated criteria.</b><br/> <b>Activities:</b><br/>                     The pre-interview was held<br/>                     TO HOOK the learners in the feedback process, some questions are stated for students in order to activate their prior knowledge in their L1 such as:<br/>                     Do you know what feedback is?<br/>                     Have you been given feedback before?<br/>                     Did you know that feedback can help you improve your English and your writing?<br/>                     The pre-test was held<br/>                     Direct instruction to students on feedback.<br/>                     Students watch a video about feedback to connect prior knowledge with new knowledge and to confirm initial ideas. Link of the video;<br/> <a href="https://www.youtube.com/watch?v=LjCzbSLyIwI">https://www.youtube.com/watch?v=LjCzbSLyIwI</a><br/> <a href="https://www.youtube.com/watch?v=HEurOKZdP_o">https://www.youtube.com/watch?v=HEurOKZdP_o</a><br/>                     Students analyze the rubric with the help of the teacher to establish clear and modeled expectations.<br/> <b>Students reflection:</b><br/>                     What did you learn about feedback?<br/> <b>Session 2 (2 hours)</b><br/> <b>Students will be able to use expressions for giving feedback according to the rubric in a modelling activity.</b><br/> <b>Activities:</b><br/>                     Students will reflect on previous class about feedback and rubrics to provide effective and objective feedback according to the stated criteria<br/>                     In the direct instruction.</p> | <p>To give students direct instruction and guidelines to peer-feedback.</p> <p>To hook students through a brainstorming of questions related to peer-feedback.</p> <p>To provide students formative assessment.<br/>                     To use feedback phrases and expressions in a given activity</p> | <p>X</p> | <p>X</p> |   |

|   |   |          |          |          |
|---|---|----------|----------|----------|
| <p>Students will receive a bank of phrases they can use to give peer-feedback.</p> <p><b>Useful expressions to provide feedback:</b><br/>                 I like.... In the writing about ....., you missed ..... according to the rubric.<br/>                 According to the rubric... it is a good point.....<br/>                 It would be better if you.....</p> <p><b>To describe the impact of the writing:</b><br/>                 I felt .....when you .....</p> <p><b>To suggest:</b><br/>                 Consider .....to improve.....<br/>                 You could ..... to ..... in the future.<br/>                 I wonder.... What if you .....</p> <p>A sample of good writing will be provided in order to analyze the content. The conventions, the focus of ideas, the organization, the legibility. (See Appendix 10, sample 1. sample4)</p> <p>Students will receive a model with mistakes, so they can give feedback on it using the stated criteria. (See Appendix 10, sample 5)</p> <p>Giving students opportunities to interact in this activity as they can talk about what they are learning.</p> <p><b>Reflection for students:</b><br/>                 Do you think feedback helped you learning more about writing?</p> | <p>using templates (Appendix 4)</p>   |          |          |          |
| <p><b>Lesson 2 (4 hours) WEEK-2</b><br/> <b>Session 1</b><br/> <b>Students will know the process of writing as well as grammar conventions through reading and writing activities using Blogger as a supporting tool.</b><br/> <b>Activities:</b><br/>                 Students receive instruction about what the process of writing is. Students are allowed to go to the teacher’s blog to familiarize with it.<br/>                 They are immersed in the process of writing by receiving reading inputs. Students analyze the grammar conventions in the reading passage.</p>   | <p>To motivate students to use blogger and answer some questions with the purpose of giving and receiving feedback.</p> | <p>X</p> | <p>X</p> | <p>X</p> |

|  |   |                            |                            |                            |
|--|---|----------------------------|----------------------------|----------------------------|
| <p>Students answer teacher’s questions posted on Blogger:<br/>                 How important is the process of writing?<br/>                 Students will read classmates answers and give each other online feedback on blogger according to the rubric.</p> <p><b>Students’ reflection:</b><br/>                 What was interesting about the process of writing?</p> <p><b>Session 2 (2 hours)</b></p> <p><b>Students will use brainstorming strategies as a way to activate their prior knowledge about a given topic before outlining process.</b></p> <p><b>Activities:</b><br/>                 Reflect on previous class regarding effective feedback. Review the rubric<br/>                 Hook students by Brainstorming ideas about global warming using mind maps.<br/>                 Open-ended questions is a good activity to engage students’ attention. Example of questions:<br/>                 “What is global warming?” “Do you know the green-house effect?” “Have you heard about the effects of global warming in our planet? “How would you contribute to reduce global warming?”<br/>                 Students can write their initial ideas on sticky colored notes (post it notes), so they can personalize their responses and bring their life experiences to make it meaningful.<br/>                 Their responses can be posted on a poster, so everyone in groups can read other’s ideas and discuss them in an interactive context.<br/>                 Students are allowed to go to the teacher’s blog <a href="http://draftingug.blogspot.com/2018/10/effects-of-global-warming-global.html">http://draftingug.blogspot.com/2018/10/effects-of-global-warming-global.html</a><br/>                 Students familiarize themselves with the teacher’s blog. Students were also motivated to create their own Blog.<br/>                 Students read the instructions of the online activity.<br/>                 Students watch a video related to the topic of interest, topic of discussion posted on blogger.</p> | <p>To engage students through the use of a mind map to brainstorm their initial ideas about the given topic.</p> <p>To present the topic of interest by applying hands-on activities using the technology and Blogger as a supporting tool.</p> | <p>X</p> <p>X</p> <p>X</p> | <p>X</p> <p>X</p> <p>X</p> | <p>X</p> <p>X</p> <p>X</p> |
|--|---|----------------------------|----------------------------|----------------------------|

|   |  |          |          |          |
|---|--|----------|----------|----------|
| <p>Students take notes. Time for discussion about the video in groups.</p> <p><b>Students reflection:</b><br/>From all the ideas posted on the poster, what do you think are the best two ideas and why?</p> <p><b>Lesson 3 WEEK-3</b></p> <p><b>Session 1 (2 hours)</b></p> <p><b>Students will identify and use transition words before the outlining process through reading as an input for acquisition.</b></p> <p><b>Activities:</b><br/>Modelling activities and material such as samples of writing to take over the learning process (See Appendix 10).<br/>Connect prior with new knowledge about the given topic, reviewing the video seen in the previous class. Reinforce new knowledge, a reading passage is posted on the teacher’s blog. It is related to the topic of interest “Global Warming” and to the video they observed in the previous class.</p> <p><b>Session 2 (2 hours)</b></p> <p><b>Students will identify and use transition words before the outlining process through reading as an input for acquisition.</b></p> <p><b>Activities:</b><br/>Reading and reflecting on the same topic of interest before starting their outline.<br/>In the reading activity students are given the opportunity to connect to the world beyond the classroom and the activity can be as authentic as possible.<br/>Students reinforce reading for specific information, then in groups they recognize and share ideas about the topic sentence and main points before starting the planning process of writing.<br/>Analyze a provided model of an outline taken from the reading.<br/>Provide an example of a topic of interest to model an outline. Following the model, students make an</p> | <p>To reinforce knowledge and the function of transition words by an authentic reading passage posted on Blogger.</p> <p>To reinforce knowledge and the function of transition words by an authentic reading passage posted on the teachers’ blog.</p> | <p>X</p> | <p>X</p> | <p>X</p> |
|---|--|----------|----------|----------|

|   |   |          |          |          |
|---|---|----------|----------|----------|
| <p>outline of the introduction stating the topic sentences and the main points.</p> <p><b>Students’ reflection:</b><br/>         What part was the most difficult for you?<br/>         What do you think is the benefit of outlining?</p> <p><b>Lesson 4 (4 hours) WEEK-4</b><br/> <b>Session 1 (2 hours)</b></p> <p><b>Students will be able to make an outline about a topic of interest using blogger as a tool according to the GRASP situation.</b></p> <p><b>Activities: After receiving guided instructions about the criteria and expectations of the writing activity.</b></p> <p><b>Hook students by making connections between prior knowledge and the topic of interest through brainstorming of ideas using mind map</b></p> <p>Introduce the performance task: Following the GRASP model, Students are motivated to the Situation for writing:</p> <p>GRASP (Situation): You’ve been asked to write for an international magazine “Proceedings Magazine”. The editors of the magazine want a sample of your work. If your work is selected, you will be given the opportunity to write the complete paper and it will be published on their digital repository. You will also be given a prize and recognition for your production. The topic is global warming issue and the contribution people can do to reduce harmful effects.</p> <p>According to the GRASP Students do the writing activity. They write information about Global warming and its effects and post it to the teacher’s blog. Students give peer-feedback.</p> <p><b>Reflection after receiving the feedback.</b><br/>         Students will judge their peers<br/>         In which way do you think peer-feedback could help you as a writer?</p> | <p>To outline a written topic of interest by applying hands-on activities using the technology and Blogger as a supporting tool in a GRASP given situation.</p> | <p>X</p> | <p>X</p> | <p>X</p> |
|---|---|----------|----------|----------|

|  |   |          |          |          |
|--|---|----------|----------|----------|
| <p><b>Session 2 (2 hours)</b><br/> <b>Students will be able to use an outline for writing a draft about a topic of interest.</b><br/> <b>Activities:</b><br/>                 After receiving guided instruction, students follow instructions to develop the performance task. Students connect prior knowledge about planning their writing task with new knowledge related to the development of the paragraphs.<br/>                 According to the GRASP Students do the writing activity. Once students have written their outline as a planning activity. They will write paragraphs related to the first draft. The written activity follows the related situation and students will post it to Blogger. Students give peer-feedback using the rubric. Reflection after receiving the feedback... judge their feed-back received.<br/> <b>Reflection after receiving the feedback.</b><br/>                 How easy was it to write your first draft using a planned outline?</p> | <p>To write paragraphs using grammar conventions and transition words on Blogger as a supporting tool in a GRASP given situation.</p>   | <p>X</p> | <p>X</p> | <p>X</p> |
| <p><b>Lesson 5 WEEK-5</b><br/> <b>Session 1 (2 hours)</b><br/> <b>Students will be able to improve their draft according to the feedback received and re-submit their work.</b><br/> <b>Activities:</b> Hook students in peer interaction. According to the feedback received. Once students have made the corrections to improve their draft, they will re-submit their draft on the blog second draft activity and post it to Blogger. Students give peer-feedback using the rubric. Reflection after receiving the feedback... judge their feedback received.<br/> <b>Reflection after receiving the feedback.</b><br/>                 Was it easy to provide feedback?<br/>                 How easy was it to write your second draft having peer-feedback?</p>  | <p>To use effective feedback to improve the written work and re-submit the activity.</p> <p>To use effective feedback to improve the written work and re-submit the activity.</p> | <p>X</p> | <p>X</p> | <p>X</p> |

|  |  |          |          |          |
|--|--|----------|----------|----------|
| <p><b>Session 2 (2 hours)</b><br/> <b>Students will be able to improve their draft according to the feedback received and resubmit their work.</b><br/> <b>Activities:</b><br/>                 Hook students in peer interaction. According to the feedback received.<br/>                 Once students have made the corrections to improve their draft, they will re-submit their draft on the blog second draft activity and post it to Blogger.<br/>                 Students give peer-feedback using the rubric.<br/>                 Reflection after receiving the feedback... judge their peers.<br/> <b>Reflection after receiving the feedback.</b><br/>                 What do you think you have learned from your peer?</p> | <p>To write a paragraph using grammar conventions and transition words stated in a writing rubric.</p> <p>To reflect on insights gained after the treatment.</p> | <p>X</p> | <p>X</p> | <p>X</p> |
| <p><b>Lesson 6 (4 hours) WEEK-6</b></p>  |  |          |          |          |
| <p><b>Session 1 (2 hours)</b><br/> <b>Students will be able to do the post-test</b><br/> <b>Activities:</b><br/> <b>Students receive guided instruction.</b><br/>                 Hook students giving them instructions.<br/>                 Students developed the post test</p>  |  | <p>X</p> | <p>X</p> |          |
| <p><b>Session 2 (2 hours)</b><br/> <b>Student will be able to answer post-interview after reflection</b><br/>                 What do you still need to improve your draft? How easy was it to write your second draft having peer-feedback? Students will answer the post-interview</p>   |  |          |          | <p>X</p> |

Learning process: A = Acquisition, M = Meaning Making, T = Transfer

Intention: Hook, **formative assessment**, initiating, developing, review, closure, **research**, other.

## VI. On-going Self-Assessment

As I reflect on student learning, what will I do if my plan is not yielding my expected results?

If students are not using feedback to enhance their writings, I would provide students with more engaging inputs related to the process of writing. I would also motivate students to keep on practice using authentic material, audio visual aids and even some interesting apps to design interactive mini quizzes on quizzis.com in order to reinforce learning on transition words or grammar conventions.

As a backup plan, if there is the case that internet connection is not working, I will provide students with some templates, feedback forms to do the activities temporarily manually until they can interact online.

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[1] This unit design process was adapted from the Guillot Design Process worksheet (2017)

*Design from Your Goals* based on Wiggins-McTighe Backward Design.

---



## Appendix 2

### Student's checklist

**(How well do students incorporate peer-feedback to improve their writing using Blogger?)**

Name:.....

Session: .....

Date: .....

**Check  the corresponding affirmation.**

|  |   |
|--|---|
|  | I used feedback today because...        |
|  | I did not use feedback today because... |

Source: Researcher

**Appendix 3**  
**Template for pre-post writing plan**

**(Research Question: To what extent does peer-feedback impact on students' writing skill?)**

**Topic:**

.....

**Outline**

**Topic sentence:**

.....

.....

**Main points:**

**1.....**

**2.....**





**3.....**

**Student:.....**



**Appendix 4**  
**Teacher’s Scoring Writing Rubric**

Name:.....Date:.....

| Indicators            | <b>Excels</b><br><br>4<br>      | <b>Very good</b><br><br>3<br> | <b>Fair</b><br><br>2<br> | <b>Needs improvement</b><br>1<br> |
|-----------------------|--|--|--|--|
| <b>Focus of Ideas</b> | Establishes a clear focus. Uses descriptive language, provides relevant information. Communicates creative idea. | Develops a focus, uses some descriptive language, details support idea, communicates original ideas.           | Attempts focus of ideas not fully developed.   | Lacks focus and development.   |
| <b>Organization</b>   | Establishes a strong beginning, middle, and end<br>Demonstrates an orderly flow of ideas.                        | Attempts an adequate introduction and ending Evidence of logical sequencing.                                   | Some evidence of a beginning, middle, and end sequencing is attempted.                                     | Little or no organization. Relies on single idea.  |
| <b>Conventions</b>    | (0-1 error)<br>Few or no errors in: grammar, spelling, capitalization, punctuation.                              | (2-3 errors)<br>Some errors in: grammar, spelling, capitalization, punctuation.                                | (4-5 errors)<br>Has some difficulty in: grammar, spelling, capitalization, punctuation.                    | (6 or more errors)<br>Little or no evidence of correct grammar, spelling, capitalization or punctuation.             |

Adapted from: <https://www.thoughtco.com/writing-rubric-2081370>

**Feedback :**.....  
 .....  
 .....



**Appendix 6**  
**Rubric for students' peer-feedback to write a paragraph**

Receiver:.....Date:.....

Giver:.....

| Indicators            | <b>Very Good</b><br>★  | <b>Good</b><br>☺  | <b>Needs improvement</b><br>☹   |
|-----------------------|--|---|---|
| <b>Focus of Ideas</b> | Your writing:<br>Establishes a clear focus. ( )<br>Uses descriptive language.<br>( )<br>Provides relevant information. ( )<br>Communicates creative idea.<br>( )<br>Good Job. You met the criteria.<br>( ) | Ideas not fully developed yet. ( )  | No focus of ideas yet ( )<br><br>Ideas not developed yet ( )                            |
| <b>Organization</b>   | Establishes a strong beginning. ( )<br>Establishes a strong middle. ( )<br>Establishes a strong conclusion. ( )<br>Demonstrates an orderly flow of ideas. ( )  | Some evidence of a beginning. ( )<br>Some evidence of a middle. ( )<br>The end is not clear yet ( )<br>Sequencing is attempted. ( ) | Little or no organization yet. ( )<br><br>Ideas are not sequenced yet. ( )              |
| <b>Conventions</b>    | (0-1 errors)<br>Few or no errors in: grammar, spelling, capitalization, punctuation.   | (2-5 errors)<br>Has some difficulty in: grammar, spelling, capitalization, punctuation.   | (6 or more errors)<br>Grammar, spelling, capitalization or punctuation not correct yet. |

Adapted from: <https://www.thoughtco.com/writing-rubric-2081370>

**Feedback from peers:**.....  
.....

### Appendix 7

#### Pre and Post Interview

(Research Question 3. What are students’ perspectives of peer-feedback in writing a draft of a paragraph?)

**Objective:** The purpose of this interview is to get information about students’ attitude towards peer-feedback in order to make a data analysis in this action research.

**Instructions:** Answer the following questions. The responses are going to be recorded to have reliability in further results.

**Name:** Anonymous

**1. Do you feel peer-feedback can help you?**

.....  
.....  
.....  
.....

**2. Have you ever had peer-feedback?**

.....  
.....  
.....  
.....  
.....

**3. How was your experience with feedback received from a peer?**

.....  
.....  
.....  
.....  
.....

Source: Researcher

## Appendix 8

### Validation of innovation

#### Researcher's scores versus counterpart's scores in the post test

Chart No. 1

*Validation*

| ID | Group | Researcher post | Counterpart post |
|----|-------|-----------------|------------------|
| 1  | TG    | 10              | 10               |
| 2  | TG    | 8               | 9                |
| 3  | TG    | 8               | 4                |
| 4  | TG    | 9               | 6                |
| 5  | TG    | 8               | 8                |
| 6  | TG    | 6               | 6                |
| 7  | TG    | 10              | 7                |
| 8  | TG    | 10              | 11               |
| 9  | TG    | 10              | 10               |
| 10 | TG    | 7               | 8                |
| 11 | TG    | 7               | 8                |
| 12 | TG    | 8               | 7                |
| 13 | TG    | 7               | 7                |
| 14 | TG    | 8               | 8                |
| 15 | TG    | 9               | 9                |
| 16 | TG    | 9               | 9                |
| 17 | TG    | 8               | 7                |
| 18 | TG    | 8               | 8                |
| 19 | TG    | 9               | 8                |
| 20 | TG    | 7               | 7                |
| 21 | TG    | 7               | 7                |
| 22 | TG    | 7               | 7                |

The chart No. 1 shows the comparison between two teachers, the researcher and a counterpart.

Participants 1, 5, 6 and 13, 14, 15, 16, 17, 18, 19, 20, 21, and 22 show the same score.



## Appendix 9

### Focus group versus control group raw scores

Chart No. 2

*Treatment group and control group*

---

| ID | Scores Treatment G. | Scores Control G. |
|----|---------------------|-------------------|
| 1  | 10                  | 7                 |
| 2  | 8                   | 7                 |
| 3  | 8                   | 7                 |
| 4  | 9                   | 7                 |
| 5  | 8                   | 3                 |
| 6  | 6                   | 6                 |
| 7  | 10                  | 5                 |
| 8  | 10                  | 9                 |
| 9  | 10                  | 5                 |
| 10 | 7                   | 5                 |
| 11 | 7                   | 5                 |
| 12 | 8                   | 6                 |
| 13 | 7                   | 6                 |
| 14 | 8                   | 5                 |
| 15 | 9                   | 5                 |
| 16 | 9                   | 6                 |
| 17 | 8                   | 7                 |
| 18 | 8                   | 6                 |
| 19 | 9                   | 6                 |
| 20 | 7                   | 6                 |
| 21 | 7                   | 6                 |
| 22 | 7                   | 6                 |

---

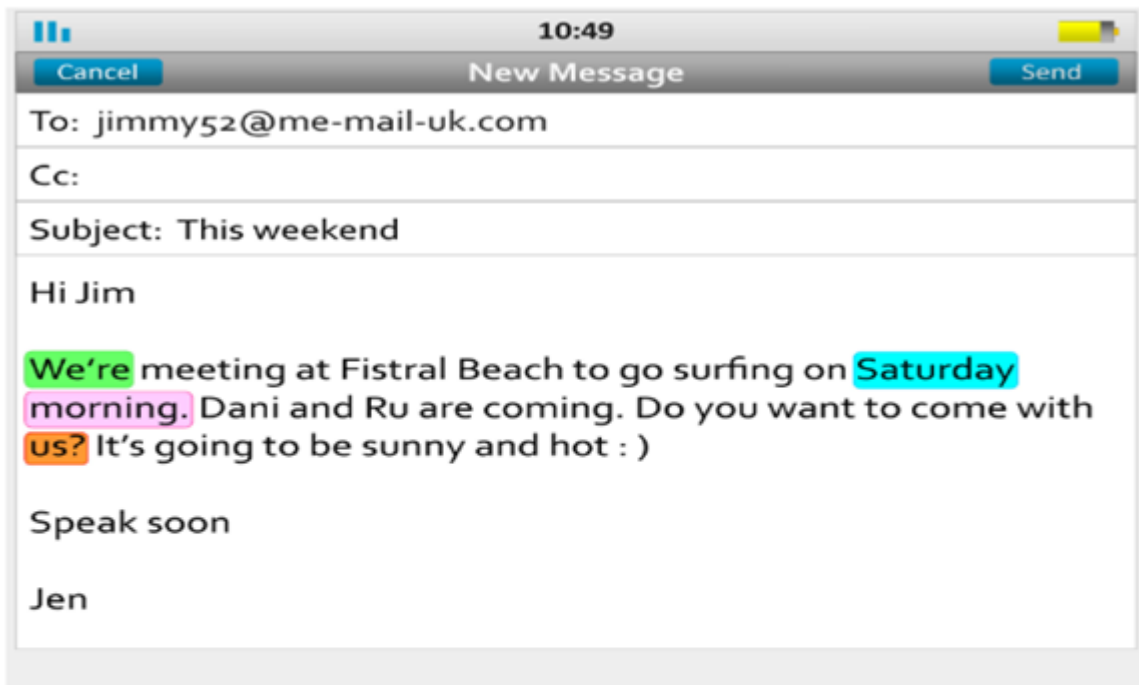
Chart No. 2 shows a comparison between the raw scores of the treatment group and the control group in order to get other descriptive statistics such as mean and s. deviation to calculate the effect size.

## Appendix 10

### Samples of Writing

#### Sample No. 1

**Good model of writing related to conventions of grammar**



#### Top Tips for writing

1. Start a sentence with a capital letter.
2. Use capital letters for days of the week.
3. Finish a sentence with a full stop.
4. Finish a question with a question mark.

**Sample No. 2**  
**Good model of writing related to conventions of grammar**

The screenshot shows the website **englishmates.com.uk**. At the top, there is a navigation bar with a home icon, a user profile icon, and a search icon. Below the navigation bar, there is a purple speech bubble icon and a text input field labeled "Write a comment ...".

On the left side, there is a welcome message: "Welcome to **englishmates**, where you can make new friends around the world." Below this is a "Users" section listing five users with their names and locations:

- Sung Hee**, Busan, Korea
- Simone**, Chicago, USA
- Tahir**, Setif, Algeria
- Alex**, Kiev, Ukraine
- Marina**, Cali, Colombia

A "View all" link is provided below the user list. On the right side, there are two user posts:

**Kenta Suzuki** Konnichiwa! Hi, I'm Kenta. I'm 15 and I'm **Japanese**. I'm from Tokyo. I've got short brown hair and dark brown eyes. I like all sports, especially karate and soccer. Can't wait to meet you!  
 Friday at 7:01 p.m. • [Comment](#) • [Like](#)

**Megan McDonald** G'day! My name's **Megan** and I'm 14. I live in Sydney, Australia. I've got long wavy, blond hair and green eyes. My favourite hobby is surfing. I go surfing every day. Write soon!  
 Thursday at 4:35 p.m. • [Comment](#) • [Like](#)

### Top Tips for writing

1. Use capitals for towns, cities and countries.
2. Use capitals for nationalities and languages.
3. Use capitals for names.

Source: <https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/social-network-site>

**Sample No. 3****Good model of writing related to conventions of grammar**

**FILM** *Review*

**The Hunger Games**  
**Sci-fi adventure, 2012**

In the future the USA is a new country called Panem. Every year the Capitol of Panem chooses 12 boys and 12 girls to go on a TV show called *The Hunger Games*. In this TV show the teenagers have to fight until there is only one person left. Katniss goes on the show and she has to run fast and fight to save her life.

I love the actors in this film. Jennifer Lawrence, Liam Hemsworth and Josh Hutcherson are fantastic as Katniss, Gale and Peeta. My favourite character is Katniss because she is very good at running and fighting. Also, I think that the film is good because it is exactly the same as the book.

I give *The Hunger Games* ★★★★★, go and watch it soon!

Marta (13 years old, Mexico)

|                   |             |
|-------------------|-------------|
| ★★★★★ Fantastic!  | ★★ Bad      |
| ★★★★ Really good! | ★ Terrible! |
| ★★★ OK            |             |

**Top Tips for writing**

1. Start with the film's title.
2. The type of film. When it was made.
3. Explain the film's story but don't explain the ending!
4. Your opinion of the film.
5. Should people go and watch the film?

Source: <https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/film-review>

**Sample No. 4**  
**Model of writing related to conventions of grammar**

**Active Summer activity courses**

We are looking for university students to work with children on our activity courses in July and August this summer.

We need instructors for the following activities:  
**swimming, football, tennis, drama, art, music, photography**

Courses are:

|                                    |                                     |
|------------------------------------|-------------------------------------|
| <b>Course 1:</b> July 1st – 15th   | <b>Course 2:</b> July 16th – 31st   |
| <b>Course 3:</b> August 1st – 15th | <b>Course 4:</b> August 16th – 31st |

For more information, email Mr Smith at [jobs@activesummer.co.uk](mailto:jobs@activesummer.co.uk)  
Please tell us which courses you would like to teach.

13:24

New Message

To: [jobs@activesummer.co.uk](mailto:jobs@activesummer.co.uk)

Cc:

Subject: Active Summer activity courses

Dear Mr Smith

I'm a university student and I'm interested in working on your activity courses this summer.

I'm studying drama at Central University and I love photography, so I would like to teach on those two courses. I'm also in the university swimming team and I'm learning to play the guitar.

I can work for the first two weeks of July and the last two weeks of August.

Best regards

Ben Brown

Source: <https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/summer-jobs>

**Feedback:**

This written work is very good because it has (0-1 errors). Few or no errors in: grammar, spelling, capitalization, punctuation.

**Sample No. 5**  
**Model of writing with some errors related to conventions of grammar**

**dear** Mr. Smith

I'm a university student and I interested in working on your activity courses this summer.

I'm studying drama at Central University and I love photography **so** **I** would like to teach on those two courses. I'm also in the university swimming team and I'm learning to play the guitar.

I can work for the first two weeks of July and the last two weeks of August.

Best regards

Ben Brown

**Feedback:**

This written work is good. It has (2-5 errors). It has some difficulty in: grammar, spelling, capitalization, punctuation

**Sample No. 6**  
**Model of writing with several errors related to conventions of grammar**

**dear** Mr. Smith

I'm a university student and **I** interested in working on your activity courses this summer.

I'm studying drama at Central University and **i** love photography **so** **I** would like to teach on those two courses. I'm also in the university swimming team and I'm learning to play the guitar.

I can work for the first two week**k** of **j**uly and the last two weeks of **a**ugust.

Best regards

Ben Brown

**Feedback:**

This written work needs improvement, (6 or more errors). Grammar, spelling, capitalization or punctuation not correct yet.

## Sample No. 7

### Sentence formation exercise

- Sentence Formation questions will ask you to correct problems with sentences, including issues with modifier placement, parallel structure, sentence boundaries, and subordination and coordination.

As a result, librarians must now be proficient curators of electronic information, compiling, **6** catalog, and updating these collections. But perhaps

**6**

A) NO CHANGE  
 B) librarians cataloging,  
 C) to catalog,  
 D) cataloging,

Source: <https://www.khanacademy.org/test-prep/sat/new-sat-tips-planning/about-the-sat-writing-language-test/a/writing-and-language-test-standard-english-conventions>

## Sample No. 8

### Focus of ideas exercise

#### 5 Wordiness

A sentence is wordy if it uses more words than necessary to convey meaning. Wordiness often makes writing unclear.

**Incorrect** Jessica ended up having to walk all the way home due to the fact that she missed the last train leaving Central Station.

**Solution:** Identify long phrases that can be replaced with a single word. Eliminate words that have the same meaning. Eliminate weak words, such as “basically” and “sort of.” Eliminate nonessential information.

**Correct** Jessica **walked** home **because** she missed the last train.

Source: <https://www.grammarly.com/blog/top-10-student-writing-mistakes-finals-edition/>



### Sample No. 9 Use of comma exercise

#### 7 Comma misuse (inside a compound subject)

A compound subject uses a conjunction to connect more than one noun phrase.

**Incorrect**      My roommate, and his brother, went to see a movie.

**Correct**        My roommate and his brother went to see a movie.

Source: <https://www.grammarly.com/blog/top-10-student-writing-mistakes-finals-edition/>

### Sample No. 10

#### Exercise

#### 10 Subject-verb agreement

Singular subjects take singular verbs and plural subjects take plural verbs.

**Incorrect**      Michael study at the library every day.

**Correct**        Michael **studies** at the library every day.

There you have it: the top ten student writing mistakes, just in time for finals. The writing skills that come from identifying common errors will help you make clearer points in your writing now and in the future. I encourage you to print out this post and take it to class with you next semester. You never know when a teacher might assign you a back-to-school essay on the first day. Happy writing and stay tuned for more tips designed to take your writing to the next level!

Source: <https://www.grammarly.com/blog/top-10-student-writing-mistakes-finals-edition/>

**Sample No. 11**

**Transition words template**

| <u>Commonly Used Transition Words and Phrases for Expository Essays</u> |  |   |
|---|--|---|
| <p><b>Beginning</b><br/>(beginning of the<br/>second paragraph)</p>     | <p>First,<br/>My first reason<br/>To illustrate my point,<br/>In fact,</p>   | <p>To begin with,<br/>For one thing,<br/>You see,<br/>Obviously,</p>                                  |
| <p><b>Middle</b><br/>(the beginning of the<br/>third paragraph)</p>     | <p>Next,<br/>Secondly,<br/>My second reason<br/>Additionally,<br/>Along with<br/>Likewise,<br/>In the same manner,</p> | <p>Obviously,<br/>Second,<br/>Once again,<br/>In addition,<br/>Again<br/>Moreover,<br/>Similarly,</p> |
| <p><b>End</b><br/>(the beginning of the<br/>fourth paragraph)</p>       | <p>Next,<br/>Finally,<br/>My final reason</p>  | <p>Lastly,<br/>My last reason<br/>Once again,</p>   |
| <p><b>Conclusion</b><br/>(the final paragraph)</p>                      | <p>In conclusion,<br/>Therefore,<br/>To summarize,<br/>Consequently,<br/>To sum up my thoughts,</p>                    | <p>Thus,<br/>As a result,<br/>Finally,<br/>By this time<br/>Now that</p>                              |

Source: [http://msmclure.com/?page\\_id=992](http://msmclure.com/?page_id=992)

**Sample No. 12**

**Transition words exercise**

Name:

**Directions:** Write a paragraph using some of the following transition words as needed: First, then, next, after that, thus, therefore, in conclusion, to conclude, finally

## Appendix 11

### Evidence of some students' work before and after peer-feedback

## The Mayra's voice

domingo, 10 de febrero de 2019

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### For face the Global Warming...



Take care of our planet, responsibility for everybody.

As we already know, Global warming is mainly caused by the burning of coal, oil, and gas. is one of the most complicated issues which the whole planet is facing.

But what can we do to reduce the risk?

Minimize the use of chemical compounds such as antibiotics, fertilizers ... and aerosols, Give more importance to environmental impact analyzes, Respect the protected spaces, Build houses with good thermal insulating materials so that the investment in heating and air conditioning is lower, Educate children in the value of the goods offered by ecosystems.

Saving our planet is a responsibility and taking care of it is our duty.

Publicado por MAYRA RUBITH ROMERO en 6:39



Figure 3. Student 7 first submission on her Blog before peer-feedback  
<https://rubith24.blogspot.com/2019/02/for-face-global-warming.html>

#### 2 comentarios:



**Carlos Balón Peralta** 10 de febrero de 2019, 6:43

Este comentario ha sido eliminado por el autor.

[Responder](#)



**Carlos Balón Peralta** 10 de febrero de 2019, 8:20

Good, Mayra! :D

Your focus on your criteria is acceptable, but you'd use connective words for the next time (fir example: first, second...). Also, you must use capital letter after each period, in addition to use the correct punctuation. For the rest, you have a good flow of ideas. Keep it up, successes!

[Responder](#)

Figure 4. Peer-feedback received from another participant (student 1) on her Blog

# The Mayra's voice

lunes, 18 de febrero de 2019

## Correction: About the Global Warming...



Take care of our planet, responsibility for everybody.

First of all we are going to make people understand the problem to look for solutions. As we already know, Global warming is mainly caused by the burning of coal, oil, and gas. Is one of the most complicated issues which the whole planet is facing.

But what can we do to reduce the risk?

Minimize the use of chemical compounds such as antibiotics, fertilizers and aerosols, give more importance to the analysis environmental impact, respect the protected spaces, build houses with good thermal insulating materials so that the investment in heating and air conditioning is lower, and the most important, Educate children in the value of the goods offered by ecosystems.

Figure 5. Use of peer-feedback to improve the 2nd. draft submission of student 7

### 2 comentarios:



**Carlos Balón Peralta** 18 de febrero de 2019, 23:10

Good, Mayra. I can see a big progress about your writing and grammar, but your punctuation needs to get better. Successes for the next time! ;)

Responder

▼ Respuestas



**MAYRA RUBITH ROMERO** 22 de febrero de 2019, 21:40


OK Mister Balon thank you.

Figure 6. Second peer-feedback student 7 received from his peer

**About some facts of great world impact.**


SÁBADO, 9 DE FEBRERO DE 2018

**Global Warming: The biggest drawback worldwide**



The excessive industrial activities promote the increase of Global Warming.


Nowadays, Global Warming is a critical problem that affects a lot of ecosystems around the world. It's produced by the excessive humans' industrial activities and the environmental pollution of the cities, having effects such as: climate changes, glaciers melting and the Greenhouse.



First, the warm increase makes that different places are more hotter or colder, provoking several climate changes.

Second, when the glaciers are melt, the level of seas are rise up and sink the coast. Also, the habitats of polar bears can be destroy and kill them.

And third, the Greenhouse is produced for the increase of GHGs (for example, CO2), catching solar radiation into the atmosphere and rise up the warm.



For conclude, the best solution for face the Global Warming will be prevent the earth, water and air pollution and promote an ecological culture on the people. Only thus, the Global Warming going down!

Publicado por Carlos Balón Peralta en 18:48

M D E I O

Figure 7. Student 1 first submission on Blog before peer-feedback  
<https://carljb99.blogspot.com/2019/02/global-warming-biggest-drawback.html>



Your entrance is very good, but in the conclusion paragraph you can change the "for conclude" for "TO conclude"; this is the only mistake. Take care of it for the next time!

Figure 8. Student 7 gave peer-feedback to student 1 on first submission

And third, the Greenhouse is produced for the increase of GHGs (for example, CO<sub>2</sub>), catching solar radiation into the atmosphere and rise up the warm.

To conclude, the best solution for face the Global Warming will be prevent the earth, water and air pollution and promote an ecological culture on the people. Only thus, the Global Warming going down!



Figure 9. Student 1 incorporated the peer-feedback received from student 7 and resubmitted the second draft with the correction  
<https://carljb99.blogspot.com/2019/02/correction-global-warming-biggest.html>



"Very good" mister Balon. Your focus of criteria is excellent. He improved his organization and his development and conclusion is very good.

**Responder**

Figure 10. Second peer-feedback student 1 received from student 7

## Appendix 12 Examples of students' Blogs



Figure 11. Example of a participant's Blog

