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# Examining the Effects of Trained Peer Feedback on EFL Students' Writing

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The present study investigates the impact of trained peer feedback on the quantity and quality of revisions made by EFL students at a low-intermediate level. Peer review training was carried out in experimental group through four in-class training sessions and four peer dyad-instructor conferences after class. Students' 1st drafts with written peer feedback and revised drafts prior to and post training were collected and analyzed. Results reveal that after training the students produced more revisions in response to their peer comments (96% of total revisions) and those revisions were counted as enhanced in quality (93% of peer-triggered revisions). In contrast, the results of paired t-test within control group indicate that there was no significant difference between two data collected from week 3 and week 16 ($t$ = -.57, $df$ =19, $p$ = .577 at $p < .05$). The findings suggest that training as an ongoing process of teacher intervention contributes to effectiveness of the peer feedback activity. The study provides pedagogical implications for how to structure and implement peer review training for the sake of its direct strength in an EFL writing class.

**[peer feedback/peer review training/quantity of revisions/quality of revisions]**

## I. INTRODUCTION

Both ESL and EFL writing classes have embraced the practice of peer (review/response) feedback in favor of the theoretical support from social and collaborative learning (Berlin, 1987; Bruffee, 1993; Harris, 1990; Vygotsky, 1962, 1978). Ever since the view of learning to write as a social act[1] got its recognition (Leki, 1990; Lockhart & Ng, 1995a), the

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[1] Lockhart and Ng (1995a) emphasize the role of social interaction, claiming that "negotiation and collaboration aid the internalization of cognitive and linguistic skills, thus leading to improved writing ability" (p. 606).

pedagogical activity of peer feedback has enjoyed popularity in writing classes and also brought a great deal of research. The studies investigating the effects of peer feedback reported mixed findings. Some studies (Allei & Connor, 1990; George, 1984; Mangelsdorf, 1992; Zhang, 1995) suggest that students' lack of trust in their peers' ability to provide useful feedback hinders them from having profitable experience of the activity of peer feedback. But more studies found effectiveness of peer feedback in fostering the genuine sense of audience among students (Keh, 1990; Mittan, 1989; Tsui & Ng, 2000), raising audience awareness (Mendonça & Johnson, 1994; Mittan, 1989; Tsui & Ng, 2000), or expediting their second language acquisition (Byrd, 1994; Lockhart & Ng, 1995).

Several other studies among the research examining the effects of peer feedback focus exclusively on student revision, which also yielded mixed findings. Peer suggestions hardly influenced student revisions (Chou, 1999; Connor & Asenavage, 1994); only a little peer feedback was incorporated into the students' subsequent revisions (5% in Connor & Asenavage's and 22% in Chou's). Other studies, on the other hand, showed that the ratio of peer-influenced revisions ranged from 32% (Paulus, 1999), a little above 50% (Mendonça & Johnson, 1994; Tang & Tithecott, 1999) to 70% (Schmid, 1999). Schmid (1999) also notes after assessing the quality of students' revisions that the changes made by the participants (the undergraduate students enrolled in ESL writing course) after receiving peer feedback were helpful to enhance essay quality.

As reviewed above, the peer feedback activity in some studies were successful and that in others unprofitable. Previous research suggests that two factors may be very important in predicting the success or failure of the peer feedback activity: Nature of interaction in peer reviews (de Guerrero & Villamil, 1994; Lockhart & Ng, 1995a, 1995b; Mangelsdorf & Schlumberger, 1992; Nelson & Murphy, 1992; Villamil & de Guerrero, 1996) and students' ability to provide useful feedback (Caulk, 1994; Nelson & Murphy, 1993; Prochaska, 2005; Rollinson, 1998). According to the studies describing the nature of interactions taking place during peer review sessions (de Guerrero & Villamil, 1994; Lockhart & Ng, 1995a, 1995b; Mangelsdorf & Schlumberger, 1992; Nelson & Murphy, 1992; Villamil & de Guerrero, 1996; Yong & Lee, 2008), social dynamics influence students' attitudes towards peer review processes, and collaborative and probing stances on the part of the students lead to more beneficial and positive experiences in peer feedback activities. Several studies on the effects of training prior to peer review (Berg, 1999; Rothschild & Klingenberg, 1990; Stanley, 1992) indicate that students can be prepared to give useful feedback through appropriate training. Besides, all the studies of the nature of interaction in peer reviews imply that collaborative peer interactions presuppose guided training. In other words, the two factors leading to success or failure of peer feedback call for ongoing and systematic teacher intervention in the form of training for effective peer feedback. Few studies, however, examined the role and the effects of peer review training.

Connor and Asenavage (1994) pinpoint that their students' reluctance to incorporate peer feedback into their revisions was due to lack of the students' experience and skills in peer review and request further research in preparing students with training in peer feedback. The present study will serve its purpose by investigating the effects of trained peer feedback on the quantity and quality of EFL students' revision.

## II. LITERATURE REVIEW

Among the studies which investigated the effects of training, Stanley (1992) focused on its impact on the quality of peer interactions and the quantity of peer-influenced revisions. Thirty ESL students in a freshman composition class were divided into two groups, uncoached and coached. The coached group received seven hours of peer review training, which included role-playing and analyzing evaluation sessions, discovering rules for effective communication, and studying the genre of student writing, whereas the uncoached group was given only one hour of typical training. The results revealed that the coaching did have an impact. The coached group "offered their partners substantially more specific responses to their writing" and demonstrated "increased engagement" and "commitment to the task" (pp. 226-227). Concerning the effect on revision, the coached group incorporated peer suggestions in their revisions more than did the uncoached group. Yet, the findings do not provide any answer as to how such greater level of student engagement post training influences revision quality.

Berg (1999), in an attempt to answer the question of "whether trained peer response shapes ESL students' revision types" and also "writing quality," carried out an experimental study with intermediate-level ESL students in a university-based IEP (Intensive English Program), which were divided into trained and untrained groups (p. 215). The trained group went through eleven steps of a training program such as whole-class peer response to writing, demonstration of good and bad examples of interactions during peer response, discussion of good revision strategies, etc. In terms of the impact of training on revision types, she found that the trained group made a greater number of meaning-based revisions as opposed to surface-level ones, and as for revision quality, she concluded that trained peer response positively affected overall writing quality.

Min (2006), however, points out that Berg (1999) "failed to identify the sources of revision (peer- versus self-feedback)" and thus cannot claim that the enhanced writing quality is attributable directly to the training (p. 121). Since the overall writing quality of first and second drafts was measured in order to determine if peer response training affected writing outcome, not taking peer-influenced revisions into account, it is not certain

that whether the improved revisions made by the trained group are a direct result of the training.

In response to the issue indicated, Min (2006) tried to examine the exact relationship between training for peer review and revision quality by distinguishing the source of student revisions and then figuring out the ratio of peer-triggered revisions to the total revisions and also that of improved revisions to the peer-triggered ones. Eighteen Chinese students in an EFL writing class received training, consisting of a four-hour in-class demonstration and a one-hour after-class reviewer-teacher conference. The researcher compared their written feedback and revisions prior to the training and those produced after the training. Min reported that 90% of the total revisions was a result of peer feedback after training and that 72% of the peer-influenced revisions was considered quality-enhancing. However, lack of control group restricts validity of the results. Given that extraneous variables like “maturation” and “subject expectancy” were not controlled, it is difficult to claim that the enhanced quality of revisions is solely due to training (Brown, 1988, pp. 32-33).

## III. RESEARCH QUESTIONS

Earlier studies of peer review training indicate that proper preliminary training promotes more engagement in interactions during peer response and more revisions based on peer feedback. However, little is known about the relationship between training and revision quality, especially about how directly trained peer feedback may affect writing outcome. In an attempt to address the issue, the present study aims to investigate the effects of training on revision quality as well as on the amount of feedback incorporated into revisions. The subsequent research questions are:

1. How does the quantity of student revisions differ prior to and post training?
2. How does the quality of student revisions differ prior to and post training?

## IV. METHODOLOGY

### 1. Participants

Forty-two freshmen from different majors at a university in Seoul, Korea participated in the study. They were enrolled in a required freshman English course, which is designed to develop both spoken and written communication skills in English. The students were

placed into two low intermediate-level classes based on their TOEIC scores, which ranged from 351 to 450. Each class was assigned a different purpose, either experimental or control. None of them experienced peer review training prior to the study.

## 2. Setting and Procedure

The two low intermediate-level classes were taught by the same instructor. They met two times (50-minute and 100-minute class periods) a week over one semester (16 weeks). Since the participant students had not taken any writing course and the majority had no experience in English composition, they focused on paragraph writing during the course. In the first week, they were taught about how to compose paragraph writing, which dealt with writing a topic sentence, organizing a paragraph, and maintaining coherence and clarity. The peer feedback activity was implemented as a consistent part of the course although writing and peer review were carried out as assignments. The participant students were informed that writing and peer review assignments would account for 20% of their final grade.

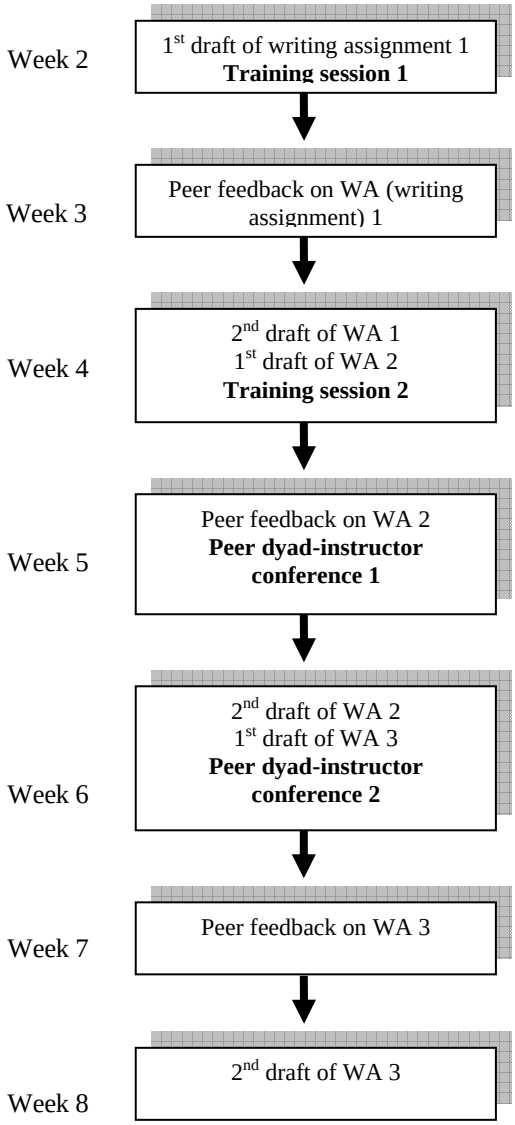
For both experimental ($n$ = 22) and control ($n$ = 20) groups, a writing assignment and a peer review assignment was given every other week (see Figure 1). The students formed peer dyads (pairs) for review of peer's writing on their own, and they were supposed to work with new partner on every assignment. They were asked to compose a paragraph about the topic of the week, which was drawn from the textbook unit covered during the week, and were to give written feedback on their partner's writing as well. Neither of the groups was given teacher feedback. The students were to revise first drafts based on self- and peer feedback. They wrote six compositions and completed six peer review assignments in the course. Both control and experimental groups participated in training session 1, which provided guidelines of types of feedback and appropriate language for written comments, but it was the only training the students in control group received for the study.

## 3. Peer Review Training

The peer review training implemented for the study was intended to be so-called "intervention training" (1998, Rollinson), which provides students with ongoing and systematic assistance to maximize the benefits of the peer feedback activity, rather than typical and temporary pre-training. The instructor was in a position to suggest measures for improving the student reviewers' commenting and the student writers' revisions by maintaining a very close contact with each peer dyad. The peer review training consisted of the in-class training session and the peer dyad-instructor conference after class.

**FIGURE 1**

**Writing and Peer Feedback Procedure [a]**




[a] The same procedure was repeated from week 9 to week 16.

There were four training sessions (week 2, 4, 10 and 12) throughout the semester. Each session took 30 to 40 minutes during the class hour. Following the suggestion of Nystrand (1984) and Nelson and Murphy (1993), peer response skills were taught through

exemplification and modeling by the instructor. The modeling focused on appropriateness of language in making written comments, identifying strengths and weaknesses of peer writing, and making specific comments about the source of problems and how to solve them. For example, the instructor demonstrated the whole process of responding to an unknown student's writing by pointing out strong points (e.g., clear topic sentence, good details, etc.) and weak points (e.g., unclear meanings, flaws in organization and grammar, etc.) and by comparing between polite and offensive comments and between specific and vague comments. After the modeling, whole class participated in responding to another draft of a student with the help of the instructor. The students in experimental group were also given a guidance sheet for peer review (adapted from Berg, 1999).

Four peer dyad-instructor conferences were held during week 5, 6, 11 and 13 outside class. Each conference lasted about 30 minutes. Before the conference, the instructor reviewed student feedback on the collected drafts and marked on the comments which need to be modified. During the conference, they discussed how to improve those comments, and the students received some guidance about the uncertainties they faced. The instructor also reminded the students that their feedback should be based on the guidance sheet not to incline to giving feedback only on surface-level problems (e.g., spelling, punctuation, typo, etc.). The students shared their problems in understanding and judging partner's comments. In case a certain comment was not clear enough, the student writer figured it out through talking to her partner in conference, so it was also where the students got to make themselves clear about the intended meaning of their comments.

## 4. Data Collection and Analyses

After the first training session, which both control and experimental groups participated in, first drafts of writing assignment 1 with peer feedback and revisions ($2^{nd}$ drafts) were collected from the participants. First drafts of writing assignment 6 with peer feedback and revisions were drawn during week 16 after whole training period was completed, for comparison with the previously collected data. The instructor compared the first drafts, peer feedback, and revisions to identify types of feedback and the comments incorporated into revisions and to locate revised parts with enhanced quality due to incorporated comments.

In order to see whether there is any change in the amount of feedback incorporated into revisions after the whole training period, the number of total peer feedback and the number of comments accepted in revisions were tallied and then analyzed using paired (samples) t-test. For the purpose of examining the treatment effect, comparisons were made between the data from experimental and control groups. The data were analyzed using independent

samples t-test. The significance level was set at $\alpha < .05$ for statistical decisions. The ratios of peer-influenced revisions and the types of revisions were also calculated.

## V. RESULTS AND DISCUSSION

### 1. Quantity of Peer-triggered Revisions

It was assumed that initial compositions of the two groups, control and experimental, were equivalent since most participants (98%) had never been taught English composition and the participants were all placed into the same level (low intermediate) of classes based on their TOEIC scores. Yet it is necessary to check whether the ability to give feedback and the propensity to accept peer feedback of the groups match each other at the outset, so the number of total feedback and that of incorporated comments into revisions were compared. The results of independent samples t-test are shown in Table 1 and 2. As assumed, it indicates that there was no statistical difference in the amount of feedback given and that of used feedback between the groups, thus suggesting that the participant students' tendency to give and take peer feedback was equivalent before the treatment (peer review training).

**TABLE 1**

**Independent T-test on the Amount of Feedback**

| Group | N | Mean | SD | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|
| Control | 20 | 7.85 | 1.50 | 1.18 | 37.5 | .247 |
| Experimental | 22 | 7.18 | 2.15 | | | |

$p < .05$

**TABLE 2**

**Independent T-test on the Amount of Incorporated Comments**

| Group | N | Mean | SD | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|
| Control | 20 | 6.55 | .83 | .25 | 40 | .806 |
| Experimental | 22 | 6.45 | 1.53 | | | |

$p < .05$

In order to see if there is any change in the amount of peer feedback provided and that of peer feedback incorporated into revisions prior to and post peer review training, mean comparisons were made within each group. The results of paired t-test within control group revealed that there was no significant difference between two data (1st writing assignment, peer feedback, and revisions vs. 6th writing assignment, peer feedback, and revisions). In case of the amount of total feedback, the significance is higher than .05 at $t$ = -.92 and $p$ = .368 even though mean of total feedback given on 6th writing (last writing assignment) was .30 higher. The same is true for the amount of peer feedback used in revisions ($t$ = -.57, $df$ =19, $p$ = .577).

As for experimental (trained) group, the results of paired t-test suggest there is noticeable increase in the amount of feedback and that of incorporated feedback in revisions (see Table 3). In addition to being significant, the relatively large mean differences (13.9 and 14.4) are meaningful in that it provides strong evidence that peer review training can have a substantial impact on students' skills to give feedback and the quantity of revision; student reviewers provide more amount of feedback after training and student writers are apt to accept more of peer feedback and incorporate more peer comments into revisions after training.

**TABLE 3**

**Paired T-test within Trained Group**

**(Comparison of Total Feedback and Used Feedback Before and After Training)**

| | Mean | SD | SD EM | t | df | Sig (2-tailed) |
|---|---|---|---|---|---|---|
| Total feedback 1/ Total feedback 2[a] | -13.91[c] | 3.06 | .65 | -21.25 | 21 | .000* |
| Used feedback 1/ Used feedback 2[b] | -14.41 | 3.12 | .66 | -21.61 | 21 | .000* |

*$p < .05$

[a] Total feedback 1 refers to the total number of peer comments before training, while total feedback 2 refers to that after training.

[b] Used feedback 1 refers to the number of peer comments employed in revisions before training, while used feedback 2 refers to that after training.

[c] The minus means and t-values indicate the numbers of total feedback 1 and used feedback 1 are smaller than those of total feedback 2 and used feedback 2.

In order to examine the ratio of peer feedback in student revisions prior to and post peer review training, the total number of feedback employed in revisions was divided by the total number of peer comments. Before training, the student reviewers in the trained group

made 158 comments, 89% (*n* = 142) of which were used by student writers in revision. After training, they made 464 comments, 98% (*n* = 459) of which were incorporated into revisions. Compared with the results of earlier studies (70% in Schmid, 1999 and 77% in Min, 2006), 98% is extremely high ratio, but given that 89% of peer feedback was accepted in their revisions even before training, 8% increase does not appear very surprising. As Min (2006) pointed out, it is necessary to examine how much revision resulted from peer feedback in order to thoroughly figure out the exact relationship between peer review training and student revisions. Even though a greater number of peer comments were incorporated into revisions after training, that does not confirm that most of the changes made in student revisions were peer-influenced ones. Hence, the proportion of peer-triggered revisions in total revisions needs to be examined.

Paired t-test was conducted on the number of total revisions and the proportion of peer-triggered revisions in total revisions in order to investigate whether peer review training has explicit effect on revisions. It is noted in Table 4 that there was a statistically significant difference in both the amount of total revisions and the peer-influenced revisions before and after training. The mean difference reveals that the students made approximately thirteen more revisions on average after training and that there was 21% increase of peer-influenced revisions post training as well. Before training, the student writers made 189 revisions, 75% (*n* = 142) of which were peer-influenced ones. In contrast, they made 479 revisions in total, 96% (*n* = 459) of which resulted from peer feedback after training. In case of control group, the proportion of peer-triggered revisions went down from 82% (131/160) to 78% (134/171). Despite the fact that the students in control group made more revisions in response to peer feedback than those in the trained group at the beginning, the amount of peer-triggered revisions decreased in the end, thus suggesting that one temporary training session which lasted half an hour does not exert any influence on student revision. On the contrary, the students who received ongoing and systematic training over sixteen weeks produced larger amount of revisions and incorporated a greater number of peer comments into their revisions.

**TABLE 4**

**Paired T-test Within Trained Group**

**(Comparison of Total Revisions and Peer-Triggered Revisions Before and After Training)**

| | Mean | SD | SD EM | t | df | Sig (2-tailed) |
|---|---|---|---|---|---|---|
| Total revision 1/ Total revision 2 | -13.18 | 2.92 | .62 | -21.16 | 21 | .000* |
| Peer-triggered R 1/ Peer-triggered R 2 | -.21 | .10 | .02 | -9.28 | 21 | .000* |

*$p < .05$

## 2. Revision Quality and Types of Revision

In order to answer the second research question about the impact of training on revision quality, the proportion of revisions with enhanced quality in peer-triggered revisions was analyzed using paired t-test. The results presented in Table 5 show that there was a statistically significant difference in the amount of enhanced revisions as a result of peer feedback before and after training. That is, peer review training did have a positive impact on the quality of revised drafts. Of 75% of the peer-influenced revisions, 56% was considered improved before training, and after training, among the 96% of peer-triggered revisions, 93% was counted as superior. This suggests trained feedback accounts for the greater number of improved revisions in 2nd drafts.

**TABLE 5**

**Paired T-test Within Trained Group**

**(Comparison of the Proportion of Enhanced Revisions Before and After Training)**

| | Mean | SD | SD EM | t | df | Sig (2-tailed) |
|---|---|---|---|---|---|---|
| Enhanced revision 1/ Enhanced revision 2 | -.37 | .13 | .03 | -13.62 | 21 | .000* |

*$p < .05$

Given that 93% of peer-influenced revisions were in enhanced quality, a question may arise as to what types of revisions contributed to better quality of the 2nd drafts. Revisions made prior to and post training were coded based on the modified version of Yagelski's (1995) coding scheme for revisions (see Appendix) and then compared. Considering that the students composed paragraph writing not five-paragraph essays, the categories for coding were adapted for its purpose. The adapted coding scheme is classified into surface changes (changes in mechanics and grammar), stylistic changes (lexical and syntactic changes), and structural changes (changes in organization within a paragraph). Each student's 1st and 2nd drafts written prior to and post training were put side by side and compared sentence by sentence. Every instance of a difference between the 1st and 2nd drafts was marked. Each difference was then judged as to whether it constituted a change in surface, style, or structure. The following examples of coding types of feedback and revision are extracts from collected drafts:

| | |
|---|---|
| Surface changes | |
| 1st draft | Above all, He was good at dancing and sing a song. |
| Feedback (**C & E***) | *You have a capitalization problem. 'He' should be 'he' because it is not at the beginning of the sentence. Also, you need to change 'sing' to 'singing' because the verb comes after the preposition 'at'.* |
| 2nd draft | Above all, he was good at dancing and singing a song. |
| Stylistic changes | |
| 1st draft | The experience I received from the part-time job was expensive. I learned very important lessons while working at the restaurant. |
| Feedback (**J***) | *In my opinion, 'invaluable' is better than 'expensive'.* |
| 2nd draft | The experience I received from the part-time job was invaluable. I learned very important lessons while working at the restaurant. |
| 1st draft | He always looked stylish. He had an excellent body. |
| Feedback (**K-1***) | *I think you can change 'had an excellent body' to another expression. It seems to be Korean English.* |
| 2nd draft | He always looked stylish and was in good shape. |
| Structural changes | |
| 1st draft | My house has rules. |
| Feedback (**L***) | *I think your topic sentence should be moved to the very beginning. Also, can you rewrite it to be more specific?* |
| 2nd draft | There are some dos and don'ts for visitors to follow in my house. (written at the beginning of the paragraph) |
| 1st draft | He used to be very handsome, but now he is ugly and fat. He is not good looking. |
| Feedback (**M***) | *I think it's better to delete the sentence 'He is not good looking' because it repeats the idea. You already wrote 'he is ugly and fat.'* |
| 2nd draft | He used to be very handsome, but now he is ugly and fat. |

* Each alphabet letter indicates the type of feedback (see Appendix).

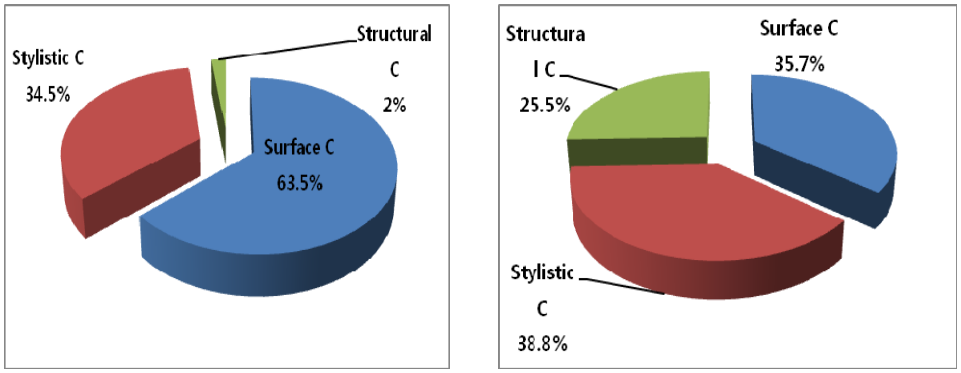
As shown in Figure 2, more than two thirds of peer-triggered revisions (63.5%) were made on surface level before training, whereas after training, revisions did not incline to single area; the proportions of the three areas of revisions are in balance (approximately 36%, 39%, and 25% in surface, stylistic, and structural changes, respectively). The results

paralleled those of previous research in that more meaning changes were made after training (Berg, 1999; Min, 2005; 2006) considering that revisions on structure in particular increased a lot along with the raise of stylistic changes. However, the results also draw our attention on another aspect of interpretation. The participants in Min (2006)'s study tended to "deliberately hold back their urge to correct grammar errors and to center their attention on meaning" (p. 132), which resulted in few grammatical revisions (4%). Unlike Berg (1999) and Min (2006), the students in the trained group still attended to changes in grammar and mechanics after training as they got to focus more on idea development and paragraph organization while revising post training. Such results can be ascribed to the instructor's point of view toward EFL writing, which pursues development both in fluency and accuracy. The instructor did not deter the students from giving feedback on grammar but helped them pay attention to meaning-based problems as well. The instructor did not want the students to be misled into thinking that accuracy in grammar and mechanics is not important as far as their ideas are well-developed.

**FIGURE 2**

**Comparison of Revision Types Before and After Training**

**(Before Training)** **(After Training)**




## VI. CONCLUSION

The present study investigated the effects of peer review training on the quantity of peer-triggered revisions and their quality. It is no surprise that the findings indicate that training has positive impact on the peer feedback activity as evidenced by the literature (Berg, 1999; Min, 2005, 2006; Rothschild & Klingenberg, 1990; Stanley, 1992, Zhu, 1995). What draws our attention is the strength of training exerted on the quality of student revisions, which little is known about in the literature. The findings suggest that students produce

more revisions in response to their peer comments (96% of total revisions) after training and those revisions are enhanced in quality (93% of peer-triggered revisions). In other words, students find trained feedback helpful and incorporate it into their revisions, the majority of which are found superior. It seems that training intervenes in the process of developing revision skills as well as peer response strategies.

The literature notes that training is essential for successful peer feedback (Benesch, 1984; Connor & Asenavage, 1994; George, 1984; Huff & Kline, 1987; Min, 2005, 2006; Nystrand, 1984; Reither & Vipond, 1989), and the present study illuminates the key feature of training which may result in better quality writing in second drafts, ongoing process of teacher intervention. Hansen and Liu (2005) recommend that training should be addressed before, during, and after peer review, which emphasizes training as a constant process. In addition, Rollinson (2005) describes the role of teacher as a guide in a very close contact with each student carrying out peer feedback activities, adding that this kind of intervention requires considerable effort from the teacher to be effective. In the current study, training was exercised as an ongoing process of teacher intervention during in-class training sessions and peer dyad-instructor conferences.

It is presumed that the peer dyad-instructor conferences cast light on the success of peer review training in the sense that, on the part of the students, the conference was a sort of gateway to solutions of problems guided by the instructor and to successful communication with peer partner. On the one hand, during the conference the students consulted with the instructor about actual problems they were facing and gained practical assistance. While in-class modelling in training session, students find it difficult to approach and resolve their problems because they hardly get the opportunities "to transform their declarative knowledge into procedural knowledge" (Min, 2006, p. 134). On the other hand, in conference they got a chance to become aware of their problems in their own writing and written comments through face-to-face oral communication with their partners. In informal interviews with each individual, most of the students (18 out of 22) stated that they could better understand why they failed to get their intended meaning through to their partner by conversing with each other during the conference. It appears that the conference assisted in developing the ability to perceive the "incongruity" between their intended meaning and what they actually expressed in their writing, which inexperienced writers often lack as pinpointed by Berg (1999, p. 231). For example, some students were likely to ignore their partner's comments when those comments didn't seem to make sense, but after discussing the problem with their partner, they were willing to accept peer feedback. Consequently, the conference helped the students build up trust in peer feedback as well.

Several limitations constrain the extent to which the findings of the study can be generalized. First, rather restricted size of participants does not allow generalizations to other students in a variety of contexts. Second, in assessing revision quality lack of other

raters except for the instructor may have weakened reliability of the data. Future research can corroborate the results of the study by incorporating inter-rater reliability. It also can investigate the effects of peer dyad-instructor conferences combined with and without in-class training sessions in an experimental design. Even though the present study suggests that the whole procedures of peer review training exerted direct strength on the amount of revisions and their quality, it was not speculated that whether respective form of training (either in-class training sessions or peer dyad-instructor conferences) has distinctive value or effect.

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## APPENDIX

Coding Scheme for Revisions (adapted from Yagelski, 1995)

I. Surface Changes (Mechanics)
- A. Punctuation
- B. Spelling
- C. Capitalization
- D. Pluralization
- E. Word form corrections other than pluralizations (e.g., subject-verb agreement, tense changes)
- F. Substitutions (e.g., fewer for less)
- G. Corrected typographical errors (e.g., the for hte)
- H. Corrections on bibliographic format (e.g., indentation)
- I. Others (prepositions, articles, word order)

II. Stylistic Changes
- J. Lexical Changes: word substitutions (e.g., several for a few)
- K. Phrasing
  1. Syntactic (meaning-preserving rewordings)
  2. Structural (meaning-preserving sentence restructuring: e.g., "When we went outside" for "Having gone outside")

III. Structural Changes
- L. Organization within a paragraph
- M. Adding or deleting sentences to develop subject or clarify points.

**Examples in: English**
**Applicable languages: English**
**Applicable levels: College/Higher**

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