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PEER FEEDBACK TO IMPROVE ENGLISH WRITING SKILLS

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DECLARATION OF AUTHORSHIP

Yo Sandra Elizabeth Merino Hernández, con cédula de identidad número 0602933566, soy responsable de las ideas, resultados y lineamientos alternativos realizados en la presente investigación y el patrimonio intelectual del trabajo investigativo pertenece a la Universidad Nacional de Chimborazo.

Riobamba, October 4th, 2024



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FAVORABLE OPINION FROM THE TUTOR PROFESSOR

Mgs, Marco Antonio Aquino Rojas professor of Facultad de Ciencias de la Educación, Humanas y Tecnologías in the National University of Chimborazo, in my capacity of thesis director of this investigation work effectuated by Sandra Elizabeth Merino Hernández, prior to getting the Master degree of “Magister en Enseñanza del Idioma Inglés como Lengua Extranjera” titled: “Peer Feedback to Improve English Writing Skills”. Certify that this research project has been completed to 100%. It was completed with all this accomplished with all established parameters and has enough merit to be subjected to the public presentation and evaluation by the respective tribunal.

Certify this investigation work in honor of truth.

Riobamba, October 4th, 2024.



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CERTIFICATE FROM THE MEMBERS OF THE COMMITTEE

El tutor Mgs. Marco Antonio Aquino Rojas del presente trabajo de investigación previo a la obtención del título de Magister en Enseñanza del Idioma Inglés como Lengua Extranjera, con el tema "Peer Feedback to Improve English Writing Skills" ha sido desarrollado por Sandra Elizabeth Merino Hernández, con el asesoramiento permanente del compareciente en calidad de Tutor, por lo que emite dictamen favorable indicando que el mismo se encuentra apto para su presentación y defensa respectiva. Es todo cuanto puede informar en honor a la verdad.

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Atentamente,



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Adj.-

- Resultado del análisis de similitud

DEDICATION

This research is dedicated to my beloved son Dereck, who is the source of inspiration and driving force behind my personal and professional endeavors. I also dedicate this work to my parents, whose unwavering love and support have been invaluable in every challenge I have faced. A special tribute to my mother, Rosita. Although you are no longer with us, your legacy continues to be my greatest motivation, teaching me the importance of perseverance and dedication.

Sandra Merino

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RESUMEN

Las destrezas de escritura ocupan un lugar crucial en el proceso de adquisición del lenguaje y el progreso académico, sirviendo como instrumento fundamental para facilitar una comunicación eficaz y fomentar el pensamiento crítico. Esta investigación define las destrezas de escritura como la capacidad de producir composiciones coherentes, meticulosamente elaboradas y gramaticalmente precisas en inglés, que abarcan el vocabulario, la gramática y la articulación de ideas de forma clara y organizada. A pesar de su importancia, muchos estudiantes tienen dificultades con la escritura, lo que puede entorpecer su rendimiento académico. Cuestiones como la dificultad para organizar los pensamientos y una gramática deficiente pueden provocar frustración y desinterés. Los resultados mostraron que los estudiantes mejoraron sus habilidades de escritura gracias al párrafo. Este estudio está dirigido a estudiantes de segundo curso de educación secundaria básica, de entre quince y dieciséis años. Se eligió una muestra de 68 participantes, que reflejaba un grupo diverso de un entorno urbano. Los datos muestran que muchos estudiantes han participado en la retroalimentación a sus compañeros (44%), y los estudiantes se sienten cómodos recibiendo retroalimentación. Se sienten motivados para desarrollar sus habilidades de escritura cuando reciben comentarios de sus compañeros y creen que su rendimiento en la escritura ha mejorado. El uso de la lista de control muestra cómo los estudiantes mejorarán en relación con sus compañeros, donde ambos estudiantes se apoyan mutuamente y mejoran sus habilidades de escritura, el 68% de los estudiantes ofrecieron retroalimentación adecuada y los animaron a mejorar sus habilidades de escritura a sus compañeros, el 63% de los estudiantes proporcionaron retroalimentación escrita a través de correcciones a sus compañeros, y el 32% sienten que sus compañeros podrían proporcionarles una retroalimentación más adecuada.

Palabras clave: Habilidades de escritura, retroalimentación entre compañeros, escritura descriptiva, adquisición del lenguaje, redacción

ABSTRACT

Writing skills hold a crucial position in the process of language acquisition and academic progress, serving as a foundational instrument for facilitating effective communication and fostering critical thinking. This research defines writing skills as the ability to produce coherent, meticulously crafted, and grammatically accurate compositions in English, encompassing vocabulary, grammar, and the articulation of ideas in a clear and organized manner. Despite its importance, many students struggle with writing, which can hinder their academic performance. Issues like difficulty organizing thoughts and poor grammar can lead to frustration and disengagement. The results showed that students improved their writing skills through the paragraph. This study is aimed at students in the second year of basic secondary education, aged fifteen to sixteen. A sample of 68 participants were chosen, reflecting a diverse group from an urban environment data shows that many students have participated in providing feedback to their peers (44%), and students feel comfortable receiving feedback. They feel motivated to develop their writing skills when they receive feedback from their peers and believe that their writing performance has improved. The use of the checklist show how students will improve in relation to their peers where both students support each other and improve their writing skills, 68% of the students offered adequate feedback and encouraged them to improve their writing skills to their peers, 63 % of students provided written feedback through corrections to his peers, and 32% feel that their peers could provide them with more appropriate feedback.

Keywords: Writing skills, peer feedback, descriptive writing, language acquisition, writing paragraphs

CHAPTER I

1.1 INTRODUCTION

Writing skills hold a crucial position in the process of language acquisition and academic progress, serving as a foundational instrument for facilitating effective communication and fostering critical thinking. Within the scope of this research, writing skills are defined as the aptitude to construct coherent, meticulously, and grammatically precise written compositions in the English language. These competencies encompass not just the command of vocabulary and grammar but also the proficiency to articulate concepts and disseminate information in a lucid and methodical manner (Devitt, 2015).

Despite the importance of writing, there has long been concern that many students do not develop the competency necessary to apply writing to fully and successfully meet the writing demands of school. Students often face significant writing challenges, which can affect their overall academic performance. Problems such as difficulty organizing thoughts and poor grammar, and spelling skills can cause frustration and disinterest in learning activities. The resulting academic issues can affect not only their performance in learning the English language but also in other subjects that require written expression, highlighting the importance of addressing writing issues comprehensively in educational contexts (Graham & Harris, 2014).

Not knowing the meanings of certain words and not practicing writing correctly causes students to present problems. In some cases, it is beneficial to forget the writing conventions of their mother tongue when learning a new language. The primary consequence of not being able to write correctly is often linked to these challenges.

There are several forms of writing, and one of them is the paragraph, which is considered the basic unit of written organization and is composed of more than two

sentences. A paragraph is mainly structured in three parts: a topic sentence, a supporting sentence and a conclusion. There are different types of paragraphs, such as narrative, explanatory, descriptive, informative, reporting, expository and argumentative. For these reasons, it is essential to develop writing skills in English. (Kartawijaya, 2018).

In this regard, it complements traditional teacher-centered methods by encouraging students to become aware of and support one another. Peer feedback serves to improve English learning in classrooms and especially in writing, as students learn to assess writing from an audience's perspective, refine their analytical skills, and internalize the principles of effective communication (Nguyen, 2016).

Similarly, Lui and Carless (2006) indicated that through active participation in peer feedback, students can not only enhance the quality of their own writing, but also cultivate essential skills such as critical thinking, analysis, and collaborative work. The main role to enhance students' writing skills the work aligns with the concept of students actively participating in processes to improve their writing abilities and foster valuable skills in a collaborative learning environment (Choo et al., 2012).

In the same way, Hyland and Hyland (2006) mentioned that integrating peer feedback and collaborative writing as instructional strategies can close gaps and, more importantly, increase student motivation. Similarly, Kobayashi and Rinnert (2013) recognized and address the interconnected elements of English writing, allowing students to make more effective progress. Such an approach has the potential to significantly improve the local context of English writing instruction.

Improved writing skills result in enhanced learning experiences, as students gain the ability to express their thoughts and ideas effectively. The focus on collaboration and communication skills cultivates an environment where students can engage in meaningful discussions, exchange ideas, and provide constructive feedback to their

peers. This not only enhances their writing abilities but also nurtures transferable skills that are valuable in various academic and professional contexts. The research examines paragraph writing by analyzing both formal and informal writing styles to determine how peer feedback influences students' writing skills.

Ultimately, to evaluate the impact of improving students' English writing skills through peer feedback, a pre-test and post-test design focusing on paragraph writing is used. The study begins with a pretest in which students write a descriptive paragraph on a familiar topic, such as their last vacation. This initial sample will test your skills in grammar, sentence structure, coherence, vocabulary and spelling.

After the pretest, students participate in the first interventions and then in the feedback lessons. During these sessions you will exchange drafts, provide feedback based on criteria such as clarity and grammar, and discuss improvements. The researcher will guide this process with constructive comments. In the final lesson, students complete a posttest with the same descriptive writing task. Comparing the pre- and post-test results will help measure the improvement in writing skills due to the peer feedback intervention.

1.2 BACKGROUND OF THE RESEARCH

According to Zahida et al. (2014), improvement in writing skills enhances overall academic performance as students can communicate effectively in essays and assignments. It also fosters critical thinking by learning how to structure ideas, analyze information, and construct well-considered arguments. The purposes of writing include allowing writers to express themselves, share information, persuade readers, and create a literary work. These objectives play a crucial role in shaping human thought and culture. Through writing, messages are conveyed to others about a particular topic.

Students must handle multiple subprocesses at the same time, including content creation, coherence, awareness of the audience, and language choices. In this context, Starkey (2004) suggested that writing in English for academic purposes involves certain standards related to various writing elements, such as organization, vocabulary, language usage, punctuation, proper capitalization, and paragraph structure. Moreover, effective writing is characterized by its organization, clarity, coherence, precise language, and appropriate word selection.

The act of writing is a complex and multifaceted endeavor, involving a series of interconnected tasks that encompass initiation, progression, and completion. Throughout the writing process, various skills and orientations come into play, which may fluctuate and interact differently at different stages and phases (Estonella et al., 2017).

Peer feedback has been utilized to encourage students to exchange ideas and provide constructive criticism, helping them enhance their writing skills. Additionally, from an educational perspective, it has been shown to be an effective method for developing students' written interpretation. There are many benefits to using peer feedback in writing, as peer feedback helps boost students' confidence and promotes their critical thinking as they read peer-annotated texts (Kuyyogsuy, 2019).

Similarly, peer feedback boosts students' motivation to learn and enhances their social interaction skills, as it is recognized as a social practice that encourages active participation and influences student behavior. Furthermore, the teaching and learning system theoretically supports peer feedback in aspects of collaborative and cooperative learning, social interaction, and English language acquisition. In this way, students benefit from the valuable experiences they provide by receiving feedback from their peers and learning from each other. Moreover, it helps students practice commutative

skills and accept different points of view; listen carefully, think critically and participate constructively in activities (Farrah, 2012).

Latifi et al. (2021) examined the impact of unscripted, scripted, and guided online peer feedback on students' essay writing, the quality of argumentative feedback, and the acquisition of domain-specific knowledge in educational sciences. Overall, across all conditions, the online learning environment enabled students to engage in thorough argumentative exchange, produce higher-quality argumentative essays, and enhance their understanding of the subject matter. Students receiving guided feedback outperformed those in the unscripted group on most measures. The detailed instructions on delivering high-quality argumentative peer feedback and writing descriptive paragraphs facilitated higher-order cognitive processes such as argumentation, description, justification, and clarification, leading to improved quality in their descriptive paragraphs.

1.3 PROBLEM STATEMENT

Many students face difficulties in improving their English writing skills. Despite receiving instruction and feedback from teachers, some students still exhibit deficiencies in their ability to produce coherent, grammatically correct, and stylistically appropriate texts. This gap in writing skills negatively impacts students' academic performance and future opportunities. Therefore, there is a need to explore alternative approaches, such as peer feedback (Dastgeer & Tanveer, 2015).

When using peer feedback, the teacher views each student's work as an ongoing process rather than an outcome, which requires support from either the teacher or classmates. Emphasizing this approach to peer feedback reveals additional benefits. When students collaborate in pairs or groups, they feel more secure and consequently less anxious. Collaborative work also assists shy learners who may participate less in whole-class activities to become more engaged in group discussions (Trang & Anh, 2022)

Writing is considered one of the key skills in acquiring a foreign language. Nevertheless, many high school students encounter difficulties in writing, influenced by various objective and subjective factors. Addressing this issue effectively is highly valued.. To investigate this, the authors implemented a teaching strategy centered on peer feedback as the primary tool to enhance students' paragraph writing abilities (Trang & Anh, 2022).

In the academic realm, students often encounter challenges when it comes to enhancing their English writing proficiency. Despite receiving guidance and feedback from instructors, some students continue to struggle with producing coherent, grammatically accurate, and appropriately styled texts. These difficulties can

detrimentally impact students' academic performance and obstruct their future professional and scholarly prospects. Insufficient competence in written English expression can constrain their ability to effectively communicate in academic and professional environments that demand clarity and precision in communication (Bacha, 2002).

One potential solution put forward in this study involves the implementation of a collaborative approach known as peer feedback. This approach encourages students to provide constructive input and suggestions to their fellow classmates regarding their written compositions. Lui and Carless (2006) indicated that through active participation in peer feedback, students can not only enhance the quality of their own writing but also cultivate essential skills such as critical thinking, analysis, and collaborative work.

Navigating the nuances of English writing can pose challenges for students from diverse linguistic and cultural backgrounds. Adapting the writing conventions of one's native language to English can result in difficulties related to coherence and cultural appropriateness, particularly in expressions and idioms (Spinelli, 2008). It's essential to underscore the role of writing structure as the backbone of any written work. Donough (2006), in this case, provides insightful guidance, emphasizing the importance of a well-structured introduction, a logical argument flow, and a comprehensive conclusion. This highlights the significance of both linguistic and structural elements in writing.

By exploring the utilization of peer feedback as an alternative approach, this research aims to identify the advantages and challenges associated with this strategy, as well as evaluate its effectiveness in improving students' English writing skills. Additionally, the impact of peer feedback will be analyzed in terms of students' active participation in the process of learning English writing through paragraph development.

In this sense, a class will be planned where students will work on a pre- and post-test where they will write their paragraph and then provide peer feedback.

1.4 JUSTIFICATION

According to Troyka (2010), the study aims to inform, persuade readers, and produce a literary piece. These objectives play a crucial role in shaping human thought and culture. Writing serves as a means to communicate messages about specific topics to others.

Writing improvement nurtures critical thinking as students learn to analyze, evaluate, and synthesize information, enabling them to delve deeper into complex concepts and engage in thoughtful analysis. Additionally, improved writing skills contribute to academic success by enabling students to present their ideas clearly and concisely, resulting in higher quality assignments, essays, and exams (Dewi, 2021). Similarly, Cho and MacArthur (2010) argued that peer feedback has emerged as a promising strategy for enhancing writing skills. Involving peers in the feedback process can help identify and rectify written errors while fostering critical thinking and collaboration.

In this sense, peer feedback plays a significant role in enhancing English writing skills. It facilitates the development of language proficiency by providing valuable input on grammar, vocabulary, and language usage. Students gain heightened awareness of prevalent writing issues and receive constructive suggestions for improvement. Peer feedback offers exposure to diverse perspectives, fostering the cultivation of critical thinking skills. It encompasses the provision of targeted and constructive criticism, enabling students to identify their areas of strength and areas that require further enhancement. Furthermore, peer feedback fosters active engagement and a sense of

ownership among students, propelling them to invest more effort and attention to detail in the writing process (Ruegg, 2015).

Research on using peer feedback among students has managerial contributions that include students to improve English writing skills. Students benefit from improved writing skills, enhanced learning outcomes, increased active participation, collaborative skills, autonomy, and a supportive learning environment. Peer feedback is an accessible approach that can be easily implemented in classrooms through simple group formations and clear guidelines (Gaynor, 2020) .

This research holds significant importance as it aims to enhance learning outcomes and promote active learning among students. By implementing strategies such as peer feedback, collaborative writing, and a supportive learning environment, students are encouraged to actively engage in the writing process. This active participation fosters the development of essential skills such as critical thinking, self-reflection, communication, and collaboration. Moreover, the research emphasizes the cultivation of learner autonomy, enabling students to take ownership of their learning and develop independent writing skills.

The main justification of this research will allow English teachers to use the peer feedback method to improve the writing skills of their students because currently many students find it difficult to learn a new traditional method that is no longer available today. very useful. Likewise, it will be useful for students since with this method they improve their way of writing, and they will avoid making the same mistakes that they almost always make, such as deficiencies in grammar, vocabulary, spelling, coherence, etc.

Therefore, the paragraph writing will be crucial when evaluating the peer feedback because it will allow students to better understand the parts of this writing and be able to know the different rules that are governed in English in addition to being able to increase the known vocabulary during learning of this method.

OBJECTIVES

1.4.1 General Objective

- To analyze the improvement in students' English writing skills.

1.4.2 Specific Objectives

- To detect the effectiveness of peer feedback in improving students' English writing skills.
- To determine the frequency and type of peer feedback that contributes to the greatest improvement in writing skills.
- To identify specific areas of writing that benefit from the implementation of peer feedback

CHAPTER II

2 THEORETICAL FRAMEWORK

This chapter begins with an introduction that contextualizes the importance of the theoretical framework in the research. The fundamental theories and concepts directly related to the research objectives will be explored, providing a solid basis for the subsequent discussion on peer feedback and its influence on the development of English writing skills. The purpose of this chapter is to establish a strong conceptual foundation that enables understanding of key variables and theoretical concepts that will guide the research.

2.1 Writing Skills and their Significance

The act of writing is a complex and multifaceted endeavor, involving a series of interconnected tasks that encompass initiation, progression, and completion. Throughout the writing process, various skills and orientations come into play, which may fluctuate and interact differently at different stages and phases. Furthermore, these skills and orientations can often operate simultaneously, further adding to the intricacy of the writing process (Estonella et al., 2017).

Writing skills hold a crucial position in the process of language acquisition and academic progress, serving as a foundational instrument for facilitating effective communication and fostering critical thinking. Within the scope of this research, writing skills are defined as the aptitude to construct coherent, meticulously, and grammatically precise written compositions in the English language. These competencies encompass not just the command of vocabulary and grammar but also the proficiency to articulate concepts and disseminate information in a lucid and methodical manner (Devitt, 2015).

Writing improvement also nurtures critical thinking as students learn to analyze, evaluate, and synthesize information, enabling them to delve deeper into complex

concepts and engage in thoughtful analysis. Additionally, improved writing skills contribute to academic success by enabling students to present their ideas clearly and concisely, resulting in higher quality assignments, essays, and exams (Dewi, 2021).

Troyka (2010) states that the goals of writing include self-expression, sharing information, persuading readers, and producing literary works. These aims have a substantial impact on human thought and culture. Writing serves as a way to communicate messages to others about specific subjects.

Writers must handle multiple sub processes at the same time when composing text, including content development, coherence, awareness of the audience, and language selection. Starkey (2004) noted that writing in English for academic purposes necessitates certain standards related to various writing elements, such as organization, vocabulary, language usage, punctuation, correct capitalization, and paragraph structure. The author further emphasizes that effective writing is characterized by its organization, clarity, coherence, precise language, and thoughtful word choice.

2.2 Descriptive Writing

According to Ismayanti and Kholiq (2020), descriptive writing is a form of writing that describes the characteristics and descriptions of things, people, places, etc. It can be defined as a type of writing that explains the breadth of the content of a text clearly and concisely. The main goal of descriptive writing is to present a clear image of a place, person, or thing in the reader's mind so that he/she can imagine the entire situation. The writer must present this information in a way that stimulates the reader's imagination.

By the same token, Bongga (2022) established that written description is the process of creating visual images and sensory ideas through words. Descriptions are usually part of other texts and are used to tell the reader what something or someone is

like. Descriptions also reproduce sensory perceptions by translating feelings, sounds, tastes, smells, and shapes into words.

In written descriptions, students are expected to be able to use various components, such as grammar, adjectives, adverbs, pronouns, etc. They must also be able to present it in sequence (narrative structure) including identification and description. The use of vocabulary plays an important role in writing, especially in English writing, where students interpret a word from one language to another (Boardman, 2012).

2.3 Collaborative writing

Collaborative writing enhances students' writing skills by fostering idea generation and peer feedback. The collaborative writing process involves cooperation and active participation among students, resulting in high-quality written work. Proficient writing is not just about language; it's vital for academic success. It allows students to articulate thoughts, analyze complex concepts, and engage in scholarly discourse. Writing demonstrates comprehension, original insights, and knowledge synthesis from diverse sources (Talib and Cheung, 2017).

In addition, Storch (2005) argued that the benefits of collaborative writing, which not only improves the quality of students' work but also encourages idea generation and peer feedback exchange. Collaborative writing helps rectify grammatical issues and exposes students to various writing perspectives, enhancing their writing skills. In academia, many students struggle to improve their English writing. Despite traditional instruction and teacher feedback, some students produce incoherent, grammatically flawed texts. Thus, Dastgeer and Tanveer (2015) mentioned alternative methods, such as peer feedback, are crucial to enhancing English writing skills.

Olinghouse and Leaird (2009) explored how collaborative writing can stimulate creativity and shared responsibility among students, reinforcing its potential benefits to improving English writing skills. Additionally, Handley et al. (2011) emphasized that working together on writing projects offers opportunities to explore diverse ideas and enhance overall writing quality. Within our local context, students have demonstrated motivation to work together and improve their writing skills through group projects.

Furthermore, Murray and Moore (2006) mentioned some guidelines for collaborative writing to allow students not only to do different tasks in the same writing but also simultaneously check and correct others' work. Introducing collaborative writing guidelines that encourage students to engage in multifaceted tasks while simultaneously reviewing and editing each other's work.

2.4 Paragraph writing

Wali and Madani (2020) defined a paragraph as a collection of closely related sentences that develop a single idea. This definition clearly states that only one topic should be covered in one paragraph, and it is not acceptable to cover multiple topics in a single paragraph. While it is relatively easy to write a specific word on paper, constructing a sentence is somewhat more difficult and writing paragraph is considered the most difficult academic task, so writing paragraphs is essential to mastering writing skills in any language.

An important indicator of a student's writing proficiency in English is their ability to create effective paragraphs, which are essential for academic writing. With well-crafted paragraphs, students can develop longer pieces of writing. To achieve quality writing, every writer needs to brainstorm ideas, articulate their thoughts on paper or a computer, organize their content, draft the initial version, revise it, and then produce the final copy (Ariyanti, 2016).

The ability to structure a paragraph coherently, cohesively, and with unity reflects a strong foundation in academic writing. The length of a paragraph can differ based on the writer and may span from a single sentence to an entire page. Simply beginning with a few basic sentences is insufficient; the writer must ensure that the paragraph effectively exhibits coherence, cohesion, and unity (Wali & Madani, 2020).

Ideally, a good paragraph considers a topic to be discussed. The topic of the paragraph directs the discussion to the ideas that will be explored in more detail in a paragraph. The topic of discussion is usually expressed in one phrase rather than a complete sentence. In addition to them, a good paragraph is made up of three main elements: topic sentence, supporting sentence, and closing sentence. As a conclusion, a paragraph is a unit of composition composed of several sentences joined together: topic sentence, supporting sentence and closing sentence that are composed coherently and generally develop a topic sentence (Qomariyah & Permana, 2016).

2.5 Challenges in English Writing

Effective English writing requires linguistic competence, cultural awareness, and cognitive skills. Students face challenges like limited vocabulary, complex grammar, and cultural disparities. These obstacles restrict their ability to communicate ideas clearly and persuasively. Building vocabulary, mastering grammar conventions, and understanding rhetorical norms are essential to overcome barriers. A multifaceted approach is necessary to improve English writing proficiency. In essence, English writing is a complex skill demanding a synthesis of language mastery, cultural insight, and analytical thinking (Al-Hammadi & Sidek, 2015).

As students witness their writing abilities progress, they develop a sense of self-assurance in expressing their thoughts and ideas. This newfound confidence empowers them to tackle more challenging writing tasks and take risks in their writing.

Furthermore, as students receive positive feedback and recognition for their improved writing. The positive reinforcement students receive fuels their desire to set bolder writing goals and continuously expand the boundaries of their written expression (Husni, 2019).

2.6 Role of Peer Feedback in Writing Instruction

In this regard, peer feedback is essential in writing instruction, fostering a dynamic and interactive learning environment. It complements traditional teacher-centered methods by encouraging students to become aware of and support one another. Peer feedback serves to improve English learning in classrooms and especially in writing, as students learn to assess writing from an audience's perspective, refine their analytical skills, and internalize the principles of effective communication (Nguyen, 2016).

Peer feedback serves as a bridge between classroom instruction and real-world writing situations, as students learn to assess writing from an audience's perspective, refine their analytical skills and internalize the principles of effective communication (Nguyen, 2016).

In this context, Farrah (2012) established that the effectiveness of peer feedback in improving writing skills, including content, organization, and language use, and notes that this student-centered approach allows students to develop their writing. It also encourages collaboration, offering the potential for real-world application and personal growth. Additionally, Nicol and MacFarlane-Dick (2006) commented principles of feedback practice related to peer feedback, promoting self-regulated learning, and writing skill development.

Similarly, Cho and MacArthur (2010) said that peer feedback has emerged as a promising strategy for enhancing writing skills. Involving peers in the feedback process

can help identify and rectify written errors while fostering critical thinking and collaboration.

Correspondingly, Kamimura (2006) argued that peer feedback significantly improves students' writing skills. Kamimura's study reveals positive outcomes, including social interaction, affective strategies, and enhanced critical thinking abilities. The collaborative approach also contributed to students' growth, making them more self-reliant learners. Furthermore, Kuyyogsuy (2019) said that the integration of peer feedback in English writing instruction holds immense potential for empowering students to become proficient and confident writers in various contexts.

Moreover, the paragraph serves as the fundamental building block of English academic writing. For students aspiring to pursue higher education, mastering paragraph construction is essential, as it forms the basis for other academic formats such as essays, reports, compositions, and research papers. Academic paragraphs adhere to a specific organizational structure that enhances readability. This structure typically includes a topic sentence, supporting sentences, and a concluding sentence, ensuring clarity and coherence for the reader (Wali & Madani, 2020).

Students encounter several challenges when it comes to writing paragraphs; they often find it difficult because they lack ideas to develop their sentences. Their writing knowledge is limited due to a scarcity of writing models, and they struggle to organize their thoughts because they don't have any guidance. As a result, students may feel bored and lose interest in learning. It is the English teacher's responsibility to address these issues, particularly in teaching paragraph writing. To enhance students' writing skills, various strategies can be employed, one of which is the outline strategy

2.7 Definition of Peer Feedback

Liu and Carless (2006) argued that peer feedback is a pedagogical strategy where students give each other critiques on writing to enhance skills. Peer feedback involves students sharing written work and providing critiques to improve quality. It goes beyond editing by analyzing content, structure and effectiveness. Students become both providers and recipients of feedback in a reciprocal exchange fostering growth. Likewise, Farrah (2012) explained peer feedback engages students in sharing ideas to develop writing.

Engaging in peer feedback exposes students to diverse writing styles and strategies. By evaluating and providing suggestions for improvement, students refine their understanding of writing conventions, structure, and language use. This active involvement enhances their critical awareness and application of these skills in their own work (Duijnhouwer et al., 2012).

Peer feedback provides exposure to a variety of rhetorical styles and compositional techniques. The process of assessing peer writing and offering constructive recommendations hones students' grasp of writing norms, organization, and language usage. This immersive engagement boosts critical discernment and transfers these heightened proficiencies into their own drafting. Each stage of peer critique develops observational capabilities, evaluative skills, and writing standards. Through reciprocal appraisal, students continuously refine and integrate effective strategies, benefiting their intellectual maturation as writers (Min, 2006).

Peer feedback cultivates a collaborative learning community where students work together in a non-competitive setting to enhance writing skills. Through engaging in thoughtful dialogue, learners share diverse insights and perspectives that contribute to the collective improvement of writing quality. This type of supportive collaboration

strengthens students' communication abilities by teaching them to articulate ideas and connect differing viewpoints. The paragraph flows logically with clear transitions between ideas (Penner Williams et al., 2017).

Similarly, Parra and Calero (2019) stated peer feedback boosts critical thinking, self-reflection, and grasping writing standards. It promotes ownership and accountability for work quality. Peer review also builds interpersonal and communication skills. When critiquing their own writing, students sharpen their analytical abilities and metacognition. They gain deeper insight into what constitutes successful writing. The process elicits greater personal investment in meeting high standards. Engaging in constructive feedback teaches effective teamwork and discussion strategies.

2.7.1 Peer Feedback as an Instructional Strategy

Peer feedback is a pedagogical approach that engages students in evaluating and providing constructive input on each other's writing, has gained prominence as a valuable instructional strategy in writing education. This section delves into the definition, role, and benefits of peer feedback, shedding light on its potential to enhance writing skills, promote active learning, and foster critical thinking among students (Beasley et al., 2020) .

Feedback is widely regarded as essential for fostering and solidifying the process of learning, and this significance is also acknowledged by professionals in the field of second language (EFL) writing. Its value is recognized in classrooms that emphasize the writing process, where it constitutes a crucial aspect of students' development of composing skills. In fact, over the past two decades, advancements in writing pedagogy and research have revolutionized feedback practices (Hyland & Hyland, 2006).

2.7.2 Drawbacks of Peer Feedback

Research has shown that peer feedback positively influences the types of revisions students make and the quality of their writing. However, several studies and experts have identified several issues that need to be addressed before implementing peer feedback in the classroom. A major problem is the poor quality of feedback that students often receive, which can be attributed to concerns about the quality of the feedback, the critical and sometimes sarcastic tones used, and the sincerity of the evaluators (Deni & Zainal, 2011).

Despite the potential benefits of peer feedback, Kunwongse (2013) indicated that many English teachers and researchers remain skeptical about the value of peer feedback for several reasons. First, the process takes time, especially for students who are unfamiliar with it. The peer editing process involves reading a draft, taking notes, working with another reader to reach agreement, and then writing comments or participating in a feedback loop with the author, which is time-consuming.

Furthermore, students often prefer feedback from teachers to that of their peers for several reasons, including a lack of trust in their peers, awareness of their own linguistic limitations, and the belief that more experienced teachers can provide feedback. Best Quality. Some students also struggle with the concept of peer feedback and don't know how to give appropriate advice (Kunwongse, 2013).

2.7.3 Active Engagement

Peer feedback encourages students to actively participate in the writing process. As they analyze and evaluate their peers' work, they develop a deeper appreciation for the complexities of writing. This engagement fosters a sense of ownership and responsibility for their learning, motivating them to invest time and effort in refining their writing skills. Each sentence flows logically into the next by connecting ideas

through proper transitional phrases and coherent organization. The paragraph's unity of thought and purpose is reinforced by the careful structure and articulation of concepts (Gielen and De Wever, 2015).

When students get better at writing in English, they feel more confident and motivated. They become more confident in expressing their thoughts and ideas. This newfound confidence empowers them to tackle more challenging writing tasks and take risks in their writing. Furthermore, as students receive positive feedback and recognition for their improved writing, their motivation to continue honing their skills is amplified (Husni, 2019). In the same way, Delpit (2003) emphasized that students' confidence and motivation in writing are essential for their educational development. It is crucial to empower students to express themselves confidently and take on increasingly complex writing tasks.

By engaging in peer feedback, students receive input from their peers on their language use, which contributes to the development and refinement of their grammar and vocabulary skills. Peers can identify and correct grammar mistakes, suggest alternative sentence structures, and provide explanations of grammar rules, helping students become more aware of their errors and work toward improving their accuracy. Through this process, students expand their lexical knowledge, understand word usage contexts, and enhance their overall language proficiency (Levi, 2018).

2.7.4 Backward Design

Backward design is best defined as an approach where effective teaching begins with a clear understanding of the desired learning outcomes and the evidence that will demonstrate student learning. This model emphasizes understanding, which significantly enhances student motivation to learn. It helps students grasp the objectives

of their learning process and enables them to reach these goals more quickly (Wiggins & McTighe, 2011).

In recent years, backward design has gained traction as a key method in curriculum development, particularly in general education, and has become increasingly relevant in language teaching. Notably, backward design starts with the end goals (assessments) and objectives in mind, suggesting that teachers should begin by identifying what students need to achieve from instruction—namely, the essential skills and objectives—before determining how to help them reach these goals (Richards, 2013).

Furthermore, backward design effectively integrates real-world knowledge and resources that engage students. It allows math teachers to include writing and enables English teachers to incorporate data and graphs. By utilizing backward design, educators can develop thematic units that foster meaningful and engaging learning experiences for students (Hosseini et al., 2019).

Ultimately, to evaluate the impact of improving students' English writing skills through peer feedback, we will use a pre-posttest design that focuses on the development of a descriptive writing paragraph. The lesson will include a series of explanations of how the application of the two tests will be developed. This method will help us measure improvement in writing proficiency and the effectiveness of peer feedback over the study period.

In the first lesson, students will take a preliminary test that consists of writing a descriptive paragraph. Students will complete a pretest that involves writing a descriptive paragraph. The topic will be familiar and attractive as students must describe

their last holiday. This initial writing sample will serve as a basis for assessing students' writing skills, focusing on aspects such as grammar, sentence structure, coherence, and use of vocabulary and spelling.

After the pretest, students will participate in periodic feedback lessons. This lesson will follow a structured format in which students will exchange drafts, provide written feedback based on specific criteria (such as clarity, coherence, vocabulary usage, and grammar), and engage in discussions to clarify and improve their writing. The process will be led by the researcher who will provide constructive and meaningful comments.

In the second lesson, students will complete a posttest with the same descriptive writing task as the pretest. This will allow us to compare your writing skills before and after the peer feedback intervention, assessing improvements in the specific areas targeted by the feedback sessions.

A type of descriptive writing will be used to develop this pre- and post-test because it is important to develop students' ability to convey vivid, detailed images through words. Improve students' vocabulary, sensory language, and ability to logically organize information.

Descriptive writing requires students to use sensory details and vivid language to create clear images in the reader's mind. This attention to detail helps students develop the ability to observe and describe the world around them. Descriptive writing tasks improve students' observation skills and their ability to creatively use language to convey detailed images (Zamel, 1982).

Likewise, descriptive writing helps students organize their thoughts logically and coherently. By focusing on a topic and developing it through detailed descriptions, students learn to structure their writing more effectively. Students who engage in

descriptive writing demonstrate significant improvements in their ability to organize and structure their writing, resulting in clearer and more coherent texts (Hillocks, 1986).

Description writing activities also encourage students to expand their vocabulary and experiment with new words and phrases to create stronger descriptions. The role of descriptive writing in vocabulary development and point out that students who regularly practice descriptive writing tend to have a richer and more diverse vocabulary (Beck et al., 2002).

In the same way, descriptive writing can be more interesting to students because it allows them to write about familiar and interesting topics, making the writing process more enjoyable and motivating. When students are allowed to write descriptively about topics that interest them, their motivation and engagement in writing tasks increases significantly (Tompkins, 2011).

CHAPTER III

3 METHODOLOGY

Checklists are extremely useful tools for organizing tasks and ensuring that nothing important is forgotten. Some benefits that were found were the following:

Good organization because they help to structure and plan activities, making it easier to manage projects or daily tasks. Reduction of errors by allowing us to have a clear list of what you need to do, reducing the likelihood of omitting important steps or details. Time saving because they facilitate a more efficient execution, since you can follow an orderly sequence without having to remember each step.

Tracking progress allows us to mark completed items on a checklist allows to clearly see progress and evaluate how close you are to completion. Reduced stress among students because knowing that you have a clear plan and that you are following a checklist can help you feel more in control and less overwhelmed. Improved productivity by focusing on one task at a time and marking each step as completed, it is easier to stay focused and move forward quickly.

3.1 Unit of Analysis

The aim of this study is to analyze the impact of improving students' English writing skills through peer feedback and to explore their perceptions and attitudes towards the effectiveness and usefulness of this type of strategy. The age and academic level of the students are crucial factors, as they are at a developmental stage where writing skills are being significantly refined and interactions with peers are particularly influential. This demographic allows for an exploration of the effectiveness of peer feedback in a diverse

and dynamic learning environment, which can generate insights applicable to similar educational contexts.

Furthermore, the selection of a public educational institution in Riobamba ensures that the findings are based on a typical academic environment, which reflects the realities faced by many secondary school students in Ecuador. This choice supports the study's goal of generating practical recommendations that can be easily implemented in similar schools. By focusing on this specific group, the research can provide detailed and relevant data on how peer feedback mechanisms can be optimized to improve writing skills in students.

3.2 Methods

A mixed method approach is used, as data will be carefully collected, analyzed, and integrated to see the impact of peer feedback on these students' writing skills. Quantitative data will be collected and analyzed first, followed by qualitative data to help explain the results. This approach allows for a comprehensive understanding of the effects of peer feedback by capturing measurable changes and gaining deeper insights into students' experiences and perceptions. Pre- and post-tests will be designed to assess various aspects of writing, such as grammar, coherence, and creativity, providing a detailed picture of students' progress.

Interviews and focus groups will be conducted with a representative sample of students to explore their attitudes toward peer feedback in more depth. These qualitative methods will be complemented by surveys administered to the entire sample, ensuring that the findings are comprehensive and nuanced. By triangulating data from multiple sources, the study aims to produce robust conclusions about the effectiveness of peer feedback in secondary education.

3.3 Research Approach

The research will also investigate the role of peer feedback in fostering collaborative learning environments. By focusing on collaborative writing tasks, the study aims to determine how peer interactions contribute to collective learning processes and individual skill development. This approach recognizes the social nature of learning and seeks to identify best practices for integrating peer feedback into classroom activities to maximize student engagement and learning outcomes.

In addition, the study will explore the longitudinal effects of peer feedback by conducting follow-up assessments to measure sustained improvements in writing skills. This will help determine whether the benefits of peer feedback are short-lived or whether they contribute to lasting improvements in students' writing skills. Understanding the long-term of peer feedback can inform the development of sustained pedagogical strategies aimed at improving writing skills over time.

3.4 Types of Research

The mixed-methods design of this study ensures a comprehensive analysis by leveraging the strengths of both quantitative and qualitative research. Quantitative data from pretests, posttests, and surveys will provide objective measurements of changes in writing skills, while qualitative data from interviews and focus groups will offer detailed insights into students' experiences and perceptions. This dual approach allows for a holistic understanding of the research problem, capturing both the measurable impact of peer feedback and students' subjective experiences.

The integration of these methods will allow for the identification of patterns and correlations between peer feedback practices and writing improvement. By examining both statistical data and personal narratives, the study can provide a nuanced

understanding of how peer feedback influences writing skills, highlighting effective strategies and potential areas for improvement. This comprehensive approach aims to generate practical insights for educators seeking to implement peer feedback into their teaching practices.

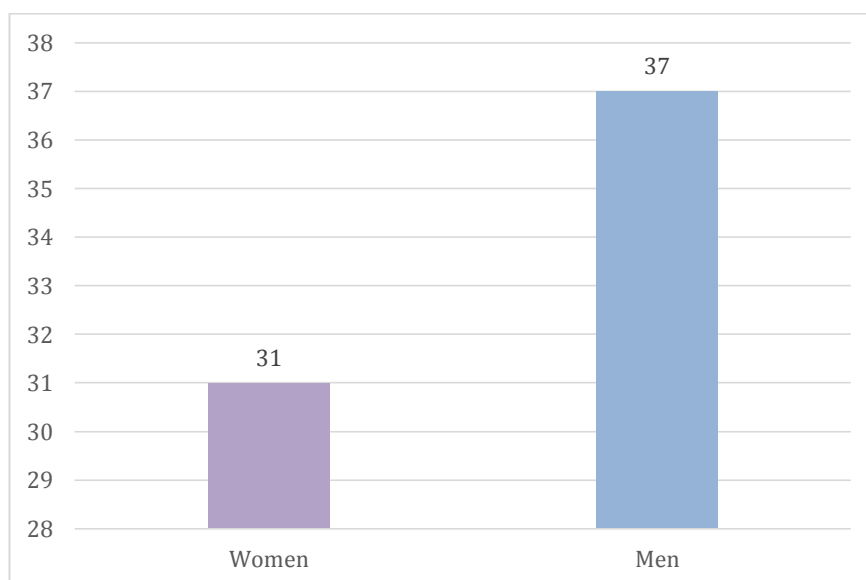
3.5 Research Design

The research design employed in this study uses a quasi-experimental approach. A survey, pretest, posttest and a rubric design will be used to measure students' baseline knowledge after the experiment, which will allow for the assessment of meaningful outcomes related to the use of peer feedback to improve writing skills. In addition, an interview with the teacher will be conducted to support the research and find out how they perceive the improvement in students' writing through peer feedback and the use of paragraphing to improve English writing skills will be explored. By combining multiple data sources and analysis techniques, the research design aims to provide a comprehensive assessment of the effectiveness and practicality of peer feedback in secondary education.

3.6 Population and Sample

The study is aimed at students in the second year of basic secondary education, aged fifteen to sixteen. A sample of 68 participants will be chosen, reflecting a diverse group from an urban environment. The sample is made up of 37 boys and 31 girls belonging to the mestizo ethnic group. This group is heterogeneous due to the diverse backgrounds of its students, who come from a mixed socioeconomic community. Families in this community represent a wide range of economic levels and many parents are actively employed.

Graph 1. Population description.



Source. Students from Maldonado Second of Bachillerato.

From the selected population, 31 people are women and 37 people are men. Considering this suitable population, research has been sustainably carried out to analyze the impact of peer feedback on improving students' English writing skills.

3.7 Research Techniques and Instruments

In this study, data collection involves a structured approach that uses surveys, pretests, posttests, rubric, and interviews to comprehensively assess students' writing skills and perceptions of peer feedback. The same attitudes and views toward peer feedback, gathering information about their comfort level and perceived benefits of the process. The rubric, pre- and post-tests are administered to measure changes in writing skills, focusing on the development of descriptive texts before and after receiving peer feedback. Additionally, checklists is used to develop writing skills and give feedback to students. Additionally, the interviews provide qualitative depth and offer students a platform to express their experiences, concerns, and personal observations regarding the peer feedback they receive, enriching the study with in-depth qualitative data.

3.8 Techniques for Data Treatment

To guarantee the validity and reliability of the quantitative data, both descriptive and inferential statistical analyses will be performed. Descriptive statistics will summarize the data, while inferential statistics, including pretest and posttest comparisons, will identify significant differences and correlations between the scores. This thorough statistical examination will assess the effectiveness of peer feedback in enhancing writing skills and uncover important patterns or trends.

For qualitative data, thematic analysis will be employed to systematically identify and interpret key themes and patterns in the interview and focus group transcripts. Coding will be conducted iteratively to refine the themes and ensure that they accurately represent the data. This process will involve several rounds of coding and validation to improve the reliability of the findings. By combining these analytical techniques, the study aims to provide a comprehensive and robust understanding of the impact of peer feedback on students' writing skills.

CHAPTER IV

4 RESULTS AND DISCUSSION

Encourage accountability because a checklist reminds of commitments and helps to take responsibility for completing assigned tasks. Facilitates delegation in teamwork, can use checklists to assign specific tasks to different people and make sure everyone is on the same page. Quick reference because it provides an immediate visual reminder of what you have already done and what you still need to complete, which is useful for reviewing and adjusting your priorities.

Continuous review and improvement after completing a task or project, you can review the checklist to identify areas for improvement and adjust your future action plans. In summary, checklists are simple but powerful tools that can improve organization, reduce errors and increase efficiency in a variety of contexts.

This research examines the improvement of English writing skills through peer feedback. Therefore, this chapter contains a mixed analysis of the results (quantitative and qualitative method), which were collected by applying questionnaires to students, and a in order to detect the effectiveness of peer feedback to improve the student's English writing skills. Furthermore, the analysis is based on the theoretical foundation of the Literature Review and the results are shown in a table where 7 Yes/No Questions, and 3 Open-Ended Questions related to students' perceptions of the peer feedback received among them are presented.

4.1 Results.

Table 2. Control group: Comparison or pretest and posttest results

	Min	Max	Mean	SD	Pvalue
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Pretest	2	10	5	2.023	0.001
Posttest	4	10	7	0.964	

Source. Students from Maldonado school Second of Bachillerato.

It is observed that the students improved their writing skills by paragraph, this is reflected because the students improved their grades in relation to writing because in the posttest a higher average of grades was obtained, in addition a pvalue was obtained less than 0.05, therefore the alternative hypothesis is accepted where the students improved their writing skills through the paragraph.

the questionnaire will allow us to know the perspectives that students have during peer feedback and how it helps them in different ways, either as a support during classes or if they feel that this method really works.

Table 3. Students' questionnaire

N°	QUESTIONS	YES	NO
1	Have you previously provided feedback to your peers to improve their English writing skills?	44 %	56 %
2	Did you feel comfortable receiving peer feedback on writing skills?	88 %	12 %
3	Did you feel motivated to develop writing skills when you received peer feedback?	81 %	19 %
4	Did your peers provide you with appropriate feedback and encourage you to improve your writing skills?	68 %	32 %
5	Did your peers provide you with writing feedback through corrections or written	63 %	37 %

	comments?		
6	Do you feel that your performance in English writing skills improved by receiving peer feedback?	85 %	15 %
7	Do you think peer feedback is effective in improving writing skills in the English language?	90 %	10 %

Note. Students from Maldonado school year.

Regarding this table, the data shows that many students have participated in providing feedback to their peers (44%), indicating some prior experience in this collaborative learning practice. More importantly, the overwhelmingly positive responses to questions 2, 3, 6, and 7 (ranging from 81% to 90%) reveal that students are comfortable receiving feedback, because at the beginning the students do not feel as comfortable when using peer feedback. They feel motivated to develop their writing skills when they receive feedback from their peers and believe that their written performance has improved and consider peer feedback to be very effective in improving their English writing skills.

In addition, 44% of students have previously provided feedback to their peers so they can improve their writing skills in English, 68% of students provided appropriate feedback and encouraged them to improve their writing skills to their peers and 63% of students provided written feedback through corrections to their peers

The findings also highlight that, while a considerable number of students (32%) feel that their peers could provide more appropriate feedback or better encouragement, the overall positive feeling towards peer feedback underscores its role not only in the development of skills but also in building skills, confidence and collaborative learning between students. These results suggest that promoting structured peer feedback

practices could further improve student engagement and skill acquisition in English writing contexts.

For the Open Questions the answers obtained were the following:

How do you think your partner felt about receiving feedback from you about your writing skills?

Most students mention "I feel good because I learned that I could improve writing in English" other students mention that "I feel more confident about the comments received by my partner to improve the English language, I could explain how little I know", also mention that "I learned to use punctuation signs"

Do you think peer feedback helped improve writing skills?

Most students mention "I feel good because we support each other by sharing knowledge" other students mention that "I feel like I improve my English learning and gain more experience," in addition to mentioning that "I help myself with vocabulary I did not know, to develop and develop better in writing so as not to make any more mistakes".

Would you like to receive feedback from your peers on another skill? But why?

Most of the students mention "I feel good because I got to know what other skills, I'm good at" other students mention that "It's fun and you learn more", also mention that "despite receiving help I still trust my knowledge"

4.2 Discussion of results

The results of this research highlight the importance and effectiveness in developing English writing skills through peer feedback. Therefore, a high percentage of students felt comfortable (88%) and motivated (81%) receiving feedback from their peers, suggesting that peer feedback creates a positive and supportive learning environment. It should be emphasized that this positive perception can be attributed to the collaborative

part of peer feedback, which allows students to learn from each other and improve their skills through the exchange of knowledge and experiences.

Regarding this, Lui and Carless (2006) indicate that through active participation in peer feedback, students can not only enhance the quality of their own writing, but also cultivate essential skills such as critical thinking, analysis, and collaborative work. The role of peer feedback to enhance students' writing skills the work aligns with the concept of students actively participating (Choo et al., 2012).

However, the fact that only 44% of students had previously provided feedback to their peers indicates a lack of prior experience with peer feedback. In this case, this lack of experience could limit the effectiveness of the feedback provided, as students may not feel completely confident or competent when evaluating their peers' work. However, most students (68%) reported that they received appropriate and encouraging feedback, suggesting that despite their lack of experience, students were able to provide constructive and helpful feedback.

During the research, improvement was seen in the students' writing skills during the peer feedback, because the students noticed how the help of their classmates during classes helped them understand the different ways on how to improve their writing, using punctuation marks and feel that it is a better way to learn during the teaching process.

The writing skills of the students had many difficulties due to the fact that the punctuation marks were complicated and the lack of practice caused them to have no improvement. This was reflected in the pretest where the students had regular grades during the different types of tests, but at the time of using the paragraph during the joint feedback, better grades were shown in the students where the support they had among them was crucial to improve their writing skills.

As said by Ruegg (2015), have greater awareness of prevalent writing problems and receive constructive suggestions for improvement when working with peer feedback. In addition, peer feedback offers exposure to diverse perspectives, fostering the cultivation of critical thinking skills. It encompasses the provision of targeted and constructive criticism, enabling students to identify their areas of strength and areas that require further enhancement. Furthermore, peer feedback fosters active engagement and a sense of ownership among students, propelling them to invest more effort and attention to detail in the writing process.

The results also indicate that peer feedback not only improves writing skills but is also perceived as an effective method of learning. 85% of students felt that their performance on writing skills improved and 90% found that peer feedback was effective in improving writing skills. These statistics demonstrate that peer feedback is a valuable strategy for academic development and can be a useful tool in the classroom. According to Gaynor (2020), using peer feedback to improve English writing skills among students has directive contributions, that include students.

Students benefit from improved writing skills through paragraph use during instruction, improved learning outcomes are demonstrated due to increased active participation, collaboration skills among students, and a supportive learning environment where everyone can collaborate in teaching. Peer feedback is an accessible approach that can be easily implemented in classrooms using simple group formations and clear guidelines.

In the open-ended questions, it was highlighted that students value peer feedback for its ability to correct errors, provide new perspectives, and motivate continuous improvements. Some students, however, mentioned negative experiences, such as feeling uncomfortable or receiving unhelpful comments. This highlights the need to

guide students on how to provide and receive feedback in a constructive and respectful manner. In this case, the students feel that they improve their way of writing in English, realize the feedback they receive when viewing their corrections, and amazed that their writing skills were not so good. Greater confidence of students when accompanied.

Regarding feedback on other skills, most students showed interest in receiving feedback on aspects such as reading and speaking, suggesting that peer feedback can be applied effectively in other skills. This interest reflects the willingness to participate in a collaborative and continuous learning process, fundamental for the comprehensive development of students. In this case, students mention that it is important to share knowledge, improve learning and gain more experience. In addition, it was important for students to expand their vocabulary and avoid writing mistakes. Finally, they mentioned that applying these methods were fun and sometimes they want to trust their own knowledge that in others.

4.3 Hypothesis testing

Hypothesis testing is a critical component of this study, which allows the researcher to determine whether the observed effects of peer feedback on students' English writing skills are statistically significant.

4.3.1 General Hypothesis

The implementation of peer feedback has a positive effect on improving students' English writing skills. This hypothesis posits that integrating peer feedback into the writing curriculum will result in measurable improvements in students' English writing skills. Since peer feedback facilitates collaborative learning, it encourages critical thinking and provides diverse perspectives that can help students identify and correct their writing errors. By engaging in constructive analysis and receiving feedback from their peers, students are expected to develop a deeper understanding of writing

conventions, improve their self-assessment ability, and enhance their overall writing competence.

4.3.2 Null Hypothesis

Implementing peer feedback has no significant effect on improving students' writing skills and motivation in English. The null hypothesis serves as a counterpoint to the general hypothesis, stating that there is no significant impact of peer feedback on students' writing skills or motivation to write. This hypothesis is essential to maintaining the objectivity of the research, as it provides a basis for statistical testing that seeks to reject or fail to reject the null hypothesis based on the data collected.

CHAPTER V

5 CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Among the results, positive perceptions of peer feedback were obtained, as many students felt comfortable and motivated when receiving feedback from their peers, indicating that peer feedback creates a positive and supportive learning environment.

Students feel motivated to develop their writing skills when they receive feedback from their peers. They believe that their written performance has improved and consider peer feedback to be very effective in improving their English writing skills.

Interest in peer feedback on other skills since many students expressed interest in receiving input on different skills such as reading and pronunciation, suggesting that peer feedback can be effectively applied in ways other than writing. There are challenges when it comes to providing feedback. Despite the positive response, few students had prior experience providing feedback to their peers, highlighting the need to encourage greater participation in feedback processes.

The effectiveness of conducting a pretest and posttest was important to see the improvements in the grades of the different tests that students performed to see the changes that were occurring in the writing skills of students, having in the beginning a regular grade where many grammatical errors were seen and a poor use of vocabulary to the end to have much better results and have a correct use of the vocabulary, and to have a much higher grade of writing skills.

The use of the checklist showed how students improved when working in pairs, and it was found that students improved their writing skills when using correct punctuation notations, the peer support allowed them to see mistakes they were making and to

improve when taking a test. In addition, it was perceived that by using the checklist the students were able to acquire writing skills due to the constant use of the paragraphs.

The lack of guidance when giving feedback was also evident. Some students reported negative experiences with feedback, indicating the need for structured guidance on how to give and receive constructive feedback respectfully.

5.2 Recommendations

Promote peer feedback training, providing structured lessons to teach students how to give effective feedback, ensuring they feel confident and competent when evaluating their peers' work. Encourage regular peer feedback sessions by incorporating regular peer feedback activities into your training program to encourage continuous improvement and familiarity with the process.

When analyzing the checklist, improvements were seen in the different forms of writing such as improvement in the use of capital and lowercase letters, proper punctuation, no grammatical errors, use of correct vocabulary, and correct use of the paragraph. All these improvements are present when evaluating the different characteristics essential to improve writing skills.

Due to these results, it is necessary to improve these characteristics in educational institutions that seek to improve the writing skills of students, this complexity of learning a new language is present today and teachers must implement these new methods if they want to have a broader scope during the learning stage.

Encourage students to get feedback from multiple peers to get a variety of perspectives and ideas. Likewise, create a positive environment where constructive criticism is encouraged, and students feel comfortable giving and receiving feedback.

Expand peer feedback to other skills by extending the practice of peer feedback to other language skills, such as reading comprehension and oral language, to promote holistic language development.

CHAPTER VI

6 PROPOSAL

The ability to write effectively is a fundamental skill in language acquisition, particularly in foreign language learning. This proposal outlines a lesson plan that aims to assess the impact of improving students' English writing skills through peer feedback. Through a pre- and post-test, the focus will be on improving students' descriptive writing skills by engaging them in activities that encourage observation, vocabulary expansion, and logical organization of ideas. This process is designed to increase students' engagement and motivation in writing about familiar and enjoyable topics.

6.1 Proposal

LESSON PLAN 1

Teacher: Sandra Merino		Group: Second of Bachillerato	Duration: 45 min
Area: Foreign Language		Subject: English	Number of students: 31
Topic: Last holiday			
Objective: To write a short paragraph about your last holiday using vocabulary and grammar related to holidays			
PHASE	ACTIVITY	DESCRIPTION	TIME
WARM UP	Flashcards with verbs related to vacations (e.g. travel, go, stay, play, eat, swim....)	Teacher shows verbs related to vacations Teacher asks students to describe what they see.	5
EXPERIENCE	Yes, no questions and Wh-questions	Teacher asks questions, related to the pictures. Where did you go on last holiday? What did you do on last holiday? Did you enjoy it?	5
REFLECTION	Students' holidays	In pairs students share information about their last holiday.	5
CONCEPTUALIZATION	A paragraph writing A checklist Simple Past	Steps to write a paragraph writing. Introduce the checklist and how to use it. Fill in the blanks MY LAST HOLIDAY Last year. I..... to Baños with my family. We lots of interesting places like el Pailón del	15

		Diablo. We sugarcane juice and some delicious melcochas. On the last day we the thermal waters and some souvenirs in the shops. It was a great	
APPLICATION	<p>Questions:</p> <p>Where did you go? How long did you stay? What did you do there? Who did you go with? Did you enjoy it?</p>	Encourage students to write a short paragraph about their last holiday Once students finish writing their paragraph, they check each other and provide feedback based on the development of their paragraph.	15

Techniques:

- Brainstorming
- Fill in the blank
- Ckecklist
- Peer feedback

Resources:

- Flashcards
- Board
- Markers

LESSON PLAN 2

Teacher: Sandra Merino		Group: Second of Bachillerato	Duration: 45
Area: Foreign Language		Subject: English	Number of students: 31
Topic: Daily Routine			
Objective: To write their most recent daily routine using simple past tense and vocabulary related to daily activities			
PHASE	ACTIVITY	DESCRIPTION	TIME
WARM UP	Miming	Write various daily routine activities (e.g., brush teeth, prepare breakfast) on slips of paper. Students act them out while others guess the activity.	5
EXPERIENCE	A video about daily routine	Watch a short video of someone describing their daily routine. Teacher make questions about the video: What does he do in the morning / afternoon / evening?	5

REFLECTION	Remember the verbs and write them on the board	Teacher writes 3 columns on the board	5			
		<table border="1"> <tr> <td>SUBJECT</td> <td>VERB</td> <td>OBJECT</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Teacher asks them to write the verbs on the second column</p>		SUBJECT	VERB	OBJECT
SUBJECT	VERB	OBJECT				
CONCEPTUALIZATION	Complete the table	<p>Teacher asks students to complete the table to make sentences.</p> <p>Teacher shows the students to checklist.</p> <p>Teacher and students read the sentences to make a paragraph.</p>	15			
APPLICATION	Write about your daily routine	<p>Use the following verbs to write a paragraph : get up, take a shower, eat breakfast, brush teeth,</p> <p>Peer feedback usage. Students check each other, exchange knowledge, and provide feedback based on the development of their writing.</p>	15			

Techniques:

- Miming
- Story telling
- Visuals
- Check list
- Peer feedback

Resources:

- Video
- Computer
- Board
- Markers

LESSON PLAN 3

Teacher: Sandra Merino		Group: Second of Bachillerato	Duration: 45
Area: Foreign Language		Subject: English	Number of students: 31
Topic: Everyone has to do something.			
Objective: To use "have to" to write obligations related to activities at home and at school.			
PHASE	ACTIVITY	DESCRIPTION	TIME
WARM UP	"Find Someone Who..."	<p>Prepare a worksheet titled "Find Someone Who..." with statements such as:</p> <p>"...has to wake up early every day."</p> <p>"...has to make bed."</p> <p>"...has to wear a uniform to school."</p> <p>"...has to do homework in the afternoon."</p> <p>"...has to study English?"</p>	5

		Distribute the worksheets to students. Teacher explains that they need to move around the classroom and find classmates who match the statements by asking questions, e.g., "Do you have to wake up early every day?" When they find someone, they write that person's name next to the statement. Encourage students to talk to as many classmates.	
EXPERIENCE	Ranking responsibilities in school and home	Teacher gives a list with common responsibilities such as: Do homework..... Clean your bedroom Help with cooking Study for exams Play in the park Students have to categorize the activities	5
REFLECTION	Sentence prioritizing	Teacher asks students which one is more important and which one is less important. 1 more important 5 less important	5
CONCEPTUALIZATION	Grammar Focus and Practice	Teacher explains that "have to" is used to express obligations. Students use the worksheets to tell what their obligations are.	15
APPLICATION	Writing a paragraph	Students use the vocabulary and grammar structure above to make a paragraph. Once students finish writing their paragraph, they check each other and provide feedback based on the development of their paragraph.	15

Techniques:

- Body language
- Checklist
- Peer feedback

Resources:

- Whiteboard and markers
- Flashcards depicting various household and school activities
- Worksheets for practice exercises
- Projector (optional) for displaying images or short videos
- Sticky notes or small pieces of paper
- Pens and notebooks
-

LESSON PLAN 4

Teacher: Sandra Merino		Group: Second of Bachillerato	Duration: 45
Area: Foreign Language		Subject: English	Number of students: 31
Topic: Technology			
Objective: To identify and name common technology-related vocabulary and use simple sentences to write about technology in daily life.			
PHASE	ACTIVITY	DESCRIPTION	TIME
WARM UP	Technology vocabulary flashcards	Teacher shows students flashcards with pictures of common technology items (e.g., phone, computer, TV, tablet, internet, headphones). Write the vocabulary on the board.	5
EXPERIENCE	Technology matching game	Teacher provides students with a worksheet featuring images of the technology items from the warm-up, along with a word bank. Instruct students to match each image with the correct word from the word bank.	5
REFLECTION	Personal technology use discussion	Teacher motivates students to write on the board about one piece of technology they use every day. Example I USE THE CELLPHONE TO CALL MY BEST FRIEND	5
CONCEPTUALIZATION	Simple sentence construction using technology	Write a basic structured sentence on the board: I watch TV in the evening Teacher encourages students to write one or two sentences using this structure and the vocabulary related to technology.	15
APPLICATION	Writing a paragraph	Ask students to answer the question: "What technology do you use every day?" Ask them to write a paragraph using the sentence structure from the previous activity (e.g., "I use my tablet to play games"). Once students finish writing their paragraph, they check each other and provide feedback based on the development of their paragraph.	15

Techniques:

- Brainstorming
- Checklist
- Peer feedback

Resources:

- Whiteboard and markers
- Flashcards
- Worksheets for practice exercises
- Pens and notebooks

6.2 Rubric

This rubric provides a structured way to assess each aspect of the paragraph, ensuring that peer feedback covers key components of writing structure.

Criteria	10 <i>Excellent</i>	9 <i>Very good</i>	8 <i>Good</i>	7 <i>Satisfactory</i>	6-0 <i>Needs improvement</i>
Proper heading	The heading is clear, accurate, and properly formatted.	The heading is clear and accurate with minor formatting errors.	The heading is included but has formatting errors.	The heading is unclear or incorrectly formatted.	The heading is missing or completely incorrect.
Lowercase and uppercase usage	Uppercase and lowercase letters are used perfectly throughout the paragraph.	Minor errors in uppercase and lowercase usage.	Some errors in the usage of uppercase and lowercase, but they do not hinder understanding.	Frequent errors in uppercase and lowercase usage affect readability.	Incorrect usage of uppercase and lowercase throughout, significantly impacting readability.
	All punctuation is	Minor punctuation	Some punctuation	Frequent punctuation	General punctuation

Punctuation	used correctly, enhancing clarity and readability.	errors that do not affect the overall meaning.	errors that slightly affect the clarity of sentences.	errors that impact the meaning or clarity of the writing.	issues, significantly affecting readability and understanding.
Grammar	No grammatical errors, demonstrating a strong command of English.	Few grammatical errors, but they do not affect comprehension.	Several grammatical errors that slightly affect clarity but do not distort the meaning.	Frequent grammatical errors that affect the understanding of the writing.	Multiple grammatical errors that severely distort the meaning and make the paragraph hard to follow.
Vocabulary usage	Vocabulary is mature, varied, and appropriate for the topic, enhancing the overall writing quality.	Good use of vocabulary, with some variety and appropriateness for the topic.	Adequate vocabulary, but it lacks variety or is sometimes inappropriate for the topic.	Limited vocabulary, with many basic or repetitive words.	Vocabulary is very basic, repetitive, or inappropriate for the topic, negatively impacting the writing.
Idea	All ideas clearly connect to the	Most ideas connect well to the topic, with	Some ideas connect to the topic, but there	Ideas are somewhat connected to	The paragraph shows little or no connection

connection to topic	main topic, showing a strong and logical flow.	only minor digressions.	are occasional digressions.	the topic but lack clarity or cohesion.	to the topic, with unclear or unrelated ideas.
Sentence variety and complexity	Sentences show a wide range of structures and complexity, contributing to engaging writing.	Good variety of sentence structures, with occasional repetitive patterns.	Some variety in sentence structures, but repetition is present.	Little variety in sentence structure, resulting in somewhat monotonous writing.	Sentences are very basic, repetitive, and lack complexity or variety.
Clarity and conciseness	Sentences are clear and concise, with no unnecessary words.	Sentences are mostly clear and concise, with occasional wordiness.	Some sentences are clear, but others are wordy or unclear.	Several sentences are unclear or wordy, affecting understanding.	Sentences are wordy, unclear, and difficult to understand.
Overall paragraph coherence	The paragraph is logical, easy to follow, and makes perfect sense.	The paragraph is generally coherent, with minor lapses in logic.	The paragraph makes sense, but there are some disjointed ideas.	The paragraph is somewhat confusing, with unclear connections between ideas.	The paragraph lacks coherence and is difficult to understand due to disjointed ideas and poor

					organization.
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ANNEXES



UNIVERSIDAD NACIONAL DE CHIMBORAZO
VICERRECTORADO DE POSGRADO E INVESTIGACIÓN
DIRECCIÓN DE POSGRADO
Students' survey

The purpose of this survey is to obtain specific information about the impact of peer feedback on improving students' English writing skills and motivation.

El propósito de esta encuesta es obtener información específica sobre el impacto de la retroalimentación de los pares en la mejora de las habilidades y la motivación de escritura en inglés de los estudiantes.

Answer the following questions, please.

Conteste las siguientes preguntas, por favor.

Nº	Preguntas	Si	No
1	¿Había brindado anteriormente comentarios a sus compañeros para mejorar sus habilidades de escritura en inglés?		
2	¿Se sintió usted cómodo al recibir retroalimentación de las habilidades de escritura entre pares?		
3	¿Se sintió usted motivado al desarrollar las habilidades de escritura cuando recibió retroalimentación entre pares?		
4	¿Sus compañeros le proporcionaron comentarios apropiados y le alentaron a mejorar en sus habilidades de escritura?		
5	¿Sus compañeros le proporcionaron retroalimentación de escritura a través de correcciones o comentarios escritos?		
6	¿Siente que su rendimiento en las habilidades de escritura en el idioma inglés mejoró al recibir retroalimentación entre pares?		
7	¿Cree usted efectiva la retroalimentación entre pares para mejorar las habilidades de escritura en el idioma inglés?		

Open-Ended Questions:

Preguntas Abiertas:

8. How do you think your peer felt about receiving your feedback on writing skills?

¿Cómo cree que se sintió su compañero al recibir sus comentarios sobre las habilidades de escritura?

9. Do you think peer feedback helped improve writing skills? Yes/No Why?

¿Cree usted que la retroalimentación entre pares ayudó a mejorar las habilidades de escritura?

Sí/No ¿Por qué?

10. Would you like to receive peer feedback to improve another skill? Yes/No Why?

¿Le gustaría recibir retroalimentación de sus compañeros para mejorar otra habilidad?

Sí/No ¿Por qué?

¡Gracias por su colaboración!



UNIVERSIDAD NACIONAL DE CHIMBORAZO
VICERRECTORADO DE POSGRADO E INVESTIGACIÓN
DIRECCIÓN DE POSGRADO
Writing Activity

- **Write a paragraph about your last holiday.**

You could answer the following questions to write the paragraph:

Where did you go?

How long did you stay?

What did you do there?

Who did you go with?

Where did you stay?

What was the weather like?

What was the highlight of your holiday?

Heading: _____

Signature: _____



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Checklist

Writing Skills Checklist

	Yes	No	Feedback
My peer writes a proper heading.			
My peer uses lowercases and uppercases correctly.			
My peer uses proper punctuation.			
No/few grammatical errors occur.			
Ideas within the paragraph connect clearly to the topic.			
Sentences show variety and complexity.			
Sentences are clear and concise (not wordy).			
Sentences use mature, varied vocabulary.			
Every sentence is complete.			
My peer's paragraph makes sense.			

Signature: _____



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Writing Activity

- **Write a paragraph about your daily routine.**

You could answer the following questions to write the paragraph:

What is your typical daily routine?

What time do you usually wake up?

What does your morning routine look like?

Is your morning routine different on weekends? ...

What is your post-study routine?

What is the hardest part of your daily routine?

What is the most fun part of your daily routine?

Heading: _____

Signature: _____



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Writing Activity

- **Write a paragraph about technology.**

You could answer the following questions to write the paragraph:

How has technology transformed our daily lives and routines?

What are the major advancements in technology that have had a significant impact in recent years?

How does technology impact education and learning?

What are the pros and cons of online education?

How does technology influence social interactions, and communication patterns?

Heading: _____

Signature: _____



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Writing Activity

- **Write a paragraph about everyone has to do something.**
You could answer the following questions to write the paragraph:

What do you have to do at school?
What do you have to do at home?

Heading: _____

Signature: _____