BLOG-BASED PEER RESPONSE FOR L2

WRITING REVISION

Pham Vu Phi Ho

A Thesis Submitted in Partial Fulfillment of the Requirements for

the Degree of Doctor of Philosophy in English Language Studies

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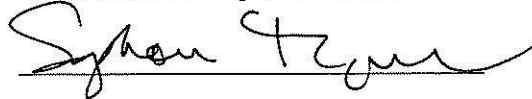การปรับแก้งานเขียนภาษาที่สองจากการตอบสนองโดยเพื่อนร่วมชั้นผ่านบล็อก

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Suranaree University of Technology has approved this thesis submitted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy.

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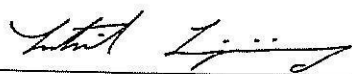
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Pham Vu Phi Ho : การปรับแก้งานเขียนภาษาที่สองจากการตอบสนองโดยเพื่อนร่วมชั้น
ผ่านบล็อก (BLOG-BASED PEER RESPONSE FOR L2 WRITING REVISION)
อาจารย์ที่ปรึกษา : ผู้ช่วยศาสตราจารย์ ดร.ศิริลักษณ์ อุสาหะ, 377 หน้า

การตอบสนองโดยเพื่อนร่วมชั้นผ่านทางสื่ออิเล็กทรอนิกส์ (E-peer   response) ได้ถูก
นำมาใช้ ในการช่วยปรับปรุงความสามารถทางการเขียนของนักเรียนที่เรียนภาษาอังกฤษเป็นภาษา
ที่สองมาช้านาน แต่อย่างไรก็ตาม การวิจัยที่ศึกษาในด้านการตอบสนองโดยเพื่อนร่วมชั้นผ่านสื่อ
สมัยใหม่ หรือบล็อกซึ่งเป็นที่ใช้กันอย่างแพร่หลายในโลกอินเตอร์เน็ตนั้นยังมีจำนวนน้อย
งานวิจัยนี้มีจุดมุ่งหมายเพื่อศึกษา (1) ปฏิสัมพันธ์ของนักศึกษาในช่วงเวลาการทำกิจกรรมการ
ตอบสนองงานเขียนของเพื่อนร่วมชั้นผ่านบล็อก, (2) ประเภทและขอบเขตของความคิดเห็นรวมถึง
ลักษณะของข้อคิดเห็นที่ได้รับผ่านบล็อก, (3) อัตราส่วนของข้อคิดเห็นผ่านบล็อกของนักศึกษาที่ใช้
ในการแก้ไขงานเขียน,   (4) คุณภาพทางการเขียนของนักศึกษา และ (5) ความคิดเห็นของนักศึกษา
ที่มีต่อกิจกรรมการใช้บล็อกในการตอบสนองงานเขียนของเพื่อนร่วมชั้น กลุ่มตัวอย่างซึ่งได้มาจาก
วิธีการสุ่ม ได้แก่ นักศึกษา สาขาวิชาภาษาอังกฤษชั้นปีที่ 2 จำนวน 32 คน ที่ลงทะเบียนเรียนใน
รายวิชาการเขียนเชิงวิชาการ ระยะเวลา 15 สัปดาห์ ณ มหาวิทยาลัยงลัม กรุงโฮจิมินห์ ประเทศ
เวียดนาม สำหรับข้อมูลวิจัยเชิงปริมาณนั้นได้มาจากการรวบรวมงานเขียนของนักศึกษา ฉบับร่างที่
1 - 3, ความคิดเห็นของเพื่อนร่วมชั้นในฉบับร่างที่ 1 - 2, การแก้ไขงานเขียนหลังจากได้รับความ
คิดเห็นและแบบสอบถามภายหลังจากการฝึก   ส่วนข้อมูลวิจัยเชิงคุณภาพนั้นได้มาจากการ
สัมภาษณ์เชิงลึกซึ่งได้ดำเนินการระหว่างการจัดกิจกรรมการให้การตอบสนองผ่านบล็อก, การเขียน
บันทึกประจำวัน, การสัมภาษณ์ กึ่งโครงสร้างซึ่งได้ทำหลังจากการฝึกหัดการให้การตอบสนองโดย
เพื่อนร่วมชั้นผ่านบล็อก

ผลการวิจัยพบว่านักศึกษาได้มีปฏิสัมพันธ์กับงานเขียนบนบล็อกจริง อีกทั้งยังมี
ปฏิสัมพันธ์ กับผู้เขียนร่วมชั้น รวมถึงการอภิปรายถึงปัญหาทางการเขียนผ่านบล็อก กล่าวได้อีก
อย่างหนึ่งว่า ปฏิสัมพันธ์ที่พบในกิจกรรมการตอบสนองโดยเพื่อนร่วมชั้นผ่านบล็อกนั้นได้เกี่ยวพัน
ผู้เรียนเข้ากับ กระบวนการทางการเรียนรู้อย่างแท้จริง ข้อคิดเห็นของเพื่อนร่วมชั้นผ่านบล็อกที่พบ
บ่อยนั้นมี 4 ประเภทได้แก่ คำแนะนำ, การขยายความ, การยืนยันรับรอง และ การประเมิน โดยที่
นักศึกษาได้ให้ ความคิดเห็นในระดับองค์รวมมากกว่าการให้ความคิดเห็นเฉพาะที่ นอกจากนี้การ
แก้ไขงานในระดับคำ, ประโยค, วลี และอนุเฉท พบมากในงานเขียนฉบับร่างที่ 2 และ 3 การแก้ไข
ระดับต่ำ อาทิ ระดับคำ หรือวลีนั้น ผู้เขียนสามารถแก้ไขได้ด้วยตนเองมากกว่าที่จะแก้ไขจากความ
ช่วยเหลือของเพื่อนร่วมชั้น ขณะที่การแก้ไขงานในระดับที่สูงขึ้นไป เช่น ระดับ ประโยค หรือ
ระดับอนุเฉท   นักศึกษาจะยึดความคิดเห็นจากเพื่อนเป็นส่วนใหญ่ ผลการวิจัยยังพบว่าประมาณ

39 % ของการแก้ไขงานเขียนเป็นผลมาจาก ความคิดเห็นของเพื่อนร่วมชั้นโดยอีก 61 % นักศึกษา จะแก้ไขงานจากการตัดสินใจของตนเองเป็นหลัก และเมื่อเปรียบเทียบจำนวนคำแนะนำจากเพื่อนที่ นักศึกษานำมาใช้ในการแก้ไขงานเขียนกับจำนวนการแก้ไขงานทั้งหมดพบว่ามีการแก้ไขปรับปรุง งานเขียนมากกว่าจำนวนคำแนะนำจากเพื่อน ส่วนความคิดเห็นที่ได้จากเพื่อน แต่ไม่ถูกนำไปใช้ใน การแก้ไขงานเขียนที่พบมากที่สุดอยู่ในระดับ ประโยค คำ และวลี ตามลำดับ ทางด้านคุณภาพ ทางการเขียน นักศึกษาสามารถเขียนเรียงความได้ยาวขึ้นและดีขึ้น นักศึกษามีความพึงพอใจกับ คุณภาพทางการเขียนของตนเองหลังกิจกรรมการตอบสนองโดยเพื่อนร่วมชั้น นอกจากนี้ ข้อมูลการ วิจัยแบบสามเส้าอันได้แก่ การใช้แบบสอบถาม, การสัมภาษณ์กึ่งโครงสร้าง และการเขียนบันทึก ประจำวันแสดงให้เห็นว่านักศึกษามีความคิดเห็นในเชิงบวกต่อการใช้บล็อกเป็นสื่อกลางในการให้ การตอบสนองงานเขียนระหว่างเพื่อนร่วมชั้น งานวิจัยนี้ถือว่าเป็นประโยชน์อย่างยิ่งต่อการจัดการ เรียนการสอนการเขียนภาษาที่สอง

สาขาวิชาภาษาอังกฤษ   ลายมือชื่อนักศึกษา_____

ปีการศึกษา 2553   ลายมือชื่ออาจารย์ที่ปรึกษา_____

PHAM VU PHI HO : BLOG-BASED PEER RESPONSE FOR L2
WRITING REVISION. THESIS ADVISOR : ASST. PROF.
SIRILUCK USAHA, Ph.D., 377 PP.

BLOG/PEER RESPONSE/REVISION-ORIENTED COMMENT/REVISION

Electronic peer responses or e-peer responses have long been introduced to help L2 student writers improve their writing skills. However, few studies have been conducted to see how peer response works in a new medium – blog which is widely used by the Internet users. The present study aimed to investigate (1) the interactions of the students during the blog-based peer response activities, (2) the types and areas of comments generated via blog, (3) the ratios of students' incorporating blog-based comments in revision, (4) the students' writing quality, (5) and the students' attitudes on the use of blog-based peer response activities. Thirty-two 2nd year English major students taking a 15-week academic writing course at Nong Lam University in Ho Chi Minh City, Vietnam, were selected to participate in the present study. Data for quantitative analyses were collected from Drafts 1 – 3, peer comments on Drafts 1 - 2, subsequent revisions, and the post-training questionnaire. Data for qualitative analyses were obtained from in-depth interviews conducted during the blog-based peer response sessions, writing journals, and the semi-structured interviews after the blog-based peer response training.

The results of the study revealed five aspects. First of all, the students did interact with the writing texts on the blogs, interacted with the authors, or discussed about the writing problems. The interactions on the blog-based peer response

activities did engage the students in the learning process. Second, "suggestion/ advice", "clarification", "confirmation", and "evaluation" were found to be the most frequently used types of comments during the peer response sessions. In addition, the students provided more comments on the global than on local areas. Third, revisions at the 'word,' 'sentence,' 'phrase,' and 'paragraph' levels were most frequently found in Drafts 2 & 3. However, at the lower levels of the revision, such as 'word' or 'phrase,' the authors could revise by themselves rather than with the help from peers, while at the higher levels of the revision, such as 'sentence' or 'paragraph,' they depended more on the help from their peers. It was also revealed that approximately 39% of the revisions were triggered by peer comments and 61% were revised by the authors' own decisions. Interestingly, the findings revealed that the total revisions made by the student writers were more than the total revision-oriented comments delivered by peers. That means more revisions were made than anticipated. As for levels of non-revision, that is, the comments were delivered by peers but were not resulted in revisions, it was found that the three least incorporated levels were at 'sentence,' 'word,' and 'phrase', respectively. Fourth, the students wrote better and longer essays, and they were satisfied with their writing quality after revisions. Finally, the triangulation method of a post-training questionnaire, semi-structured interviews, and writing journals revealed that the student writers expressed highly positive attitudes towards the use of blogs for peer response in L2 writing revision.

School of English   Student's signature _____

Academic Year 2010   Advisor's signature _____

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Last but not least, my thankfulness goes to my family. To my mother, I express my admiration for her sacrifice to raise me and give me chances for my studies. I am also indebted to my sister in Dallas, Texas, for her financial support during my doctoral study in Thailand.

Pham Vu Phi Ho

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CHAPTER 1

INTRODUCTION

1.1 Rationale for the Study

With the emergence of the process approach to writing in the late 1960s and early 1970s, writing is seen as a developmental process of inquiring, discovering, and problem solving rather than a single action resulting in a finished product (Wennerstorm, 2006). It is a result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities such as setting goals, generating ideas, organizing information, setting appropriate language, making a draft, reading and reviewing it, then revising and editing it (Hedge, 2002; Hyland, 2003, Oshima & Hogue, 2006). The writing process approach focuses on the process of writing, viewing writing not as a product-oriented activity but rather one that is dynamic, nonlinear, and recursive. The writing process approach encourages student writers to "engage in brainstorming activities, outlining, drafting (focusing on meaning), rewriting (focusing on organization and meaning), and editing (focusing on style and grammar)" (Liu & Hansen, 2005: 3). According to Hyland and Hyland (2006), the process approach encouraged teachers to support writers through multiple drafts by providing responses and revision-oriented comments during the process of writing rather than at the end of it. In short, the main purpose of the process approach is to empower and to motivate the student writer through the gradual discovery and development of a unique authorial "voice" (Wennerstrom,

2006; Reid, 1995) and emphasizes the writer as an independent producer of text (Hyland, 2003).

To help L2 students become independent writers, peer responses, also known as peer feedback or peer review or peer editing, have been introduced at the revision stage of the process approach to bring the students to work together to provide responses on one another's writing in both written and oral formats through active engagement with one another's progress over multiple drafts (Liu & Hansen, 2005). Peer responses are believed to serve the idea of learner-centered and apply the social-cultural theory in the learning process in terms of collaborative learning (Hyland & Hyland, 2006). Students can learn from one another when they provide and receive responses from their peers/instructor. Besides, instructors are now very conscious of the potential of peer responses which help create a supportive teaching environment for modeling ideas about good writing and developing the ways students talk about writing, especially for mediating the relationship between students' wider cultural and social worlds and their growing familiarity with new literacy practices. In addition, peer responses help student writers with the sense of multiple readers (Liu & Hansen, 2005). Nunan (1993:100) asserts that "if we want to ensure that our ESL writing classes prepare students for their life outside the classroom, we must give them opportunities to experience collaborative writing," adding that collaborative writing is essentially a social process through which writers looked for areas of shared understanding because in "real-world" contexts, writing is not a solitary enterprise; it is a social act.

As technology develops and computer facilities become widely available, the role of the computer in delivering and mediating feedback has become a focus for

research. Some researchers claim that the technological developments can empower students in the learning process and make writing classes more collaborative. To quote Warschauer et al. (1996: 3), "computer-mediated communication provide students a much better opportunity for control and initiative in language learning initiative in language learning". Also, CMC may empower disadvantaged and less able students to be equal in participation with those students who often dominate the discussions. Warschauer (2002: 56) states that "students need an opportunity to compare their own ways of thinking, acting, and communicating with the ways of different communities, and decide on their own which borders to attempt to cross and how." Braine, (1997) and Sullivan & Pratt (1996) also claim that CMC can lead to better writing products and more focused and better quality peer response. In conclusion, computer-mediated communication peer response has been implemented to make peer response more effective to L2 student writers.

1.2 Statement of the Problem

In general, writing instruction in Vietnam has traditionally based on finished products that focus on form over meaning and the finished text rather than on the process in which writing takes place (Tran, 2000; Nguyen, 2002; Nguyen, 2004; Kim, 2006). Viet (2006) in the interview with Assistant Professor Dr. Ha Van Duc at the University of Social Sciences and Humanities, Faculty of Compositions, reported that students' writing was clumsy in expressing ideas and committed spelling errors. Student poor writing was said to have been resulted from poor educational system of teaching writing methodology. Nguyen (2006), one of the instructors of literature composition at the University of Pedagogy in Ho Chi Minh City, in his report of the

college entrance examination in compositions of literature in 2006, listed many serious L1 writing problems in terms of lexical meaning, structure, and distraction. It resulted from traditional uncreative writing methods in high schools that taught the students to learn by heart from some sample compositions. Therefore, students did not know how to express their own thoughts. Supported his ideas, Nguyen (2006) reported that one essay with a full score of 10/10 in the 2006 college entrance exam was copied word-by-word from one of the sample compositions. Some well-known academia such as Tran Pho, and Dr. Nguyen Thi Hong Ha, professors of compositions at the University of Pedagogy, Ho Chi Minh City, and Nguyen Ha, a professor at the university of Social Sciences & Humanities, Ho Chi Minh City, argued that one of the reasons for this reality derived from the bad educational system of teaching writing methodologies.

It was reasonable to say that the problem was much more serious when students had to write compositions in a foreign language, in this case, English. Tran (2000) claimed that in writing courses, when assigning a whole composition, the instructor asked the students to write on a topic only once. There existed always a pressure of time and little chance for improvement after the students produced their first drafts. In addition, the student writers had only one audience to write for, the instructor himself. Consequently, the writing process did not occur in the real life. Another problem was found by Nguyen (2002) that the teacher response in writing classes was mainly on grammar correction. She posited that the fact related to the problems of school policy, role perception, and pressure of examination-oriented educational system. In addition, in terms of collaborative learning, Nguyen (2004) found that the group work practice was still unsatisfactory for two main reasons. The

first was part of the students' characteristics - their low proficiency levels, lack of motivation, and preference for the traditional learning style. The other was related to part of the instructors' implementation of group work, the English program, and the teaching materials. Kim's survey (2006) showed that the learners' concepts about learning English was product-based; they perceived a lack grammar knowledge made learning English difficult. Luu (2006) and Tran (2006) posited that the current educational system of compositions has brought student writers to learning by rote, no chances for creative writing.

Helping Vietnamese L2 students to write more effectively in English through the process approach, which is believed to enable student writers to become independent, self-editors, is by no means easy. The present study aimed at investigating whether computer-mediated communication (CMC) peer response could help them become more involved in their own learning process through collaborative learning to improve their writing quality.

Looking into the use of CMC peer response or e-peer response in the EFL context, the literature has shown some arguments about the (1) the interactions, (2) comments, (3) the impacts on revisions, (4) improvement in writing quality, and (5) preferences of peer response modes.

First of all, there are some debatable findings on the interactions that take place during the peer response activities. Sullivan and Pratt (1996), Braine (1997), González-Bueno (1998), Abrams (2001), Min (2005), Jones et al. (2006), and Olphen (2007) found that the participants in the CMC modes provided greater interactivity and connectivity among the students than in the traditional modes. On the other hand, Huang (1998a), (Huang, 1998b), Braine (2001), DiGiovanni & Nagaswami (2001),

and Liu & Sadler (2003) found that the discussions in CMC were conducted at a very slow rate, whereas face-to-face interaction resulted in a more positive response with more questions and interactions among peers. CMC modes were seen as obstacles for discussions.

Second, the types of comments and the number of comments generated by the CMC peer response are still questionable. Rodriguez (2003), Tuzi (2004), Min (2005), and Jones et al. (2006) found that the students in CMC peer response provided a larger number of comments and the comments were more focused. In addition, the students provided comments on global levels more than local levels, whereas the local area comments were preferred in face-to-face peer response sessions. The students used reacting, advising and announcing language functions when providing responses. However, Liu and Sadler (2003) discovered that the technology-enhanced group made more comments overall in the local area (n=228) than in the global area (n=88), while the traditional group was more balanced in local (n=104) and global (n=76) comments. Qualitatively, Carson and Nelson (1996) stated that the students were reluctant to initiate comments and, when they did, monitored themselves carefully so as not to precipitate conflict within the group. This self-monitoring led them to avoid criticism of peers' work and to avoid disagreeing with comments about peers' or their own writing.

The third debate goes to the impacts on revisions. Mabrito (1994), Hewett (2000), Liu and Sadler (2003), Min (2006), and Myhill and Jones (2007) found that electronic peer response had a greater impact on revision than face-to-face response. Furthermore, Tuzi (2004) found that e-peer response affected L2 writers' revisions at a higher structural level. In other words, e-peer response had a greater impact on revisions at the clause, sentence, and paragraph levels. Thus, L2 writers may use

electronic peer response to create macro revisions. On the contrary, Connor and Asenavage (2002), Rodriguez (2003), and Tuzi (2004) found that the revisions made by the participants contradicted the idea that peer response directly influenced revision; more than half of the revisions made by the participants originated in the writers themselves and not in the suggestions given by their peers. Connor and Asenavage also found that the students who made the greatest number of changes made predominantly more text-based changes and that students who made fewer changes generally mode more surface changes.

Fourth, in case of improvement in writing quality, although the quality of students' writing was found remarkably high by Li (1999), Warschauer (1996a), Braine (1997), and Lightfoot (2006), the improvement in writing quality was still in line of debates. Sullivan and Pratt (1996) found that the writing quality did improve in the computer-assisted classroom from the first to the final drafts. However, Braine (1997) found the improvement of writing quality of the traditional class was a little higher than that of the networked class (0.4 vs. 0.3), and much more improvement in writing quality of the traditional class in comparison with the networked class in Braine's study in 2001 (0.42 vs. 0.2). Furthermore, Matsumura and Hann (2004) found no significant difference in degree of improvement between the online indirect response and face-to-face response. The question raised about the improvement in writing quality in the e-peer response was that while the writing quality in CMC environment was better, the improvement was not significant. There should be further research to take an in-depth consideration about the training of e-peer response in a favorable tool of software such as Blog which was then widely used by Internet users (Chanh, 2007) to see if the improvement in writing quality would be significant.

The final aspect of debates relates to the preferences among students towards the e-peer response. It is worth knowing the students' perceptions on e-peer response in order to get the most collaboration in the learning process. Treglia (2006) claimed that the methods that matched a particular student's learning styles or preferences often worked best. According to the "student-centered" approach, the students are considered as the central subjects in the teaching/learning process. There should be high agreement from both the instructor and the students to gain effective results in the learning. Pedagogically, when the instructor of the classroom obtains high degree of agreements from his or her students, he or she will have better chance of the students' collaboration in the classroom activities; hence, the success of teaching will follow. However, it is not an easy matter to be investigated.

DiGiovanni and Nagaswami (2001) found that students preferred face-to-face peer review to online peer review (32 vs. 17) because students felt more comfortable to talk to their peer in the traditional mode than in the computer. Similarly, Tuzi (2004) claimed that the students in the study preferred traditional peer response to e-peer response even though the e-peer response had a greater impact on revision than traditional peer response. There were so few studies conducted to explore students' perceptions on the use of e-peer response to investigate whether the tool the instructors/researchers used was favorable to the students. The gap of little literature led the researcher of this current study to be interested in exploring the students' perceptions in this aspect in order to obtain more relatively results.

1.3 Purposes to Implement the E-peer Response

As discussed above, CMC peer response seems to be more affective in the perspectives of teaching/learning L2 writing, especially in peer response activities. However, the literature is still in line of debates among researchers about the application of e-peer response. Braine (1997) indicated that a networked classroom would be the ideal context in which to develop writing quality. Also, DiGiovanni and Nagaswami's (2001) study suggested that online peer response had the potential for being a viable and worthwhile alternative to face-to-face peer response. Furthermore, Tuzi (2004) stated online writing and e-peer response were wonderful tools for writing and receiving response as well as effective tools for expanding the audience and allowing L2 writers to feel that they were writing to more than just their classmates or instructor. However, Huang (1998a & 1998b) claimed that writing instructors should be aware that technology did not always guarantee success in language classroom. Also, Braine (2001) argued that LAN classes were no more advantageous than traditional classes for EFL writers when he found the writing quality of the traditional classes improved more than that in the LAN classes.

The literature so far raises a question regarding e-peer response whether it should replace face-to-face peer response. Liu and Sadler (2003), Rodriguez (2003), and Tuzi (2004) agreed that although e-peer response was a useful tool, they did not believe in it replacing with face-to-face peer response or classroom interaction. Since the findings of literature response were mixed, the researcher therefore conducted the study of blog-based peer response for L2 writing revision in Vietnam. He took the e-peer response into account of this study due to the fact that we lived in the era of technology, we should take advantage of it, to find how it could be most effectively used as a tool to help our students become more independent learners of L2 writing. In addition, while most studies have

used commercial software in classes and during training, such as email (Li, 1999; Rodrigez, 2003; Lightfoot, 2006), LAN (Local Area Networked) (Sullivan & Pratt, 1996; Braine, 1997 & 2001), MOO's (multi-user domains object-oriented) (Liu & Sadler, 2003), Database-driven website (Tuzi, 2004), only few have taken advantage of free Internet tools available such as blogs.

Blog or Weblog can be defined as a sort of media and used for personal or community purposes (Nguyen & Hang, 2006). Bloggers use it to write diary, learning logs, or discuss a particular issue heatedly debated in the society. Initially, blog was created for an IT technician's diary writing. Since early this decade, it has become an online tool anyone can use to share their ideas and opinions on topics of interest with others (Danh, 2005). Blogs have become the fastest growing use of internet over recent years (Weller, 2007). According to the Sifry (2006), there were over 35.3 million blogs in the world and there appeared to be approximately 75,000 new blogs every day used by the Internet users. Gartner (2007) predicted that there would be nearly 100 million bloggers in 2007. In Vietnam, according to Vietnamnet (2007), there were more than one million Vietnamese people using the blog of Yahoo! 360°, at least in one sort of blog. It meant that the number was much more increasing if other kinds of blogs were accounted. Tran (2006) stated that many Vietnamese people, especially students became bloggers to connect to their classmates, share information about their studies, and post their assignments on their blogs. In addition, Thanhnien (2005) also described many students' writing on their blogs related to their learning activities and their assignments, specially their reflections about their learning activities everyday. Therefore, the researcher incorporated the use of blog-based peer response into the present study to help students enhance their writing quality.

1.4 Purposes of the Study

In an attempt to help Vietnamese L2 students to be more involved in their own learning process and become more independent writers and self-editors, it is the purpose of this study to:

1. explore the frequency of blog-based peer interactions provided by students

2. examine which types of comments are generated via blog

3. investigate the impacts of different types of comments on the students' revisions

4. investigate if the blog-based peer response helps students improve their writing quality after training

5. investigate the students' attitudes towards the blog-based peer response activities after the treatment.

1.5 Research Questions

To achieve the above five purposes of the study, the answers to the following research questions are sought:

1. How do the students interact when using the blog for peer response activities?

2. What types of comments (evaluation, clarification, alteration, suggestion/advice, explanation, confirmation, and statement) and areas of comments (global and local) are most frequently produced by the students during the blog-based peer response activities?

3. What are the ratios of students' incorporation of blog-based peer comments into revisions?

4. Does blog-based peer response help students improve their writing quality after training?

5. What attitudes do students express on the use of the blog-based peer response?

1.6 Significance of the Study

This study were conducted to achieve expected outcomes as follows. For the national perspective, in order to contribute a small part in the development of teaching methodology in Vietnam, particularly the teaching writing methodology, the researcher conducted this study at Nong Lam University with the hope that its findings would contribute a significant change for the perspectives of teaching L2 writing in Vietnam. The treatment of this study would help students know how to incorporate blog into their own learning process, especially in their writing peer response activities to enhance one another's writing quality. It may help students become more independent learners, self-editors, and take responsibilities for their own studies. Especially, the treatment of the study would help students collaboratively provide and receive comments from their peers in order to enhance their writing products through the revision process. In addition, it was anticipated that L2 writing teachers would learn more about using e-peer response activities to help their students become more effective writers. Also, it may help the writing teachers know how to apply technology into their own writing classes to help their students with the peer response activities. Finally, the results of this study may be shared with L2 writing teachers in true EFL contexts outside Vietnam.

1.7 Definitions of Terms

Peer response, peer feedback, peer review, or peer editing

Peer response, also known as peer feedback, or peer review, or peer editing, is the use of learners as sources of information and interactants for each other in such a way that learners assume roles and responsibilities in commenting on and critiquing each other's drafts in both written and oral format in the process of writing (Hansen and Liu, 2005). Typically, students work in pairs or in small groups, read each other's compositions and ask questions or give comments or suggestions (Richards & Schmidt, 2002).

Electronic/e-peer response, CMC peer response

It refers to the means by which human response, particularly peer response, can be provided through technology (Ware & Warshauer, in press).

Effect

Effect refers to the impact of peer responses on the writing revision made by the student writers to improve their writing quality.

Blog

Blog is short for "web log." Basically, a blog is an online journal. Bloggers (blog users) can write or post about whatever they like: society issues, opinions, a great trip, favorite recipes… anything that strikes their fancy. Bloggers can decide how private or public to make their blogs by setting their permission preferences. Blogs are usually composed of one or more blog entries. Each entry can have its own title and always says the date and time the bloggers publish it. Blogs show the last entry first, and bloggers can scroll down to read earlier entries (Yahoo! 360$^{\mathrm{o}}$).

Blog-based peer response

Blog-based peer response refers to activities in which peers provide and receive comments via a blog.

Writing quality

The writing quality is measured by the scoring rubric in the analytic rating scales adapted from Oshima and Hogue (2006).

Essay

An essay is a piece of writing several paragraphs long on one topic. It has three main parts: an introduction, a body (at least one, but usually two or more paragraphs), and a conclusion (Oshima & Hogue 2006).

Cause/effect essay

Cause/effect is a common pattern of essay organization in which a student writer discusses the causes (reasons) for something, the effects (results) or both causes and effects (Oshima & Hogues, 2006).

Revision

Revision refers to practices in L2 composition classes in which students look again at their writing holistically in order to improve content, organization, and language use. The student writers also make use of the comments from the peers/instructor to revise their essays (Richards and Schmidt, 2002)

Type of comment

The term type of comment refers to 6-step training in the present study: evaluation, clarification, alteration, suggestion/ advice, explanation, and conformation, which the student participants were trained to provide comments on each other essays.

Areas of comment

Areas of comments refer to global and local areas. The global areas refer to idea development, audience and purpose, and organization of writing. The local areas refer to copy-editing such as wording, grammar, structures and punctuation (Liu & Sadler, 2003).

Nature of comment or revision-oriented comments

Comments addressed to the issues of the writing problems that trigger revisions in a later draft.

Interactions

Interactions are the communication in which students exchange ideas or clarify language problems or some misunderstood issues during the peer response activities.

1.8 Limitations of the Study

There are five limitations from this study. First, the number of the sample size in the present study was small (32 samples), so the findings of the present study could not be generalized to the other populations. Second, because the samples of the present study were randomly selected from the population of the English major students at Nong Lam University, Ho Chi Minh city, the findings were just generalized among this population. Third, the present study applied the Single-Group Pre-test – Post-test Design (Leedy & Ormrod, 2005; Robson, 1999; Nunan, 2001; Charles & Mertler, 2004); hence, it lacked a control group to confirm levels of improvements after the training. Fourth, the study did not evaluate every academic genre that students had learned; only the cause/effect essay was taken into account. Finally, the study only investigated the peer response activities in the asynchronous mode.

1.9 Assumptions of the Study

The present study was based on four assumptions. First, the student participants had background in paragraph writing which included a topic sentence, supporting sentences, unity, and coherence in certain types of essays based on two books by Oshima and Hogue (1997 & 2006), Introduction to Academic Writing and Writing Academic English. Second, they were able to communicate in English with their peers and the instructor through speaking, reading, and writing. Third, the presence of the researcher/instructor did not affect the students' performance. Finally, the participants in this study had not attended any training program on blog-based peer response before.

CHAPTER 2

THEORETICAL CONCEPTS AND

LITERATURE REVIEW

This chapter presents the three theories on which the study is based as the foundation and a review of related literature, namely the traditional and CMC/electronic peer response.

2.1 Theories of Second Language Teaching/Learning

The study will be done under the lights of three theories: Cognitive learning, social-cultural learning, and writing process approach theories.

2.1.1 Cognitive Learning Theory

Cognitive learning theory emphasizes on the active metal process involved in language learning, and not simply the forming of habits as the behaviorist views (Richards & Schmidt, 2002). Jackendoff (2002) states that language users need cognitive structures that permit them to understand the goals of communication and to attach significance to the associated metalinguistic signals. Nunan (1993) reasoned that learners would need many lifetimes to learn all the sentences of a language through a process of stimulus-response. Krashen and Terrall (2000) in their acquisition learning hypothesis claim that language acquisition is the natural way to develop linguistic ability and is a subconscious process. To quote Byram (2004), practice of language is actually needed during the time of learning process. Drilling

and repetition are no longer emphasized but instead activities which necessitate active learning. Clark (2003) believes that if learning a language is presented in the form of grammars and dictionaries, the view of language is misleading in two aspects: (a) it removes language from its social setting, (b) and depicts it as a product rather than as a part of a dynamic system for communication. Leki (2002) asserts that learners learn writing by writing in which practice and repetition are primarily concerned in the learning process. Learners apply previous knowledge to new information and withdraw some rules by themselves in the learning process. Meanwhile, errors are not mainly concerned during the learning process and partially self-corrected by the learners in the interactive and collaborative development. Brown (2000) posits learners play the main roles to help one another in the learning process by sending and receiving messages in order to improve their target language.

Based on the cognitive theory, Brown lists eight strategies that learners have used in their learning process. The first of his strategies mentions on the practice and repetition of the target language. Learners should practice the target language naturally and repeatedly in order to assimilate the skills. His second strategy in the learning process is on the receiving and sending messages. In terms of the instructor as a facilitator, the learners play the main roles to help themselves in the process by sending and receiving messages from one another in order to improve their target language. Brown's third, fourth, fifth, sixth and seventh strategies are focused on the ideas of applying previous knowledge to the new language learning tasks. In other words, when learners acquire new knowledge, they know how to relate the new information to other concepts in their memories and consciously construct a meaningful sentence or larger language sequence in a new way. The last strategy of

his considers the learners as creative ones in which if learners get quite new knowledge, they can use available information to guess the meanings, predict the outcomes, or fill missing information. These strategies are applicable to this research of peer response activities in writing process. In brief, Brown's eight cognitive strategies can be summarized as follows:

- Practicing naturalistically and repeating (revising drafts).

- Receiving and sending messages.

- Consciously applying rules to produce or understand the second language.

- Constructing a meaningful sentence or larger language sequence by combining known elements in a new way.

- Relating new information to other concepts in memory.

- Placing a word or phrase in a meaningful language sequence.

- Using previously acquired linguistic and/or conceptual knowledge to facilitate a new language learning task.

- Using available information to guess meanings of new items, predict outcomes, or filling missing information.

In sum, the cognitive theory that emphasizes on the active metal process would be applied into the training in order to help students learn how to control their writing process via e-feedback activities.

2.1.2 Social-cultural Learning Theory

While cognitive learning theory focuses much on learning process, collaboration and much on learner-centered, social-cultural theory comes to serve more on collaborative learning. Its primary focus is learning through socialization.

Communication exchanges among learners, states Owens (2005), have a predictable quality that also facilitates comprehension and learning. Also, Foley and Thompson (2003) suggest that learning a language is essentially a socially oriented process and that language is learned in the participation of others. Liu and Hansen (2005) and Beaners (2006) claim that learning, as well as knowledge itself, is socially constructed. It means that students can learn more from one another than in isolation. Learners acquire new knowledge by a community. According to Dörnyei (2001), language is socially and culturally bound and serves the primary channel of social organization in society. In addition, Jackendoff (2002) posits that language does not subsist in the functional minds of individual alone; it also exists in the social context. Group activities help students make sense of the world and solve complex problems in authentic situations (Hyland & Hyland, 2006). Knowledge is best constructed when learners collaborate together, support one another to encourage new ways to form, construct and reflect on new knowledge. In this case, social interactions and participation of group members play a key role in developing new knowledge (Beaners, 2006).

Based on the social-cultural theory, Brown (2000) also presents four social strategies in the learning process. First, learning process is based on collaboration in which learners work with one or more peers to provide and obtain feedback and to pool information or to model a language activity from one another. Second, while working collaboratively, learners can learn from others instead of from only the instructor. The classroom should have as many instructors as the members of it. Coincidentally, a Vietnamese proverb says, "Hoc thay khong tay hoc ban". It means learning from friends is better than from only a teacher. Third, during the learning

process, the learners can ask the instructor or other learners for help of clarification or verification of their work. In the learner-centered environment, the instructor functions as a moderator to provide feedback or to give some suggestions to direct his learners on the right track. Finally, when working with a group, the learners can be aware of others' thoughts and feelings. This strategy is well-applied for writing process in terms of reader-author-based writing to combine the product and process approaches. In short, Brown's four social strategies can be summarized as follows:

- Working with one or more peers to obtain feedback, pool information, or model a language activity.

- Learning from others.

- Asking the teacher, or others for clarification or verification, and asking for feedback.

- Becoming aware of others' thoughts and feelings.

These principles are the concept of "learning by doing." They incorporate elements of both process and product approach. It seems to be an effective ways for teachers to use the best of both approaches in order to develop those aspects of writing most needed by students. Students take on the main role in a developing story (Lloret, 2003). In short, the social-cultural theory in which students work together, interact and provide comments for revisions to help one another enhance their writing products would shed lights for the current study.

2.1.3 Writing Process Approach Theory

Second language writing has been influenced much by the US native English speaker (NES) composition theory. The methodologies have been changed over time

from controlled writing to guided composition (Reid, 1995; Ferris, 2005). In other words, "the focus has moved from a concern with mechanical accuracy and control of language to a greater emphasis on the development and discovery of meaning through the experience of writing and rewriting" (Hyland & Hyland, 2006). There have been two primary dimensions of methodologies in writing classrooms: product approach and process approach. The teachers who believe in product approach focus solely on accuracy, appropriate rhetorical discourse and linguistic patterns. They focus primarily on reader-based writing for an academic audience with little consideration of student writer's "voice" (Reid, 1995). This approach focuses on the products of writing by examining texts in various ways, either through their formal surface elements or their discourse structures (Hyland, 2002). In other words, the traditional product view focuses on "form" over "meaning" and the finished text rather than on the process in which writing took place (Liu & Hansen, 2005). On the contrary, those who strongly believe in the process approach encourage students to use their internal resources and individuality. These teachers who advocate the process approach attempt to help their students improve fluency rather than accuracy. "The process view of writing sees it as thinking, as discovery. Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing" (Hedge, 2002: 302). In addition, the processes of generating ideas and expressing feelings are more important to individual development than the final product. The writing process mainly focuses on the writer-based approach but excluding the external audiences (Reid, 1995). In the research

development, the process approach is also divided into two categories. One category, based on the Expressivist, Cognitivist, and Situated strands theories, focuses on the writer and describes writing in terms of the processes used to create texts. The other category emphasizes the role the readers play in writing, adding a social dimension to writing research by elaborating how the writer engages with an audience in creating coherent texts (Hyland, 2002). Also, Hedge (2002: 302) stated that in the writing class, "other students and the teacher can be readers: they can question, prompt, support, and provide ideas and language which help the writer to be clear, organized, and accessible to readers". Indeed, each of these approaches has its own strengths and weaknesses. Therefore, the combination of these two in L2 writing classrooms has been suggested by recent research.

In summary, based on (1) the cognitive learning theory which offers a great emphasis on the learning process and "student-centered" approach, (2) the social-cultural theory in which collaboration in learning is the central tenet, and (3) the writing process theory which has much focus on the reader-writer approach, the present study is conducted to investigate the peer response activities of the EFL students writers. First, the cognitive learning theory serves as an essential concept for peer response activities as it encourages students to share their work not only with the teacher, but their peers as well. The benefit of sharing writing is that the writing assignment is not just an individual work, but it becomes a more natural exchange of ideas and reflections with the teacher and the rest of the class (Hedge, 2002). This will bring students to use language in real life and have a strong incentive for clear and effective writing. Second, it is clear that the social-cultural theory is vital for the study because writing develops gradually through discussions and peer response activities

(Wennerstrom, 2006). In other words, the social cultural theory is the foundation for the collaborative learning in peer response activities. Peer responses support process writing with a focus on drafting and revision, enables students to get multiple feedback from their peers, teacher, and self across various drafts, builds audience awareness, helps make reading-writing connections, and builds content, linguistic, and rhetorical schemata through multiple exposures to a text, state Liu and Hansen (2005). Finally, Hedge (2002) suggests L2 writing teachers an important principle of writing process into their professional practice. Teachers need to provide time for learners to write in the supported learning environment of the classrooms. When students are given more time, they can benefit a lot from their planning phases, drafting, and revision. The value of providing time for writing is that the teacher can focus mostly on the role of revision. This setting of time will stimulate students to be responsible for enhancing their own work.

2.2 Review of Related Literature

According to Liu and Hansen (2005), there are two modes in peer response. The first mode refers to the traditional mode including both written response through pen-paper and face-to-face communication in which peers are sitting together and making comments on each other's papers. When students read the peers' drafts, they are provided some guiding questions from the peer response sheet. Then, based on the guiding questions, students can comment their peers' papers in different ways. They can draw a line between words or sentences, underline or circle some phrases for attention, and even use colored pens to denote different types of comment. In addition, students use written comments to assist face-to-face communication in case

they do the comments under the absence of the authors. Also, the oral communication helps written comments in terms of clarity and understanding among the peers. The second mode of peer response is the innovative mode which relies heavily on Computer-Mediated Communication (CMC), and breaks the traditional boundaries of written and oral formats. Computer-mediated peer response refers to both asynchronous communication, such as E-mail, forum, blog, and to virtual synchronous conversation in multi-user domains object-oriented (MOOs), such as online chat room of Skype, Yahoo Messenger, Google Talk, Windows Messengers, and more. Such CMC – exchanges of textual, audio, and video information through computer networks – can afford an additional means of learner-to-learner communication. In fact, CMC extends the interaction possibilities among students beyond the classroom walls. This mode will be discussed in details in the later part of online peer response in L2 writing.

2.2.1 Benefits of Traditional Peer Response in L2 Writing

Peer response has been widely applicable in many L2 writing classrooms because of its benefits. First of all, to quote Liu and Hansen (2005), peer response supports the writing process in the activities of drafting and revising and enables students to receive multiple feedback from their peers and from their teacher). Second, Liu and Hansen posit that peer response helps students improve their writing quality and provides them with the opportunities to test their knowledge and learn from one another. Third, Hyland and Hyland (2006) assert that the peer revision task allows both reader and writer to consolidate and reorganize knowledge of the L2 and make this knowledge explicit for each other's benefit. Fourth, some studies such as Berg (1999); Liu and Hansen (2005); Bitchener et al. (2005); Min (2006) find that

peer response impacts much on students' on revision. Based on the feedback from their peers, students revise their texts in quantity. Fifth, peer response activities in classrooms help second language learners not only their writing abilities but also the targeted language abilities through the negotiation of meaning that typically takes place during peer response (Berg, 1999; Liu & Hansen, 2005). Sixth, it helps student writers develop audience awareness, so writers review their writing under the eyes of others (Zamel, 1982 in Liu & Hansen, 2005). Even during the early steps of constructing paragraphs, Liu and Hansen also believe that peer response activities helped learners formulate topic sentences more clearly, add details to their paragraphs, discover their own most frequent errors, and learn new vocabulary, organizational patterns, and grammatical structures from each other. In terms of enhancing from traditional methods of product-approach, Hyland and Hyland (2006) claim that the form feedback takes is extended beyond the teacher's marginal notes to include oral interaction involving the teacher or the students themselves. The focus of peer response moves from a concern with mechanical accuracy and control of language to a greater emphasis on the development and discovery of meaning through the experience of writing and rewriting. Seventh, not only is peer response fruitful to learners, but it is beneficial to the instructors as well because "peer response activities can reduce the writing teacher's workload and can impart to the teacher important information about individual students' reading and writing abilities and their understanding of what constitutes good writing" (Mittan, 1989 in Liu & Hansen, 2005: 10).

> Feedback has been seen as a key element of students' growing control over writing skills in genre-oriented approaches, where social cultural theories of scaffolded instruction and learning as a social practice are important". From a socio-cognitive perspective peer review can be

seen as formative developmental process that gives writers the opportunities to discuss their texts and discover others' interpretations of them (Hyland & Hyland, 2006).

2.2.2 Research on Traditional Peer Response

Research has traditionally investigated the use and benefits of face-to-face feedback including written and oral comments. The written comments have been used to assist the face-to-face communication in the absence of authors, and the oral pattern have been used to help the written comments in terms of clarity and understanding among the peers (Liu & Hansen, 2005). During the activities of feedback, guiding questions have been provided in the peer response sheet. The responders could draw a line between words or sentences. Also, they could underline or circle some phrases for attention. In addition, they could used colored pens to denote different types of comment (indirect comments). They could locate the errors or write some suggestions for meaning changes (direct comment) (Liu & Hansen, 2005).

There have been quite a few studies on comparison between instructor's and peers' response and the results are mixed. Hyland (1998) investigated the impact of Instructor written Response on Individual Writers; Nelson and Carson (1998) investigated the ESL Students' Perceptions of Effectiveness in Peer Response Groups; Tsui and Ng (2000) studied the roles of instructor and peer comments in revisions in writing among secondary L2 learners in Hong Kong; Hyland (2000) investigated written instructor response, but also examined how such written instructor response interacted with other aspects of the context, including other forms of response such as instructor oral response in writing conferences and peer response; Nguyen (2002) conducted a survey in Vietnam to investigate the instructors' practices in giving errors

responses to second year and third year students' writing; Yang et al. (2006) investigated two types of response from peer and instructor to EFL students in China; and Jones et al. (2006) studied the interactional dynamics in online and face-to-face peer-tutoring sessions for second language writers.

The findings of these studies are still mixed in terms of preferences of the instructor' responses over peer responses. Nelson and Carson (1998) found that students preferred the instructor's comments over those of other students and viewed grammar and sentence-level comments as relatively ineffective. Tsui and Ng (2000) and Yang et al. (2006) found that instructor comments were more favored by most students than peer comments and induced more revisions which yield good results on the instructor's response. In addition, Hyland (2000) found that cultural factors made students feel uncomfortable with the peer response situation and discouraged them from being critical of each others' work. However, in a case study, Hyland (1998) described in details of two students who received instructor response during the course and found that the two students both started the course with positive feelings towards writing and ended it feeling very demotivated and lacking in confidence. Also, Nguyen, T. K. Thu (2002) found that there was a positive shift in students' priorities from traditional instructors' writing response to more involving methods like peer response and self-response. Jones et al (2006) argued that force students to make a choice between peer comments and instructor comments are misguided because peer and instructor comments should not be mutually exclusive. Also, Jones et al. added, when students were not forced to make a choice, they welcomed both peer and instructor comments. Tsui and Ng asserted that peer comments have roles to play that cannot be filled by instructor comments.

Hyland (2000) indicated that the relationships between instructors and students are both complex and unequal in terms of power. The students would be expected to take full responsibility for their own writing and to revise it on their own, using their own strategies. Instructors should consider ways of helping students to do this and try not to control the response process too rigidly because the instructor interventions may lead to students relinquishing control of their writing and revision processes, as well as their written products. Hence, in some circumstances, instructors should encourage students to take more responsibility for their own writing, by allowing them to make their own decisions about their use and sources of response.

The reasons for the preferences of instructor response were found by Tsui and Ng that students have more confidence in instructor comments because the instructor is considered more experienced and more authoritative. Moreover, instructor comments were considered to be of better quality. They were more specific, were able to explain what the problems were, and were better able to make concrete suggestions for revision. Yang et al. also found some reasons that students said the instructor was more "professional," "experienced," and "trustworthy" than their peers. Furthermore, Treglia (2006) indicated that the students appreciated receiving comments of encouragement and found their instructors' written commentary helpful in improving their writing. The most common reason for the rejection of peer response was that the writers did not accept the response for the reason that it seemed "incorrect" to them. Also, Hyland (2000) claimed that cultural factors made students feel uncomfortable with the peer response situation and discouraged them from being critical of each others' work. Rokams (1999) explored the Chinese EFL students' attitudes to peer

response and peer assessment in an extended pair-work setting and found that students were unsure about its fairness and felt less comfortable to the peer assessment.

Despite the reasons for priority on instructor response, when having close looks at what types of response that the instructor actually provided to the students' writing and the impacts of those towards student revisions, researchers found many limitations. First, in terms of response types, Hyland (2000) found that the instructors tended to view student use of response as a fairly passive process, focusing on the immediate products. They treated the drafts they dealt with as finished pieces, and although their protocols showed some awareness of individual students and their specific problems, there was a tendency for them to focus on 'fixing up' the texts in front of them when giving response. Also, Nguyen (2002) found that, although the instructors were aware of the current trends such as applying peer response and self-response, an analysis of their comments presented a continuing preoccupation with grammar. In addition, Montgomery and Baker (2007) in their study of Instructor-written response: Student perceptions, instructor self-assessment, and actual instructor performance, found that the instructors generally gave little response on global issues, such as organization, and a large amount of response on local issues, such as grammar and mechanics, throughout the writing process. Second, in terms of the impacts on the student revisions, Hyland (1998) asserted that the students' revisions did not incorporated with the instructor response, or if so, it occurred on the surface level. Yang et al., (2006) found that peer response appears to bring about a higher percentage of meaning-change revision while most instructor-influenced revisions happen at surface level. Paulus (1999) found positive results that both peer and instructor response contributed to the revision process, with instructor response

influencing more changes and being prioritized more by students and required revision did significantly improve the essay scores of the class.

The facts shown above indicated that the majority of instructor response to students' writing was prior to the local rather than the global areas. However, despite the students preferred the instructor response, peer response also played an important role in the learning process in terms of "learner-centered" approach. Jones et al., 2006) stated that students still welcome peers' comments when they have a choice. In addition, Roskams (1999) posited that peer response was generally perceived as useful and occurred often although about five percent of students did not enjoy the collaborative learning arrangement, and in these cases there was less interaction. The overall response to peer assessment as a learning experience was favorable, but students were unsure about its fairness and felt less comfortable about it as an assessment exercise than as a learning exercise. Therefore, there should be a need for training peer feedback.

2.2.3 Trained Peer Response

Despite most students preferred teacher' feedback, researchers still found beneficial from peer feedback in terms of more active involvement and encouragement of autonomy (Yang et al., 2006); and the responsibility that students should take in their own learning process (Hyland, 2000), researchers attempted to train students in the peer response activities.

Berg (1999) investigated a research study on effects of trained peer response on ESL students' revision types and writing quality. The researcher conducted the research through a comparison of 46 ESL students (22 females and 24 males) in an intensive English program at a university in a large city on the U.S. East coast. The

participants came from 19 different countries, divided into two groups. One group was trained in how to participate in peer response to writing and the other was not trained. Each student's first and second drafts were put side-by-side and compared sentence-by-sentence. Every instance of a difference between the first and second drafts was marked. Each difference was then judged as to whether it constituted a change in meaning or not. Then to determine if peer response training influenced student writing quality, a difference score was calculated for each student. Quality of revisions was measured by the degree of difference between the two scores using TWE-based scoring criteria. The first and second drafts were read blindly by two trained raters. If there were some differences in scoring, the third rater scored the essay.

The results of this study found that peer response can teach students academic writing because, in discussing their own and other essays, students have to actively apply their knowledge of such aspects as a thesis statement, the development of ideas, and the different types of organization. Therefore, students have opportunities to put into practice the abstract ideas about academic writing presented by their teacher and textbooks. In addition, the discussion of ideas and language in peer response may even help students to discover viable text alternatives to unclear aspects of their writing. More importantly, the research also found that watching a peer's approach to reading one's text might serve as a model for how to read text through the eyes of someone else. It may then help students to develop a better sense of how to read their own texts from a perspective of an audience, what questions to ask, and how to systematically examine their text with the purpose of improving it. There should be

one space in this research to study how the students perceived peer response and felt after the training.

Min (2005) aimed to conduct a study in order to train students to become successful peer reviewers. Participants in the study were 18 EFL sophomore students in the researcher's composition class at a large university in southern Taiwan. All of them were English majors with intermediate English proficiency. They were introduced to the practice of peer review at the beginning of the fall semester. The training session was composed of two phases. The first phase was an in-class demonstration and modeling which lasted 2 hours per week for a total of 4 hours. During the in-class training, she taught students how to make comments on essays composed by former students by modeling to them the four-step procedure. Techniques for implementing each step were also modeled in class. After the demonstration, the students were required to do peer review for the second and third essays in class. The second phase was two 30-minute teacher–student conferences outside of class. After the 2nd and 3rd peer review, the researcher collected reviewers' comments and checked them carefully. Then she held two 30-minute conferences (one after each peer review) with each reviewer. After the four-hour in-class training and 18 hours of teacher–student conferences outside class, the researcher required the students to compose the last essay at home and bring their drafts to class for peer review. The students were allowed two full hours to provide written comments on two of their classmates' compositions in class with the aid of the guidance sheet. In terms of data collection, the researcher the researcher collected students' comments and carefully compared them with the peer review feedback generated prior to training, that is, comments produced during the peer review for the

first expository essay. Both quantitative and qualitative methods were used. The quantitative analysis was mainly a text analysis, comparing the number of comments, words, the number of comments on global and local issues, and the number of steps each comment contained before and after training. Regarding the qualitative analysis, the researcher analyzed students' reactions to this training in their journal entries as well as the tone and language in reviewers' comments.

The study found that the numbers of comments and words produced post-training were significantly higher than those prior to training. The results show no significant mean difference in the number of comments that contained only one step before and after training. However, there were significant mean differences in the number of comments that included two and three steps. These findings suggest that while students still generated the same amount of comments that contained only one step, the number of comments containing more steps increased significantly. This phenomenon is an effect of the training. In addition, the students were able to provide a greater amount of feedback on the global features after training. Furthermore, the mean difference in the number of comments on global issues before and after training reached significance. This indicates that students tended to allocate more attention to macro issues such as idea development and organization post-training. Besides, the qualitative results show that, in the aspect of a reviewer, all 18 students expressed positive comments in their journal entries about this training. They all pointed out that the four-step procedure helped them become better reviewers, although following the four steps was both time- and energy-consuming. Students benefited from this training in four different aspects–skill improvement, language acquisition and self-monitoring and confidence building. Also, in the aspect of a writer, fifteen students

thought that the training helped them as writers. They learned from their peers how to focus their ideas and view things from different perspectives.

Min (2006) examined the impact of trained responders' feedback on EFL college students' revisions, both in terms of revision types and quality. The study took place at an urban university in Southern Taiwan. Participants were 18 sophomores in the researcher's writing class. There were 16 females and 2 males, and their average age was 19. All the participants were native speakers of Mandarin Chinese and had passed the Intermediate Level English Test of the General English Proficiency Test (GEPT) administered by the Language Training and Testing Center in Taiwan before being admitted to the Department of Foreign Languages and Literature at the university. None of them had peer review training prior to the study. They were all in the English major, and their class here focused on the expository essay writing skills. The instructor adopted a modified "writing cycle" (Tsui & Ng, 2000) in designing her writing class. The process of learning included brainstorming, writing the first draft, written peer feedback, writing the second draft, oral presentation and peer oral response, teacher–writer conference (both oral and written comments) on the second draft, writing the third draft, teacher's written feedback to the third draft, and writing the fourth draft (final) draft. Data collection was included writers' drafts, revisions, and peers' written feedback of the first and fourth essays for analysis.

The results show that trained peer review did enhance the quality of students' revisions, given that 90% of their revisions were based on trained peer review feedback. Most of the revisions after peer review training were improved in terms of idea development, unity, and organization. Thus, the overall quality was enhanced. In other words, trained peer review has a positive impact on refining reviewers'

comments and communication strategies and writers' subsequent revisions is similar to the finding thesis in experimental study of Berg (1999). Furthermore, another finding is that peer written feedback drawing more fruitful than peer oral responses in terms of writing outcomes. Significantly, the result of this study also demonstrated that 77% of the trained peer review feedback was incorporated into students' revisions, which constituted 90% of the total revisions. The study focused too much on teacher-students conference (teacher's comment on the second and the third drafts). In terms of students who take the primary roles in the learning process (Lloret, 2003), there should be more activities for students to do their peer reviews in order to learn from one another.

All the above findings on peer response in the traditional feedback in L2 writing classes convince the researcher of the current study in several aspects. First, when students read many of their classmates' writing online, they can get more fruitful benefits for their products. In addition, the support of technology will surely help students with more collaborative learning including self-awareness of weaknesses and strengths and reader-based writing. Second, since students' written papers are supported by technology, they will find much help from the word processor to do better texts than just pen-based texts. Finally, in the environment of writing with technology support, students are provided with greater interactions during the learning process and get them more opportunities to learn from one another.

To sum up about the benefits from peer response activities, the researcher takes a common conclusion of Lui and Han's (2005) that peer response activities help students take charge of their own learning, build critical thinking skills, and consolidate their own knowledge of writing. In terms of social effects, peer response

activities can enhance students' communication, build their social skills, and provide them with a supportive social network. Linguistically, peer response activities are considered good opportunities for students to build their own linguistic knowledge, enhance participation, and improve both oral and written discourse. However, to take more advantages of peer response, bigger groups of three or four instead of one-on-one conferences should be applied in order that students can benefit more from their peer reviews to gain broader ideas into their writing. In addition, reflections from students after the training should be investigated in order to perceive a depth look at both sides between instructor and students. During the feedback activities from the instructor and peer reviews, the same structured peer feedback sheet should be used for both instructor and learners to gain valid results. Finally, more chances feedback should be applied for peers in order to encourage students to take their main roles in the learning process. In order to fix some weaknesses above, technology has been widely applied in L2 writing classes by number of researchers.

2.2.4 Electronic Peer Response in L2 writing

The Internet World Stats (2007) has shown that English is the most language used by the Internet users with the number of 365,893,996 users among the top ten languages. Also, the number for the 2007 estimated World Population for the Language increases to 2,042,963,129 while the second top language of Chinese is up to 1,351,737,925. Hence, in terms of global communication, teaching/learning English as a second (ESL) or foreign (EFL) language is widely a fact to be addressed by researchers, and the application of software or web-based in the writing classes is very popular.

2.2.4.1 The Development History of Electronic Peer Response

The use of Computer-Mediated Communication (CMC) in performing peer review is becoming a crucial tool for the teaching of ESL writing nowadays (Liu & Sadler, 2003). According to Ware and Warshauer (in press in Hyland & Hyland, 2006), there have been three strands of research on electronic feedback for second language writing. The first strand is the automated feedback and writing assessment, also called the software-generated feedback to replace or enhance direct human feedback. There are plenty of such kinds of software to automatically provide feedback or rate writers' written work in just a few seconds after submitted. The popular kinds of software are known as Criterion e-rater (Burstein & Chodorow, 1999; Attali & Burstein, 2006); TOEFL essays (Chodorow & Burstein, 2004); and My Access! Developed by Vantage Learning (Lee, 2006); Easy Writer (Boris, 2000); Markin32 (Burston, 2001). In these modes of e-rater, students can post multiple essays and receive holistic scores on their final drafts. Take an example of My Access! software, after posting the essays on the program, students can automatically and immediately receive feedback on their own writing about the linguistic features and contents, the organization of the essays, and the outcome scores are also included. The advantages of the electronic feedback are to save large amounts of time for the instructor to conduct other types of writing instruction (Ware & Warshauer), and to receive feedback very fast from the software. Burston (2001) stated that using a computer-based composition annotation program, Markin32, can contribute to the reduction of correction loads for instructors and the improvement of the quality and usefulness of composition feedback for students. However, the automated feedback is not a real audience for the student writers to practice their writing in the authentic

world and it does not include the social and interactional environments for learners in the writing process, and the it remains unclear what advantages these new products will offer [to the learners]. In addition, the potential of automated essay evaluation for improving student writing is an empirical question, and virtually no peer review research has yet been published that examines students use of these programs or the outcome (Ware & Warshauer). Hence, this type of feedback is not concerned in this study. The second strand of e-feedback is Technology-enhanced peer response and writing instruction by which human feedback through technology. Much of research has done to compare the traditional face-to-face with computer-mediated peer feedback and draw plenty of benefits from it (Sullivan & Pratt, 1996; Sadler & Liu, 2003). Ware and Warshauer (2006) asserted that electronic feedback through peer response increases student writing output, enhances student motivation, provides a nonthreatening environment, makes papers more readily available for sharing, and allows instructors greater opportunity to monitor peer response. The last strand of electronic feedback is the differentiation among forms of electronic feedback. This strand of research is framed by socio-cultural and socio-cognitive perspectives. Researchers examines differentiation within electronic modes, expanding from a specific focus on academic modes of L2 writing to a notion of feedback that encompasses other communicative modalities. The researchers/instructors integrate technology as a resource into their writing classrooms (Warschauer, 2002). They require their students to make use of e-mail to communicate in asynchronous time, or online chat (synchronous time), or other kinds of multimedia authoring to encourage collaborative learning, which encourage the students to take responsibility for their own learning both inside and outside the classroom. However, the present study make

use of the theory of social-cultural and the theory of cognitive learning; therefore, the second and the third strands of human feedback are taken into account.

2.2.4.2 Benefits of Electronic Peer Response

Electronic peer response has been found beneficial to L2 writing learners. First of all, Computer-mediated communication (CMC) allows students to take a more active and autonomous role when seeking feedback since they can raise questions whenever they want to and take the initiative in discussion (Warschauer, et al., 1996). This can be seen as the nature of technology. Second, CMC extends the interaction possibilities beyond the classroom walls and hence "beyond its time constraints and the usual limited circle of interlocutors of classroom pair and group work" (Belcher, 1999 in Liu & Hansen, 2005: 83). Third, student conferencing is also said to make discussion more "student-centered", foster a sense of community, encourage a sense of group knowledge, and increase student participation, since there are more opportunities for student-student interaction with the teacher as facilitator (Warschauer, 2002). Furthermore, electronic discourse provides an audience of peers beyond the instructor, which helps heighten awareness of audience and of communicative purpose (Ware, 2004). In addition, technology is a social facilitator in order to provide students opportunities for collaboration, group work and interaction (Liu & Yang, 2005; Oliver and McLoughlin 1998; Beauvois, 1995; Sringam, 2000). Also, computer-assisted discussion has been demonstrated to be more democratic than face-to-face discussion. Teachers or a few outspoken students are much less likely to dominate computer-assisted discussion as the medium encourages more equal participation, resulting in class discussions which are more fully collaborative (Warschauer, 1996). In addition, computer-assisted discussion, which takes place in

writing and allows more planning time than does face-to-face talk, features language which is lexically and syntactically more complex. Ware (2004) claimed that writing with their web-based, students perceived their views of themselves as writers, and their relative comfort level with their peers in the classroom. As for the quality of writing, Pratt and Sullivan (1996) claimed that computer-assisted classroom has positive effects and really improves students' writing quality. More remarkably, Braine (1997) claimed that CMC enhanced students' confidence in writing and increased quantity in both peer and teacher feedback. DiGiovanni and Nagaswami (2001) found that when students were online, they remained on task. In addition, in the online peer review, students need not depend on their memories to revise their drafts based on the peers' oral comments, because now they can rely on printouts. Teachers can monitor and train peer dyads individually, and assess the impact of the peer review on their revised drafts. Remarkably, González-Bueno (1998) posited that the Internet offers an endless list of pedagogical possibilities to both language teachers and learners, and Shudooh (2003) indicated that computer-assisted learning helps students become independent learners. Therefore, as educators, it is our responsibility to take advantage of these opportunities and to offer our students the best and most effective educational tools to motivate them and enhance their foreign language skills. However, apart from the benefits of e-peer feedback, there are some literature gaps among the research studies.

2.2.4.3 Studies on Electronic Peer Response

In the development of human feedback in which teacher/peers respond to student writing, there are two main categories to be addressed by researchers (1) the

computer-mediated communication (CMC) mode versus the traditional mode, and (2) the effects of feedback on revisions.

2.2.4.3.1 CMC mode vs. traditional mode

Research first investigated the writing efficiency in the two different environments (face-to-face vs. CMC environment) in order to prove that whether one could replace the other. However, the findings of studies have been in line of debates categorized in (1) improvement in writing quality, (2) and comments and interactions.

Sullivan and Pratt (1996) implemented a qualitative and quantitative research of a comparative study of two ESL writing environments: a computer-assisted classroom and a traditional oral classroom. The study aimed to examine students' attitudes towards writing with computers, writing apprehension, and writing quality. 38 students whose native language is Spanish from the University of Puerto Rico at Mayaguez, participated in the study. This study was conducted over a 15-week period. The participants were from two classes taught by the same teacher to avoid any effect from teaching style and materials used. The researchers made use of the Daedalus Computer Program developed by The Daedalus Group Inc. because it supported collaboration and social interaction in the classroom. In addition, this program has several useful modules such as a word processor, a message system (Mail), and a real time electronic discussion program (Interchange) in order to analyze the collaboration and classroom discussion. The process methodology was employed in both classes which emphasized multiple drafts, peer and teacher responses to drafts, and dialogue learning logs. Students in both classes were given a seminar on how to respond to their peer's writing by using techniques (adapted by Spear, 1988). The researchers collected data from transcripts (computer-assisted class) and

audio/videotapes (oral class) of large group discussions and peer response groups pre- and post-test scores.

The results of the quantitative analyses showed that the writing environment had no effects on attitudes toward writing with computers or writing apprehension; however, writing quality did improve in the computer-assisted classroom. In addition, the qualitative analysis of the data indicated that types/patterns of discourse in the two writing environments were clearly different, in which the oral class had only 50% student participation where the computer-assisted class had 100%. During large group discussions, the teacher's role was minimized in the computer-assisted classroom, while the opposite was found in the oral classroom. During peer response group sessions, the comments made in the computer-assisted classroom were more focused although in the oral classroom, the comments were more numerous. These findings support other research showing positive effects for the use of networked computers in writing classrooms. In this study, the researchers made use of the Daedalus Computer Program developed by The Daedalus Group Inc. which limited the learning process in just the period time of the course while learning to write need a life long practice (Jacobs & Renandya, 1999). This means the tools should be widely used by the Internet users in the authentic world such as Blog, or forum.

Braine (1997) conducted a study to compare ESL students in first-year English classes writing in two contexts: in a networked computer class and in a traditional lecture-style class. The aim was to determine which setting promoted better writing, more improvement in writing, and more peer and teacher feedback. The study was conducted at a medium-sized state university in the southeast United States. The participants in this study were 69 students enrolled in four sections of Composition II

specially designated for ESL students in the Winter and Spring quarters of 1994. Thirty four students were enrolled in classes that used the network, and thirty-five students were in classes that were taught in the traditional manner and in which the students used the computers for word processing. Students wrote three major assignments during the academic quarter. The first was a short paper based on personal experience (expressive writing); the second was a longer descriptive paper (informative writing) based on two library sources; and the third was a 1,250 word persuasive paper based on more extensive library research. All three papers were written on the same topic the students had chosen at the beginning of the quarter. The process approach was followed throughout the course, with small group discussions, peer reviews, teacher feedback, occasional teacher-student conferences, and multiple drafts of papers. In the networked classes, a number of subgroups were formed, consisting of three students for each. At the beginning of each class, students transferred word-processed first drafts to their respective subgroup to the network. Then feedback, based on the instructions in the peer-review form, was provided within the subgroup by the teacher as well as by other students in the group. In the traditional classes, students sat together in groups of three or four for peer-review sessions. They brought hard copies of their first drafts to class and provided feedback to classmates on hard copies (in the form of marginal comments, etc.) and on peer-review forms that were provided. At the end of the class, first drafts and peer reviews were handed over to the teacher, who provided comments and suggestions with pen and paper. The data from the networked classes consisted of first drafts and final versions of papers written on the same topic by students in response to assignment 1 of the Composition II course. The total number of papers was 138, of which 68 papers

were written on the network and 70 were written in the traditional classes. Peer reviews and teacher comments on student papers were also collected. In the traditional classes, marginal comments written by students on classmates' first drafts and on peer-review forms and comments and suggestions made by the teacher on the first drafts were considered.

The study found that holistic scores for first drafts and final versions of student papers clearly indicated that writing quality in networked classes was better than in traditional classes. However, papers in traditional classes showed a slightly higher mean improvement (0.4) between the first final drafts, while papers in networked classes improved by 0.3. In addition, most discussions, analyses of student papers, and feedback on in-class writing occurred on the network. In terms of peer review, each student in the networked classes wrote an average of 480 words during the sessions, more than twice the number of words written by students in traditional classes. However, the findings of this study in the context of the southeast United States showed the writing quality in networked classes was better than in the traditional ones and that network was an ideal context for training writing. However, 4 years later in 2001, the same researcher did similar study in the setting at a Hong Kong University, and found an opposite result. In addition, the Networking software in this study in terms of group discussion was appropriate for synchronous pattern not for asynchrony. Therefore, most of the discussions appeared in the classroom time (twice a week/100 minutes/each). Although this was the purpose of the researcher, it did not directly encourage students to do their learning outside classroom. Also, Sullivan and Pratt had the same limitations of lifelong learning because the software was not widely used among Internet users.

Braine (2001) conducted a study of English as foreign language (EFL) writers on a local-area network (LAN) and in traditional classes. The study was done at a University in Hong Kong. The research aimed to determine which context—LANs or traditional writing classes—produced better writing and more improvement in writing. 87 Chinese undergraduates participated in the study. Most students were in their first or second year of study at the university. During the three semesters, 44 students were in LAN classes and 43 students were in traditional classes. In the LAN classes, all the discussions centered on readings from the textbook, feedback on in-class writing, and peer reviews took place on the LAN. In the traditional classes, these interactions occurred orally. The peer reviews in both the LAN and the traditional classes were allocated 100 minutes. Students were randomly assigned to groups for peer reviews and asked to share hard copies of their first drafts with members of their group. The data consisted of first drafts and final versions of papers written in response to Assignment 1 of the course. In addition to student papers, peer reviews were also collected. In LAN classes, these consisted of transcripts of the subgroup; in traditional classes, tape recordings of face-to-face feedback were used. The quality of writing and the degree of improvement between first and final drafts were analyzed during the study by holistically scoring first drafts and final versions of student papers.

The study found that although first drafts in LAN classes were qualitatively higher than in traditional classes, final drafts in traditional classes were of a higher quality. Further, drafts in traditional classes improved more. Besides, the overwhelming quantity of writing produced and the disjointed nature of LAN discussions were seen as obstacles to the enhancement of EFL students' writing on

LANs. This study implies that different settings yield to different results. The researcher did not measure the length of comment in comparison with the one in 1997. Pedagogically, LAN Network allows real-time conferencing only. Student writers could not participate in the learning process outside the classrooms. Although the results were prior to the traditional classes, the study should explore the opinions from the technology users to obtain more in-depth data to investigate how comfortable the students were with the technological supports.

Lightfoot (2006) investigated the use of email and face to face communication in an educational environment. The study was done at University of Northern Colorado, Monfort College of Business, Greeley, USA. The study described an empirical research project to investigate the amount of thought students put into e-mail communication versus traditional face-to-face communication. The student sample was drawn from classes in a college of business administration. Data were collected via a paper-based survey questionnaire that was administered during class to 28 sections of courses over two semesters. The classes surveyed represented the full range of student majors within the college. Within these classes, student classifications ranged from freshman to senior. Participation in the survey project was anonymous and completely voluntary. A total of 596 completed questionnaires were collected out of a population of approximately 840 students. Data from these surveys were coded into SPSS™ and initially analyzed using basic frequency analysis and the chi-square goodness-of-fit statistic.

The results of this survey indicated that the majority of students put significantly more thought into e-mail communication with the instructor and groups of peers than they do for equivalent face-to-face communication. On the other side,

students tended to put about the same amount of thought into e-mail compared to verbal communication with individual peers. Finally, the findings concerning the differences in thought put into e-mail messages based upon technology comfort and gender should be of interest to instructors' fine tuning course designs. This project limited in focusing only on email compared with face-to-face. It would be more benefits if information was available concerning student preferences for other, non-face-to-face, media such as writing in a forum or blog, online text chat, and instant messaging.

Jones et al. (2006) conducted a qualitative and quantitative study to investigate on interactional dynamics in online and face-to-face peer-tutoring sessions for second language writers. All of the clients were Chinese students in the Department of English and Communication who were enrolled in a first year composition course and 5 female tutors, 3 of them in the 2nd year, 2 from the 3rd year of the English course a university in Hong Kong. The study is part of a larger project which involved the setting up and monitoring of a peer-tutoring center within the English department of a university in Hong Kong. The data are composed of two corpora, one consisting of the transcripts of six face-to-face consultations (totaling 633 turns/680 moves) conducted by five different tutors, all audio recorded with the informed consent of both tutors and clients, and the other consisting of the logs of 18 ICQ tutoring sessions (totaling 591 turns/613 moves) conducted by the same tutors, with many of the same clients. The data were coded for move types using MaxQDA software for the qualitative analysis of textual data. They were also coded for the topics participants discussed using a classification system that grew from the data itself.

The study found that face-to-face interactions involved more hierarchal encounters in which tutors took control of the discourse, whereas on-line interactions were more egalitarian, with clients controlling the discourse more. Differences were also found in the topics participants chose to focus on in the two modes, with issues of grammar, vocabulary, and style taking precedence in face-to-face sessions and more "global" writing concerns like content and process being discussed more in on-line sessions. However, the researchers did not consent to the implication that online mode resulted in learners taking their responsibility in the learning process. Furthermore, the researchers claimed that forcing students to make a choice between peer comments and teacher comments are misguided because peer and teacher comments should not be mutually exclusive, and when students were not forced to make a choice, they welcomed both peer and teacher comments.

2.2.4.3.2 Implications for the Present Study I

The improvement in the writing quality based on the literature seems to be questionable to the researcher of this study. The findings showed that though the quality of the writing in the electronic mode was better than the traditional mode, the improvement in quality was less than that in the traditional face-to-face mode (Braine, 1997, 2001) and that the LAN discussions were seen as obstacles to the enhancement of students' writing. There should be more considerations into these aspects. First, there should be sufficient time for computer literacy in order that students get used to using it. Second, if the software is favorable to the students, then they may get involved more in the learning process in case of Lightfoot's (2006) study, and more focus of comments (Jone et al. (2006). More importantly, the training process of peer response in the electronic mode should be extra cared until there is no effect on

attitudes towards the writing environment (Sullivan & Pratt, 1996) to see that if different setting might yield different results (Braine, 2001).

2.2.4.3.3 The Effects of E-peer Response

In the theory of writing process as mentioned earlier, the revision process is one of the primary concerns among researchers. Student writers either revise the writing by themselves or revise their products based on the comments from multiple sources from teacher or peers. The literature has shown three arguments on (1) types of comments; (2) impacts on revisions; and (3) preferences of peer response modes.

Liu and Sadler (2003) investigated a study to see if there were some differences between the effect and affect of peer review in electronic and traditional modes on L2 writing. The participants for this study consisted of 48 students taking second semester freshman composition at a large southwestern university in the United States during the spring semester of 2000. The age of the students ranged from 17 to 28 years, with the average age being 20. Two classes, each with 24 students, took part in the study. The first class (traditional group) contained only non-native speakers of English, while the second class (technology-enhanced group) was a mixed section containing seven native speakers of English (all from the United States) and 17 non-native English speakers. In each class, students were divided into six peer review groups. The two groups followed the same basic syllabus, but the activities for the computer-enhanced group were performed on computers, for example, using Microsoft Word for in-class writing assignments, using the commenting features in Word when writing journal assignments, and using a MOO for class discussions. This study contains data from multiple sources. First, a personal information sheet was

collected from each student at the beginning of the semester. It recorded students' demographic information and their attitudes towards peer review and the use of technology in the classroom. Second, data related to one of the three required student essays for the course were collected: three drafts from each student, peer review comments made on the initial draft, two follow-up questionnaires, informal interviews with the student, and transcripts of classroom peer review interaction. Before the students turned in their rough drafts, they had attended a two-part training session to ensure that they were well informed about the rationale and the procedures of the peer review process. To ensure that the revisions observed in the second draft were derived only from the peer comments, teacher comments were not made on the paper until the second draft had been turned in.

The findings show that the overall number of comments, the percentage of revision-oriented comments, and consequently the overall number of revisions made by the technology-enhanced (CMC and online chat room) group were larger than those by the traditional group. Also, the participants in the technology-enhanced group tend to find CMC interaction affectively more appealing. However, the study found that face-to-face interaction resulted in a more positive response with more focused feedback and more questions and interactions among peers. In light of the differential effects within each commenting mode and interaction mode (CMC versus face-to-face), the researchers suggested that electronic peer review should be combined with face-to-face interaction in the traditional peer review rather than as a replacement. The study required students to use disc to exchange the comments which seemed to take more time than used the media such as email, forum, blog…

Rodriguez (2003), on his doctoral dissertation, did a case study to investigate the computer-mediated peer response and its impact on revision in the college Spanish classroom, and also to examine the factors that influenced how students wrote their comments, and how students perceived the use of computers for peer response. The participants of the study were twelve students of intermediate Spanish (9 female and 3 male students) in a public university in the southeastern United States. Ten of the participants were Spanish majors and minors, in their junior, senior and sophomore years, and two of them were non-degree seeking students. Ten of the participants were 19 to 23 years of age, while the remaining two were 69 and 71 years old, respectively. Except for one native speaker of Portuguese, all students were native speakers of English. Ten students perceived their level of proficiency in Spanish language as intermediate, whereas two students considered they were novice. Two students had never participated in peer response activities. Another two reported that they didn't have a computer at home. Eight of the twelve students considered themselves advanced in the use of word processing programs and two students considered themselves at an intermediate level. From the beginning of the course, the students were introduced to a process-oriented approach, which engaged them in a series of four writing cycles. Each writing cycle lasted two weeks and consisted of the production of a 400- to 500-word paper in Spanish. This length of writing would allow the students to demonstrate the use of different points or arguments and different sources of information in their writing. The cycle started with the students reading Web pages on a topic of their selection. This was followed by face-to-face peer discussion in class. Then the students wrote their first draft individually on a word processor in the language lab, and sent it to a peer by e-mail. The students then

read one of the papers written by a peer, and wrote a 150- to 200-word feedback paper for the writer. The feedback comments were sent as attachments through e-mail. The participants read the feedback on their own work, revised their first draft, and sent the modified version (second draft) to the instructor. Finally, the students attended a writing conference with the instructor to discuss the content of the paper, their revision procedures, or solve questions and concerns. The instructor/researcher provided sufficient class time for students to engage in the pre-writing, drafting, revising, editing and publishing stages of writing. The instructor's role consisted of facilitating the process of composing by suggesting topics, helping students find information, and assisting them in focusing their writing. Data sources consisted of written feedback, first and second drafts, interview transcripts, learning journals from 12 participants and the teacher-researcher field notes.

Analysis of data indicated that peer response is a complex event, influenced by a variety of contextual factors. Results also indicated that the participants used feedback depending on their needs. Students used reacting, advising and announcing language functions when providing feedback, and focused mostly on content. The revisions made by the participants contradicted the idea that peer feedback directly influences revision; more than half of the revisions made by the participants originated in the writers themselves and not in the suggestions given by their peers. Analysis of the revisions made, based on peers' suggestions indicated that the impact of peer response was strong on the length of the essays, limited on their language below the clause level, and weak on the essays' communicative purpose. The participants' language proficiency and the characteristics of the writing task were perceived by the participants as factors that influenced on how they wrote feedback for their peers. Finally, although the students

considered that using the word processing language tools allowed them to learn about language and focus on content, the role of technology was perceived as supplementary to oral peer response. The researcher did not carefully train students about the concepts of feedback and the types of feedback. As a result, more than half of the revisions were made by the writers not from the comments suggested. There should be a careful training about these aspects.

Tuzi (2004) investigated the impact of e-feedback on the revisions of L2 writers in an academic writing course. The study was conducted in a freshman composition course at a four-year college in Pennsylvania. Twenty L2 writing students participated in the study. The writing activities were primarily completed in an Internet accessible classroom where the participants studied and practiced academic writing. In the learning process, the L2 writers would post their essays onto the writing web site with their user accounts, and they could also provide comments to the other authors as well. The students had approximately ten days to read any e-feedback they received from their peers, teachers, and web site visitors, and revise their papers before the final drafts were due. E-feedback was submitted via the web site and sent to the email accounts of the instructor and of the author. The students could also obtain oral or written feedback from their peers and assistance from visiting the writing center. Totally, the students wrote six papers and could revise each essay up to five times. They did so at their own discretion after receiving comments from their peers, the instructors, and visitors. The analysis process began by collecting all of the revisions of a particular essay and comparing each draft with the subsequent revision to determine the differences and the e-feedback was also taken into account.

The study found that students preferred oral feedback to e-feedback. However, e-feedback had a greater impact on revision than oral feedback. This implied that e-feedback might be more useful. Additionally, e-feedback affected L2 writers' revisions at a higher structural level. In other words, e-feedback had a greater impact on revisions at the clause, sentence, and paragraph levels. Thus, L2 writers may use e-feedback to create macro revisions. Furthermore, in terms of students' reflections, the L2 writers indicated that receiving e-feedback from many people helped them focus on the strengths and weaknesses of their writings. Receiving multiple e-feedback encouraged students to re-think their paper and revise more. This exploratory study highlights a new form of revising and responding and offers insights into joining oral response to online collaboration. The researcher implied that online writing and e-feedback are wonderful tools for writing and receiving feedback as well as effective tools for expanding the audience and allowing L2 writers to feel that they are writing to more than just their classmates or instructor. The study did not report the quantitative of the comments in both environments to see the interactions during the peer response activities.

Ertmer et al. (2007) investigated the impact of peer feedback used as an instructional strategy to increase the quality of students' online postings. The participants included 15 graduate students (10 female, 5 male) enrolled in an online technology integration course during the spring semester of 2005 at a large mid-western university in the USA. Eight of the participants were administrators, such as technology directors or principals, and four were former or current teachers. One student had a teaching degree but had not taught beyond student teaching; two students were international students with no previous experiences with K-12

education in the United States. Of those pursuing a graduate degree, five were masters and nine were doctoral students; the remaining student was a non-degree post-baccalaureate student. The human subjects review board deemed this study exempt under university guidelines. The online, graduate level course was co-taught by a professor and an experienced graduate assistant. Students met face-to-face (or via Internet-based video conferencing) for the first class session; all subsequent interactions occurred electronically within a WebCT course management environment. In addition to other assignments, the students were asked to respond to weekly discussion questions. In a typical week, students were expected to post at least one response to the discussion question (DQ) and one response to another student's post. Two discussion questions were posted each week, with feedback provided by the two course instructors via email. After observing the process modeled by the instructors, students were asked to provide feedback to two peers beginning in week seven and continuing for the following six weeks. Students reviewed their assigned postings, scored them using Bloom's taxonomy, and provided comments to support the scoring. These results were submitted via an online form, downloaded by the instructor, and sorted by student. Quantitative and qualitative data were collected through participant interviews, scored ratings of students' weekly discussion postings, and responses to both entry and exit survey questionnaires. Survey results captured students' overall perceptions of giving and receiving feedback, while interviews provided insights into individual perceptions and personal experiences with the feedback process. Changes over the semester in posting scores were used to answer our research question regarding the impact of peer feedback on the quality of students' postings.

The study found that although participants' perceptions of the importance of feedback in an online course significantly increased from the beginning of the course to the end, students continued to believe that instructor feedback was more important than peer feedback. Despite seeing no quantitative improvement in the quality of students' postings during the peer feedback process, interview data suggested that participants valued the peer feedback process and benefited from having to give and receive peer feedback.

Song and Usaha (2009) investigated how EFL university students use electronic peer response into revisions. The study aimed to examine types of comments the students made, how they used the comments in revising their writing, and the students' writing quality after revisions. Twenty 3rd year English majors at a state university in southwest China participated in the study. The study made use of the Moodle's forum. The face-to-face group students were asked to complete their first drafts at home and bring them to the class for peer responses. Then they revised their drafts at home in order to bring to the class for the second peer responses. The final revisions were submitted to the instructor. The students in the e-peer response posted their first drafts on the forum and received peer comments for revisions. The second drafts were done in the same ways as the first drafts and the final revisions were submitted to the instructor for comparisons between the face-to-face and e-peer responses for revisions. The data were collected from Drafts 1-3, peer comments, and interviews.

The study found that the face-to-face peer response group produced more comments than those of the e-peer response group, thus the face-to-face group resulted in a larger number of comments incorporated into revisions. However, the e-

peer response group produced more revision-oriented comments. Furthermore, the e-peer response group wrote significantly better essays than those in the face-to-face peer group.

While few studies have been conducted to see how the new medium of the blog platform in the world of the Internet users (bloggers) today can be applied effectively in a real EFL context. Pham and Usaha (2009) conducted a case study in Vietnam to see whether the blog-based peer response could be effective for EFL writing. Twelve 2nd year English major students taking a 15-week academic writing course at a Vietnamese university in Ho Chi Minh City, Vietnam, participated in this study. The students used blogs to post their essays, were trained in a 6-step procedure of peer response; then they provided and received comments two times from their peers on the first and the second drafts for revisions. The data were collected during 5 weeks on cause/effect essays including Drafts 1 – 3, revisions, peer comments, semi-structured interviews, and learning journals.

This case study found that the students who took part in the blog-based peer response training employed four most frequent types of comments which were "clarification", "suggestion/ advice", "explanation" and "alteration". It indicated that "clarification" should be followed by specific "suggestion" or "explanation" or "alteration" in order to "set lights" for revisions. Second, these 4 common types of comments did significantly affect the students' writing quality in mean scores of the pre-test and post-test. Finally, this case study found that students expressed positive attitudes toward blog-based peer response activities. However, the study did not investigate if there were any differences between the global and local revision-oriented comments and whether the students would incorporate the trained peer

comments into their revisions and how far they revised their drafts, whether or not the student writers made use of their peer comments throughout revisions.

In short, the students should be carefully trained in how to provide comments in order to help one another improve their writing revisions. In addition, the students should be carefully explained about the benefits of peer comments so that they could not only take advantage of their peer comments but also provide good comments on their peers' essays instead of relying soly on the instructor's feedback in the writing process.

2.2.4.3.4 Implications for the Present Study II

Based on the literature on effects of e-peer response, the researcher attempts to imply several aspects for this study. First, the types of comments should be clearly emphasized in the training process in order to keep the response mood in harmony. The nature of comments should be explained carefully to help the writers make use of those, especially the tones of comments and the way how to provide. The researcher will discuss more in details in Chapter 3 in the training process. Second, no matter how much the student writers incorporate the comments into their revision, the researcher keeps in mind that receiving feedback in any form was better than receiving no feedback (Matsumura & Hann, 2004), and feedback makes changes. In other words, the revision can be based directly on the comment provided or not on the comment-oriented, the writers make some changes to improve their writing quality as a result of peer response. Finally, although the majority of students prefer traditional mode of feedback, the e-feedback had a greater impacts on students' revision (Tuzi, 2004). This implication should come to the fact that students should take responsibility for their own learning and the classroom is not the only place for their

studies. They should get involved in the learning activities outside the classrooms and help one another enhance the quality of knowledge, in this case, writing ability. Therefore, electronic peer response should be addressed.

In general, the overview of the studies in e-peer response suggests some considerations for further research in the field. First of all, most of research has conducted in the environment of commercial software that occurred only in the classroom or within the courses setting or during the time of training. Few researchers take advantages of the free tools (e.g. e-mail, forum, blog, to name a few) provided widely on the Internet and employed by the majority of Internet users, which leads the learning setting to a more real world, and the affects of the training might last longer use by the learners. In other words, e-peer response should encourage students to do their learning outside classrooms asynchronously in terms of taking its most benefits of technology in the real world. Second, limited studies have explored the in-depth perceptions about the technology used by the learners. However, with the little research investigate this field, the findings have been mixed. As in the learner-centered approach, after each training procedure, the researchers should try any attempt to investigate how the learners make use of the technology and how they feel about it to be equal in the assessment. There should be further research to make valid this aspect of investigation. In addition, in terms of feedback posting online, research findings have been unsettled about what types of feedback that peers provided on one another's writing (more local or global areas) were prior. The question rises about the training process to shape the quality of comments. Finally, research designs that compare face-to-face and computer-mediated peer response may be misguiding because not only does the medium affect how students perform in peer response, but

other variables such as the instructional methods, the different cultural factors, their abilities with computer use and internet access, and the students' experience with peer response activities, all influence how students perform in both face-to-face and computer-mediated situations. Therefore, instead of comparing different media, the research of the present study qualitatively and quantitatively examine how specific learners use a type of technology through blog for peer response, which from now on will be referred to as blog-based peer response, in order to have a deeper understanding of the multiple factors that influence its effectiveness.

2.2.5 Summary of Literature Review

No.	Researcher(s)	Years	Title	Participants	Methods	Data collection	Results
1	E. Cathrine Berg	1999	The effects of trained peer response on ESL students' revision types and writing quality	46 ESL students in USA	Quantitative and qualitative	First and second drafts	• Peer response can teach students academic writing. • Watching a peer's approach to reading one's text might serve as a model for how to read text through the eyes of someone else.
2	Hui-Tzu Min	2005	Training students to become successful peer reviewers	18 EFL sophomores at a university in southern Taiwan	Quantitative and qualitative	Students' comments, Journal entries, first and fourth essays,	• The numbers of comments and words produced post-training were significantly higher than those prior to training. • The students were able to provide a greater amount of feedback on the global features after training. • The students expressed positive comments in their journal entries about this training.
3	Hui-Tzu Min	2006	The effects of trained peer review on EFL students' revision types and writing quality	18 EFL sophomores at a university in southern Taiwan	Quantitative and qualitative	drafts, revisions, and peers' written feedback of the first and fourth essays	• Trained peer review did enhance the quality of students' revisions, given that 90% of their revisions were based on trained peer review feedback. • Most of the revisions after peer review training were improved in terms of idea development, unity, and organization. • 77% of the trained peer review feedback was incorporated into students' revisions, which constituted 90% of the total revisions.

2.2.5   Summary of Literature Review (Cont.)

No.	Researcher(s)	Years	Title	Participants	Methods	Data collection	Results
4	Nancy Sullivan and Ellen Pratt	1996	A comparative study of two ESL writing environments: a computer-assisted classroom and a traditional oral classroom	38 L2 sophomores at the University of Puerto Rico at Mayaguez	Quantitative and qualitative	Pre-test post-test, The discourse patterns in two types of discussions	• Writing quality did improve in the computer-assisted classroom. • The oral class had only 50% student participation where the computer-assisted class had 100%. • The comments made in the computer-assisted classroom were more focused although in the oral classroom, the comments were more numerous
5	George Braine	1997	Beyond Word Processing: Networked Computers in ESL Writing Classes	69 ESL students at a state university in the USA	Quantitative	First and final drafts, Peer reviews and teacher comments	• The networked setting was shown to promote better writing and • More peer and teacher feedback. • The traditional setting was shown to promote more improvement in writing.
6	George Braine	2001	A study of English as a foreign language (EFL) writers on a local-area network (LAN) and in traditional classes	87 L2 first and second year students in Hong Kong	Quantitative	first and final drafts	• The first drafts in LAN classes were qualitatively higher than in traditional classes, final drafts in traditional classes were of a higher quality. • The drafts in traditional classes improved more. • The discussions were seen as obstacles to the enhancement of EFL students' writing on LANs.

2.2.5 Summary of Literature Review (Cont.)

No.	Researcher(s)	Years	Title	Participants	Methods	Data collection	Results
7	Jay M. Lightfoot	2006	A comparative analysis of e-mail and face-to-face communication in an educational environment	596 undergraduates	survey Quantitative	a paper-based survey questionnaire	• The majority of students put significantly more thought into e-mail communication with the instructor and groups of peers than they do for equivalent face-to-face communication. • Students tended to put about the same amount of thought into e-mail compared to verbal communication with individual peers.
8	Rodney H. Jones, Angel Garralda, David C.S. Li, and Graham Lock	2006	Interactional dynamics in on-line and face-to-face peer-tutoring sessions for second language writers	5 female tutors, 3 in the 2nd year, 2 in 3rd year at a university in Hong Kong.	Quantitative and qualitative	transcripts of six face-to-face consultations the logs of 18 ICQ tutoring sessions	• Face-to-face interactions involved more hierarchal encounters in which tutors took control of the discourse. • On-line interactions were more egalitarian, with clients controlling the discourse more. • With issues of grammar, vocabulary, and style taking precedence in face-to-face sessions and more "global" writing concerns like content and process being discussed more in on-line sessions.
9	Jun Liu and Randall W. Sadler	2003	The effect and affect of peer review in electronic versus traditional modes on L2 writing	48 students at a university in the United States	Quantitative and qualitative	three drafts, peer comments, questionnaires, interview, classroom peer review interaction.	• The number of comments, percentage of revision-oriented comments, and number of revisions made by the CMC group were larger than those by the traditional group. • Face-to-face interaction resulted in a more positive response with more focused feedback and more questions and interactions among peers.

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11	Frank Tuzi	2004	The impact of e-feedback on the revisions of L2 writers in an academic writing course	20 L2 writers, the instructor, and the researcher at a state university in USA.	Quantitative and qualitative	Drafts, revisions, peer and instructor feedback, interviews	• The students preferred oral feedback to e-feedback. • E-feedback had a greater impact on revision and affected L2 writers' revisions at a higher structural level. • Receiving multiple e-feedback encouraged students to re-think their paper and revise more.
12	Peggy A. Ertmer Jennifer C. Richardson Brian Belland and Denise Camin	2007	Using Peer Feedback to Enhance the Quality of Student Online Postings: An Exploratory Study	15 graduate students at a mid-western university in the USA.	Quantitative and qualitative	Interviews, survey questionnaire, feedback, and discussion postings	• The students believed that instructor feedback was more important than peer feedback. • The students valued the peer feedback process and benefited from having to give and receive peer feedback.

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No.	Researcher(s)	Years	Title	Participants	Methods	Data collection	Results
13	Wang Song and Siriluck Usaha	2009	How EFL University Students Use Electronic Peer Response into Revisions	20 juniors at a state university in Southwest China	Quantitative and qualitative	Drafts 1-3, peer comments, and interviews	• The face-to-face peer response group produced more comments than those of the e-peer response group, thus the face-to-face group resulted in a larger number of comments incorporated into revisions. • The e-peer response group produced more revision-oriented comments. • The e-peer response group wrote significantly better essays than those in the face-to-face peer group.
14	Pham Vu Phi Ho and Siriluck Usaha	2009	Blog-based Peer Response for EFL Writing: a Case Study in Vietnam	12 sophomores at Nong Lam University in Vietnam	Quantitative and qualitative	Drafts 1-3, revisions semi-structured interviews, and learning journals	• The four most common types of comments generated via the blog-based peer response were "clarification", "suggestion/ advice", "explanation", and "alteration". • The comments did affect the students writing quality based on both the qualitative and quantitative analyses. • Most students expressed positive attitudes toward using blog-based peer response in the writing classroom.

2.2.6   Theoretical Framework of the Present Study

Blog-based Peer Response for L2 Writing Revision
(Based on Cognitive Learning, Social-cultural
Learning, and Writing Process Approach Theories)

Writer
Generating ideas
Writing drafts
Receiving comments
Revising drafts

Genre
Cause/effect essay
Chronological order
essays, etc.

Purpose
The reasons for
writing

Fluent and

effective

communication

of ideas

(Writing quality)

**Local issues (word
choice, syntax, and
mechanics, etc.)**
Sentence structure
Grammar
Vocabulary
Punctuation
Transitional signals
Spellings, etc.

**Global issues (content
and organization)**
Clarity and logic
Thesis statement
Topic sentences
Supporting sentences
Examples, facts, and
statistics, etc.
Unity and cohesion
Concluding sentences

Audience
Peers
Instructor

2.3 Summary of the Chapter

Chapter 2 presents three theories, namely cognitive learning theory, social-cultural theory, and writing process up which the present study is based. First, the electronic peer response is scaffolded by the cognitive learning theory which gives a great focus on "student-centered" approach as a key element of students' growing control over writing skills. Also, e-peer response can be seen as formative developmental process that gives writers the opportunities to discuss their texts and discover others' interpretations of them. Second, the e-peer response is grounded by the social-cultural theory in which the social practice and collaboration in learning are important. Students work together in a collaborative environment to enhance the social-cultural aspects in the learning process. Third, e-peer response is supported by the writing process approach that views writing as a developmental and discovery process and places revision at the heart of learning development. Finally, through a review of the related research studies on face-to-face and electronic peer response, research gaps are identified.

The overview of the studies in face-to-face and e-feedback suggests some considerations for further research in the field. Research in face-to-face feedback has contradictory findings. Some studies found that students perceived peer comment useful whereas others do not trust their peers' and their own abilities to critique. Also, while some results indicated that a number of students' revisions resulted from peer suggestions, other results showed that students make few revisions as a result of peer response. Furthermore, research in e-peer response has amount of debatable findings as well. While some indicated that CMC feedback is an ideal environment for enhancing student writing quality, other found it was no more advantageous than

traditional classes. Also, some posited that the interactions and comments occurred most on the technology-enhanced classrooms while others found the opposite results. More interestingly, many studies found the improvement of writing quality was in e-peer response classrooms, whereas some found it in the traditional/face-to-face classrooms. The present study will be conducted in Vietnam using blog-based peer response for L2 writing revision with a hope to make some contribution to L2 writing research.

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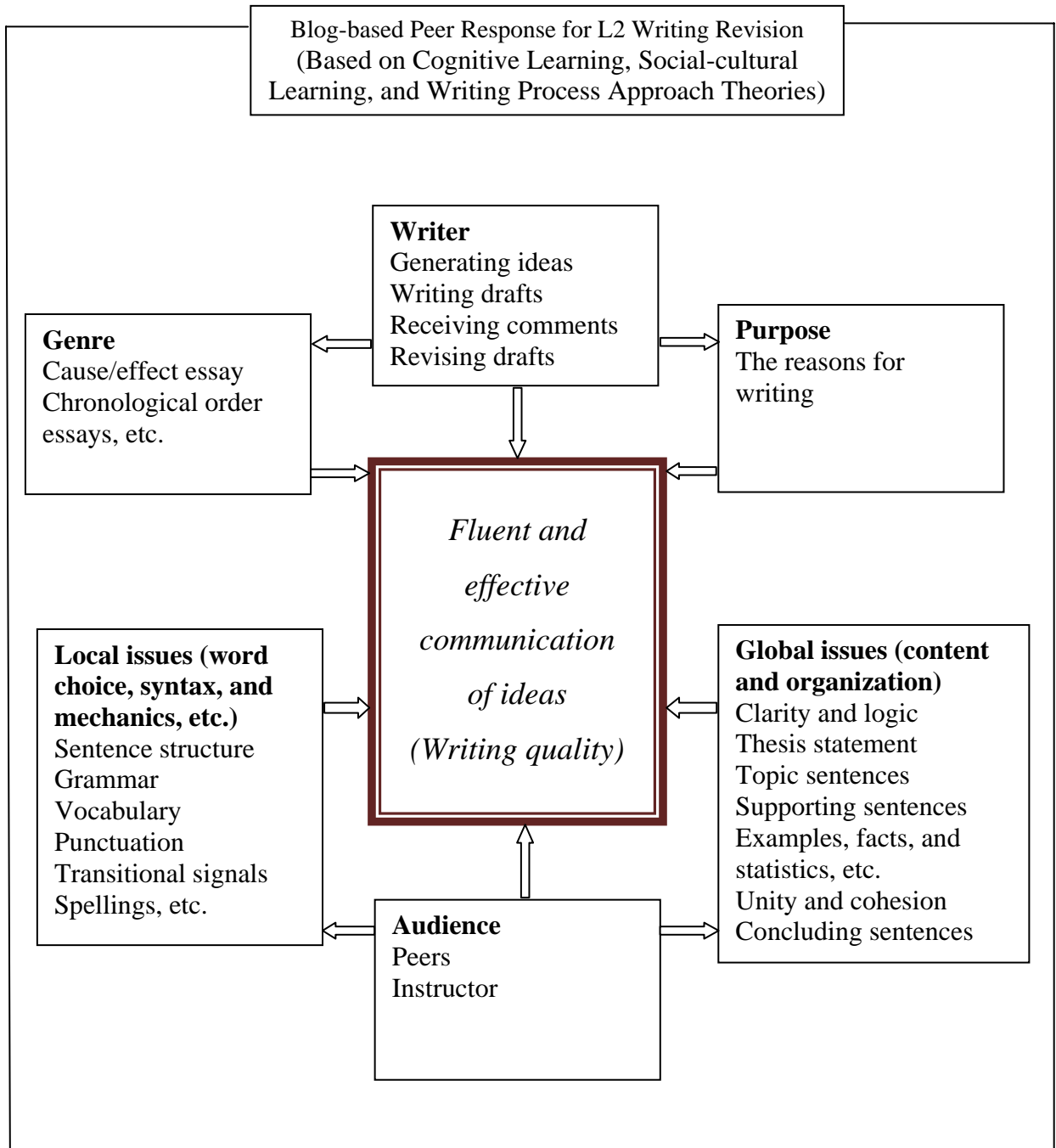| No.	Researcher(s)	Years	Title	Participants	Methods	Data collection	Results
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No.	Researcher(s)	Years	Title	Participants	Methods	Data collection	Results
13	Wang Song and Siriluck Usaha	2009	How EFL University Students Use Electronic Peer Response into Revisions	20 juniors at a state university in Southwest China	Quantitative and qualitative	Drafts 1-3, peer comments, and interviews	• The face-to-face peer response group produced more comments than those of the e-peer response group, thus the face-to-face group resulted in a larger number of comments incorporated into revisions. • The e-peer response group produced more revision-oriented comments. • The e-peer response group wrote significantly better essays than those in the face-to-face peer group.
14	Pham Vu Phi Ho and Siriluck Usaha	2009	Blog-based Peer Response for EFL Writing: a Case Study in Vietnam	12 sophomores at Nong Lam University in Vietnam	Quantitative and qualitative	Drafts 1-3, revisions semi-structured interviews, and learning journals	• The four most common types of comments generated via the blog-based peer response were "clarification", "suggestion/ advice", "explanation", and "alteration". • The comments did affect the students writing quality based on both the qualitative and quantitative analyses. • Most students expressed positive attitudes toward using blog-based peer response in the writing classroom.

CHAPTER 3

METHODOLOGY

This chapter will describe the pedagogical context and the participants, the design of the study, the procedures, and the methods of data analysis.

3.1 Pedagogical Context and Participants

3.1.1 Pedagogical Setting

Nong Lam University (NLU), founded in 1955, is a public university located in the north of Ho Chi Minh City in Vietnam. Its academic year consists of two semesters, each lasts 15 weeks, excluding one week for the final examinations. NLU has 650 staff members, 400 of whom are teaching staff and over 50% of teaching staff hold post graduate degrees. The total enrollment in 2007 was 11,000 in which there were 6,500 regular students and 4,500 in-service training students including 15,000 students in short-term training programs on informatics and foreign languages (HCMUAF, 2007). The Faculty of Foreign Languages was comparatively new, established in 2001.

Every year, the Faculty of Foreign Languages welcomes approximately 120 new students, who pass the College Entrance Exam, for the 4-year English training program. The students whose majors are English are divided into three simple random classrooms for the training. Each class contains between 35 and 40 students. There are two majors: Teaching English for Speakers of Other Languages (TESOL) and English

for Business Management. There is an orientation seminar at the end of the first semester of the 3rd year for students to select their majors. During the first two and a half years (within 5 semesters), the students are required to take four compulsory English writing courses:

- WRT 1: The Paragraphs,

- WRT 2: Essay Writing: Logical Division of Ideas and Comparison/ Contrast,

- WRT 3: Essay Writing: Chronological/Process and Cause/ Effect,

- WRT 4: Essay Writing: Comparison/Contrast and Argumentative.

The course-book used for WRT 1 & 2 is "Introduction to Academic Writing" by Oshima and Hogue (1997) in which writing is seen as a progressive activity. Writing is a process that has several steps and it is never a one-step action. This book is divided into 2 parts for two-semester training. The first part is used for training in the 1st semester, including from unit 1 to unit 5 which emphasize paragraph writing level. For each unit, the students are trained how to write a paragraph including prewriting (brainstorming), organization, grammar and mechanics, sentence structure, and writing process. Students learn how to write narrative and descriptive paragraphs. However, the most emphasis is on the organization (Units 1, 4, and 5) of the paragraph level in which topic sentence, unity and coherence are the primary focus. The second part of the book is applied to the 2nd semester of the training program in which students are trained how to organize essays. This part of the book includes from Unit 6 to Unit 9. There are two genres to be trained in this period: Logical Division of Ideas and Comparison and Contrast. In each unit, students are introduced to the topic by a brainstorming activity (prewriting), and followed by the organization of the essay, including the introductory paragraph, body paragraphs, the concluding

paragraph, and transitions between paragraphs. Students are also taught how to write an outline of an essay, grammar and mechanics, then the writing process. Students are also taught how to state an opinion about a subject that they agree or disagree with, and how to support their opinion with reasons by using facts and examples.

After learning about the organizations of paragraphs and two genres of essays, the students in the last two semesters learn more advanced paragraph levels and some other genres of essays. The primary material of the training program in the 3rd and the 4th semesters of training is Oshima and Hogue (2006), *Writing Academic English* 4th edition. The first part of the book provides a quick review of paragraph writing and summarizing, followed by a chapter that introduces the essay. The second part of the book offers 4 genres of process/chronological order essays, cause/ effect essays, comparison/contrast essays and argumentative essays. The third part of the book emphasizes sentence structure, including noun clauses, adjective clauses, adverb clauses, and participial phrases.

During the third semester of the training program, students learn more about paragraph structure including the topic sentence, supporting sentences and the concluding sentence (Chapter 1). Unity and coherence, and use of supporting details are also emphasized (Chapters 2, 3). Then students are taught to switch from paragraph to essay (Chapter 4) in which the organization of the essay is well-trained. Each part of the essay from the introductory paragraph to the body paragraphs and to the concluding paragraph is focused on. In this semester, students are also trained to write two genres: Chronological Order and Cause/Effect. The other two genres are trained in the fourth semester including part three on writing techniques. In each

genre, students are taught its specific organization to be classified from that of the other essays, and then the transition signals to connect one idea to the other.

The genre of Cause/Effect was used for this study with a purpose that the students got used to the Lab room, using the computers in order that the computer literacy was not a considerable variable for the present study.

3.1.2 Participants

Thirty-two participants in this study were drawn from the population of 120 second year students of the Faculty of Foreign Languages who were taking WRT 3 during their 4th semester. Among 4 intact classes from the population, one of them was randomly selected to be the subject of the study. It meant that the four classes had equal chance to be selected. They had been trained through WRT 1 & 2 with Oshima and Hogue's book "Introduction to Academic Writing" (1997). In the second semester of the second year, they were trained how to write an essay. At the time of the present study, they were taking WRT 3: Essay Writing: Process/Chronological Order and Cause/Effect. The students had a total of 45 periods (45 min. for each period) in a semester of 15 weeks long to master two genres, Process/Chronological Order and Cause/Effect. In order to obtain in-depth information for the study, only the Cause/Effect genre was used for data collection.

Thirty-two students in the present study were divided into 8 small groups, each group consisted of four participants. The division of each group was based on their proficiency levels of the TOEFL ITP scores. The TOEFL ITP, drawn randomly from the test bank of the Faculty of Foreign Languages' Center for Foreign Studies, Nong Lam University was widely accepted throughout the country. It was also considered as the TOEFL scores for Admission of Graduate Studies of some other

Universities in the country. Students were grouped with mixed proficiency levels. The purpose of mixing the proficiency levels was that the students could learn from one another when they worked together via the blogs for peer response activities (see grouping arrangement in details in 3.3.3.3).

3.2 Design of the Study

This study was designed with a quasi-experimental methodology, that is, the most important characteristic of the experiment is that it deals with the phenomenon of cause and effect (Walliman, 2001; Thomas, 2003; Hult, 2006; Charles & Mertler, 2004). In a quasi-experimental study, research is conducted under the conditions in which it is difficult to control many of variables and in which subjects cannot be assigned to special groups for the purposes of the research (Seliger & Shohamy, 2001). Nunan (2001) observes that it was not always feasible to carry out a true experiment due to the impossibility of randomly assigning subjects to experimental and control groups. Similarly, Hult (2006) posits that in social scientific research, it is often difficult to control the research environment totally. Also, Frankfort-Nachmias and Nachmias (1996) and Charles and Mertler (2004) state that a common problem in social science research is that in many cases the researcher cannot randomly assign individual or other units of analysis to comparison groups, especially in school settings. Leedy and Ormrod (2005) have also said that in the experimental designs, researchers emphasized the important of randomness, either in the selection of group members in a multiple-groups study or in the presentation of different treatments in a single-group study. However, randomness is sometimes not possible or practical. Therefore, researchers used quasi-experimental designs because quasi-experimental

designs often allow researchers to randomly select samples from the population, but they do not require the random assignment of individual cases to the comparison groups (Frankfort-Nachmias & Nachmias, 1996). Robson (1999) reviews from other writers and posits that the Quasi-experimental approaches have considerable attraction for those who are seeking to maintain a basic experimental stance in work outside the laboratory, but it is the second-best choice.

In most quasi-experimental studies, researchers do not control for all confounding variables, and so cannot completely rule out some alternative explanations for the results they obtain (Walliman, 2001; Leedy & Ormrod, 2005). The experimental treatment is not completely controlled by the researcher, but the researcher has some control over when to measure outcome variables in relation to exposure to the independent variables (Punch, 1999). Hence, the researchers must take whatever variables and explanations they have not controlled for into consideration when they interpret their data (Leedy & Ormrod, 2005).

There are three weaknesses in the quasi-experimental design that the researcher should keep in mind. First of all, a weak point of quasi experimental design is the internal validity; it may be impossible to state with any confidence that the dependent variables are totally influenced by the independent variables (Punch, 1999; Robson, 1999; and Nunan, 2001). Nunan suggests that this problem would be improved by collecting data from learners including background, organization, teaching methods and background abilities of learners. Also, qualitative data should be collected. In addition, Robson claims that if the researcher's primary concern is to get a cause and effect relationships, and the researcher is not in a position to do true experiments, then with sufficient ingenuity he should be able to carry out a quasi-

experiment to counter the threats to interval validity that are likely to be problematic. Second, Robson (1999) asserts that the deficiencies of quasi-experimental research (conditions of a true experiment are insufficient) concern its nature as an experimental design. However, if the concern is simply to determine where there is an increase of performance after a treatment, or even to assess its statistical significance, there are no particular problems. Robson shows another difficulty regarding inferring causality; he suggested that if the study is conducted with multiple sources of evidence, buttressed by some quantitative pre- and post-intervention data on a small number of variables, it may also be perfectly adequate.

The present study was a Single-Group Pretest – Posttest Design (Robson, 1999; Nunan, 2001; Charles & Mertler, 2004). This single group had a pre-experimental evaluation (first writing drafts), then the experimental treatment (blog-based peer response was administered), and finally an evaluation after the treatment (third drafts) was conducted.
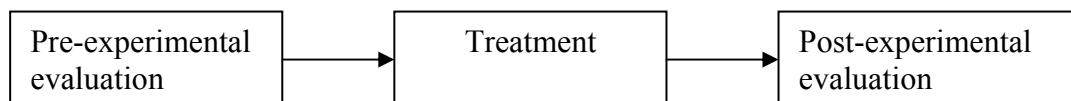
Robson (1999) states that the pattern of pre-experimental evaluation and post –experimental evaluation results has to be investigated to assess the effectiveness of the treatment. It is a general rule of quasi-experimental designs that it is necessary to consider not only the design of the study, but also the context in which it occurs, and the particular pattern of results obtained, when trying to decide whether a treatment has been effective.

3.3 Procedure of the Study

This study primarily focused on the effectiveness of the blog-based peer response which interacted and impacted on the writing revisions. There was no need for the creation of additional writing activities since all the activities came from the textbook that was used (Oshima & Hogue, 2006) as per the curriculum of the Faculty of Foreign Languages of the University. However, the participants were informed that their work, activities, and information were taken into account for the purposes of the research. Also, the research was approved by the Dean of Faculty of Foreign Languages as well as the students who took part in the study (see Appendix H).

3.3.1 Students' Information before the Training

On the first day of the first week, 20-item Pre-training Questionnaires (see Appendix A) were sent to the students in form of papers to obtain information before the blog-based peer response training. Question 1 was used to get the general information about students. Questions 2 – 4 were used to obtain the students' writing knowledge that they had learned before the present study. Questions 5 – 7 were asked to check about students' perceptions about their own writing skills. Questions 8 – 12 were used to learn about students' use of response in the writing classroom activities. Also, they were used to investigate whether the response activities students had used before were similar to the present study concepts, or to see if there was a need for students to be further well-trained in peer response activities. Questions 13 – 19 were employed to explore how far the students had known and used the computer and Internet applications. These questions were constructed because they helped the researcher/instructor knew more about students' competency in using computer or the Internet access so that the researcher could help the students in theses aspects to meet

the requirement of the training program. The last question, Question 20, was used to investigate what expectations students had from this training program (see Appendix A for more details).

3.3.1.1 Validity of the Pre-training Questionnaire

The Pre-training Questionnaire was systematically constructed and sent to three experts to check for its validity and clarity. Two of those are native speakers who have been teachers of English at the Suranaree University of Technology (SUT), Nakhon Ratchasima, Thailand. One of the experts is a Canadian who is a teacher of English at SUT. Another is an American who holds a Master Degree in Anthropology and Education from Hamline University, St. Paul, MN, USA. The other is a Thai who is also a teacher of English at Pongdaeng Wittayakhom School, Mukdahan Province, Thailand. Each item of the Pre-training Questionnaire was carefully checked for the clarity. The clarity of each item was ranged from -1 to $+1$ (e.g. -1, 0, +1) in which "-1" means ambiguous in meaning or difficult for the respondents, in which case it was omitted; "0" means relatively ambiguous or difficult for the respondents, in which case it was revised; "+1" means clear and appropriate for the respondents. Each item had to be accepted by at least two experts. If any of the items was denied (ranged as -1) by 2 or 3 experts, it was eliminated from the study before being administered to the students. In those cases where further clarity was needed, the researcher revised and checked the problematic items again with the experts until the items were satisfactory.

3.3.1.2 Reliability of the Pre-training Questionnaire

After being validated by the three experts, the Pre-training Questionnaire was piloted to 12 students who shared the same characteristics as the participants of the study to check for the reliability. Since this Pre-training

Questionnaire was used for gathering the facts about students, it did not need to be analyzed using the Cronbach's Alpha.

3.3.2 Preparation for Blog-based Writing and Responding

3.3.2.1 The Roles of Response

Based on the writing process aproach, student writers benefit from the responses from both peers and the instructor in that it serves the purposes for (1) collaborative learning (Nunan, 1993; Hyland, 2002; Liu and Hansen, 2005; and Storch, 2005); (2) helping students experience the sense of audience (Berg, 1999; Tsui & Ng, 2000; Nguyen, 2002); (3) encouraging interactions and comments among learners (Warschauer, 1996; Sullivan and Pratt, 1996; Braine, 1997; Braine, 2001; Yuang, 2002; Abrams, 2001; Liu and Sadler, 2003; and Yang et al., 2006); (4) impacting the revisions of writing (Berg, 1999; Connor & Asenavage, 2002; Liu & Sadler, 2003; Rodriguez, 2003; Tuzi, 2004; and Min, 2006); and finally, (5) helping students improve not only draft quality, but also the overall language skills (Sullivan & Pratt, 1996; Berg, 1999; Liu & Hansen, 2005; Min, 2006; and Yang et al., 2006).

3.3.2.2 The Roles of Peers

In peer response activities, the roles of the participants are important. Liu and Hansen (2005) claim that there should be a leader who serves in the roles of facilitator to get the ball rolling, to maintain the time flow, and to reconcile disputes. Such a leadership role should be rotated among the group members so that everyone in the group can have the experience of being the leader. This increases the awareness of each group member and thus makes each a better participant. Therefore, the group-leaders play primary roles to encourage the members in the groups to provide comments on their peers' essays. A weak point in the traditional mode of face-to-face

response is the domination of discussions by some active students over the passive ones. In contrast, in the blog-based peer response mode, the comments of peers are always present there on the Blog- Entry comment, and there is little chance for domination. Warschauer (1996) posits that working in the Internet environment, the participation of all students can be equal.

The participants in the present study were divided into groups of four (see 3.3.3.3) with a group leader for each. The members of each group were advised to be open-minded, welcoming to both positive and negative comments from their peers and patient to negotiate the meaning in order to understand why certain comments were made. Specifically, they were trained carefully to understand thoroughly the needs of the audience (peers) in the writing process.

3.3.2.3 The Roles of Instructor

Ferris (2007) recently conducted a study of preparing teachers to respond to student writing and claimed that instructor feedback was a large part of the package of being a writing teacher. In fact, in any situation of pedagogy, the instructor could be put apart from the training programs. In the past, the criticism relied on the concept of "instructor-centered" in which the instructor played the central role in the learning process; then the learners had no space for practice in the classroom. Afterwards, the theory of "student-centered" came to the world of pedagogical context in which students played the main role in their learning process. However, learners still preferred the interventions from the instructor in their learning activities rather than from that of their peers (Tsui and Ng, 2000; Hyland, 2000; Yang et al., 2006). In fact, under the light of cognitive and social-cultural theories, the instructor can be seen as a monitor or a facilitator in the learning process. Especially in

technology-enhance classroom, Ware and Warschauer (2006) state that the instructor must play a central role.

In order to motivate students in providing peer response, Muncie (2000) suggests that response can only be truly effective if the learners are encouraged and able to analyze and evaluate it themselves. Therefore, the instructor has the responsibility to provide a supportive atmosphere conductive to successful peer response and to provide concrete guidelines useful in the process of peer response (Lui & Hansen, 2005).

The instructor, who is also the researcher, of the present study played the roles of a facilitator to train and help the student writers do their work of peer response activities. Liu and Hansen (2005) assert that the instructor is important in the role of a facilitator who supervises group formation and peer response instruction. The instructor/researcher is sometimes a monitor who oversees the process of peer response, addressing issues arising from peer response activities. Furthermore, the instructor/researcher can sometimes participate in peer response activities as a participant-observer, contributing to discussion as a member of the team and confirming uncertainties and answering questions whenever appropriate. Also, the instructor should talk to the students, in case there is a disagreement between the peers, and point out the value of peer comments, using some concrete examples. In short, the role of the instructor/researcher is to make what was said understandable, and to make the meanings understood (Woods, 1996).

3.3.2.4 The Roles of Technology

Nowadays, with the development of technology and the standard of living, many people have created blogs to form communities or for personal uses.

Having a blog allows everyone who has an email address to connect to other people both across a long distance and locally. A blog is a type of website that is usually arranged in chronological order from the most recent 'post' (or entry) at the top of the main page to the older entries towards the bottom (Thanhnien, 2005). According to blog service provider WordPress (2007), "blog" is an abbreviated version of "weblog," which is a term used to describe web sites that maintain an ongoing chronicle of information. A blog is a frequently updated, personal website featuring diary-type commentary and links to articles on other Web sites. Many blogs are more like personal journals, presenting the author's daily life and thoughts. The present study made use of the blog Yahoo! 360° which was widely used by the Vietnamese people during the time the study took place.

3.3.2.5 Yahoo! 360°

Yahoo! 360° blog provider at http://360.yahoo.com which was employed in this study in order to help students provide blog-based peer responses has two patterns for commentaries and one pattern for private messages. One was right under the entry (the writing) with the link of "comment" and in a direction that "compose a comment for this post". Bloggers could provide their commentaries while or after they read the entry. A space of 4,000 characters is provided for the commentaries. The second pattern of commentaries was on the left-hand of the homepage of the blog. Bloggers could use this pattern to leave quick messages to one another. The pattern for private messages could be used when the blogger needed some private interactions and the message would not be known or seen by others.

Some interesting functions for the bloggers (participants) of Yahoo! 360° were as followings. First, when a blogger use the Yahoo Messengers feature (online or

offline-status), they could be alerted right away whenever their peers comment on their blogs. The alert message appeared in a popup window on the computer of that blogger using the "nickname of the commenter" who posted a comment on the Yahoo! 360° page. Second, when the blogger posted his or her "Entry", the first two lines of that entry appeared on the homepages of the other bloggers. The other bloggers could go right to that entry by a click at the link "view blog". The title of the new entry also appeared to get their friends (bloggers) known that that entry was new or not. This feature was very helpful for the peer reviewers when they knew that the author had posted a new entry or the author had revised his or her drafts and posted the second or the third writing. Then they could visit whenever they felt their time was convenient. Third, since the bloggers visited their own homepages whenever they were online, they could get to know if there was/were any messages or blog comments on their blog/entries. Furthermore, the very convenient feature of Yahoo! 360° was that the bloggers did not need to remember their peers' addresses when they once added other bloggers to their "friend-list" feature. Whenever they would like to visit their friends', they just needed a simple click at the avatar, - the image that a blogger uses as his/her graphic symbol), then they got straight to that blog. This was also exciting for peer reviewers; when they received commentaries from their peers, they could visit that commenters' blog directly to "return" the response. There needed to be an investigation on this feature in terms of motivation of comments. Finally, every feature of the blog settings for viewers could be selected based on personal choices. In other words, the information of bloggers and each feature (e.g. blog entry, age, images, content…) could be set privately, publicly, or just friends to be viewed.

Hence, it was appropriate for each individual to publish his or her entries or information to the world of their own choices and especially for this study.

> You decide who has permission to view your blog. You can post for close friends and family only or make your blog available to the public. If your blog has a public setting, anyone on the Internet can view it, and links to your Yahoo! 360° blog may appear in search results on Yahoo! Search or other search engines.

(Yahoo! 360°)

The students of the study were trained to set up the blog at http://360.yahoo.com since the first week of the semester of WRT 3. Every one who had an email at Yahoo! Mail could obtain a blog. The students were trained how to set up their blog settings, how to add the peers into friend lists, and how to post their entries including comments in both two patterns of the blog. If any students were in need of technological help, they could ask the instructor/researcher any time during the first 10 weeks of the study. The instructor/researcher implemented any attempts to help students overcome blog/computer literacy problems as much as possible.

3.3.3 The Training Process

The 15-week semester of the present study were conducted in the computer lab of the University. Week 1, students were trained to register an account with Yahoo! 360° (Fig. 1). Also, they were trained how to use the blog for their writing. Week 2- 5, the students were trained to write, as per the curriculum, using the skills of organization of the paragraph, coherence and unity. Weeks 6 – 10, students were trained to write using the Process/Chronological Order. During these 10 weeks, the students were trained to post their writing on the blog for instructor/peer response activities as normal classes without any specific peer response training. The purpose

was to help students get used to using the blog, typing, responding, interactions, pattern of comments on the blog in order that the issue of computer literacy was not a considerable variable.

During the subsequent 5 weeks of the main quasi-experiment, the researcher spent 3 periods of Week 1 (of the study) explaining the purpose and the organization of Cause/Effect Essays (e.g. Block Pattern and Point-by-Point Patterns) (Oshima & Hogue, 2006). Students were helped to work on the samples of this genre. "Observing is an initial purpose for many kinds of writing" (Reid, 1991: 142). They had opportunities to discuss and analyze the strengths and weaknesses of the sample Cause/Effect essay provided in the material. The thesis statement in the introductory paragraph was also emphasized and followed by several practices.
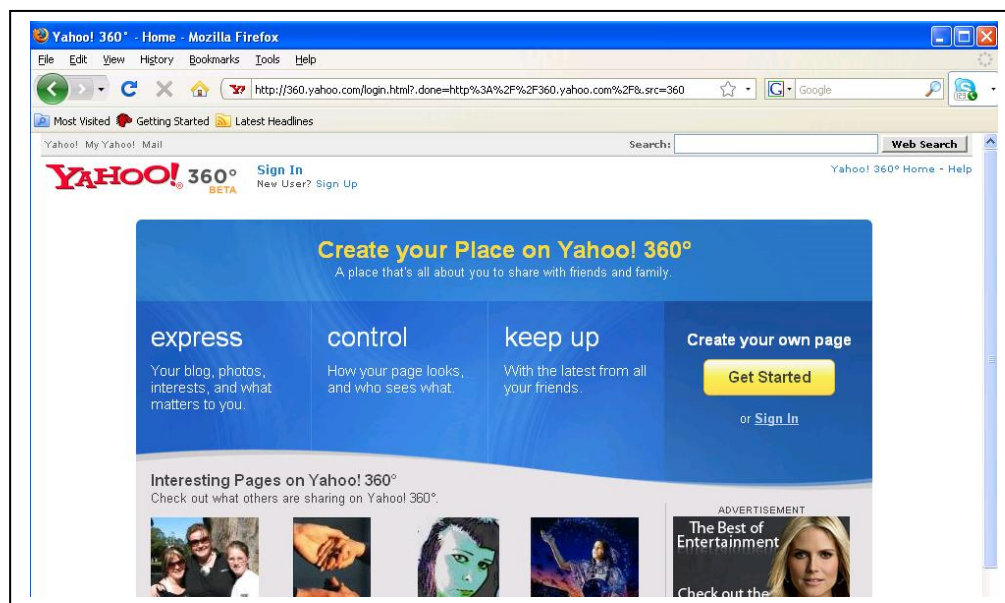
Figure 3.1 Sign up for 360.yahoo.com

Week 2 of the training also focused on practices of the thesis statements. The students could ask the instructor for further explanation if there were some points that

were not clear. After the class of Week 2, the instructor gave some topics to be selected for the students' writing assignments. In addition, in order to provide the students more opportunities to be familiar with the topics (Hyland, 2002; Weir, 1993), the students could suggest some issues that they got from their daily life or from the newspaper for their writing. Then the most frequently selected topic was assigned to the students' writing assignment. The topic was also written on the blog of the instructor/researcher for the students to generate ideas for their writing. Then each student wrote an essay on the topic and posted it on his or her own blog which was set for peers only. The students might use their own computers or ones at any Internet café' at a convenient location.

The class meeting in Week 3 of the training was held for the peer response training. Students were asked to provide comments using the peer-editing sheet (see Appendix B). The group members also discussed how to clarify the comments. The purpose of discussion was to help the group members negotiate the possible misunderstanding of their comments. The instructor/researcher observed some comments provided by peers and then evaluated them or gave some suggestions for the whole class on the board of the lab. The instructor also provided some examples of his comments on certain previous essays to direct students to the right track. During the first 4 days of the third week, students provided comments to their peers' essays. In addition, they received comments from other classmates'. They were encouraged to focus on the content and organization on the first draft. The instructor visited the students' blogs often to encourage student comments to "get the ball rolling" if necessary. Three days afterward were used for the revision process. The authors then incorporated those comments into their revisions. The second revised

drafts were posted on the authors' blogs by the meeting of the fourth week of the quasi-experiment. During the revision process, the authors could use the comment patterns, both quick-comment and blog-entry comment, for clarifying the meaning if they were not clear about certain comments.

During Week 4 of class meeting, the activities in the classroom were similar to those in the third week, including group discussion, examples of typical comments, or explanations provided by the instructor/researcher. However, the students were encouraged to focus more on the grammar and sentences, mechanics more than the content and organization. The students commented on the authors' second drafts. The group members could discuss with one another again in their group for clarifying their peers' suggestions, and they could also ask the instructor if they did not agree with some points (if there were any) provided by their peer. Using the same process as Week 3, the first 4 days were needed for comment deliveries, and the subsequent three days were for revision. In addition to these activities, the students were asked to focus more on grammar, structure and techniques, including content and organization.

When the student writers revised and posted their third drafts on their blogs at the end of the Week 4, their Draft 3, including Draft 1 & 2, and comments were collected for data analysis of this study. However, the students were not aware of that because it was normal in a writing circle to receive comments from the instructor for their final drafts. Week 5 meeting provided students more space (time) in the classroom to discuss among their peers for clarifying some points in which they need to be clear. They also asked the instructor for help. After that, the instructor/researcher spent 4 days of the fifth week to comment on students' essays, focusing on global issues first and followed by the local issues, using the same peer-editing sheet to

provide comments in order that his comments were not quite different from the peers'. In addition, during the fifth week of the experiment, students could ask the instructor's comments for clarity by visiting his blog using either two patterns of blog comments (if they need further explanation beside the blog interactions). The last 3 days of the fifth week were due for revising the final drafts.

3.3.3.1 The Writing Cycle of the Training

Apart from the descriptions of blog-based peer response in the previous sessions, there were other things to be described in the writing process of in this study. The first one related to the selection of topics for student writers. Hyland (2002) proposes that we should consider ways of engaging writers by providing relevant topics, clear goals and strategies to make writing tasks manageable. Weir (1993: 134-35) also supports this idea by saying "as regards selection of topic(s), it is necessary to ensure that students are able to write something on the topic(s) they are presented with". The author adds "if a task is seen as unrealistic, inappropriate or impossible, then candidates will not perform to the best of the abilities and may challenge or ignore the task". Brown (2000) suggests that instructor avoids topics that pose language difficulties. Therefore, choosing topics should be an important part in learning writing process. Hence, the instructor/researcher of this study will provide students three different topics for them to select which one is appropriate for them to write. Also, students can suggest any other topic(s) that they are interested in to be taken into account. Then, the most selected topic will be implemented for the writing assignment of the study. The second consideration relates to the brain-storming activities or pre-writing steps to help student writers generate the ideas before they get started writing. Hyland (2003) and Wennerstrom (2006) have similar ideas when they

stated that writing activities should involve the generation of ideas before composing. Small groups of students can work together in brainstorming ideas, collecting data from surrounding community, then drafting. Hyland (2002: 88) also explains this activity that "writing is generative: writers explore and discover ideas as they write." To prove the benefit of this step, recently, Ojima (2006) in a case study with three Japanese ESL learners also found that pre-task planning related to the learners producing better written texts in their classes in terms of complexity and fluency. Therefore, this activity is also in the consideration of the writing process in this study.

The writing activities were described in the framework below. The "Blog Settings" for the student writers during these periods as "friends" only in order that only the peers in their group could view their writing.

3.3.3.2 Framework of the Writing Cycle

Brain-storming: pre-writing task After getting the topics, students generate ideas to prepare for their essays

↓

Writing the first draft on the blog (The blog setting is "friends")

↓

Peers comment on the first draft Using Peer-editing sheet – Focus on content and organization

↓

Revision of first draft to the second draft on the blog

↓

Teacher's intervention for additional training after seeing how peers provide comments

↓

Peers comment on the second draft Focus on grammar and sentence structure + mechanics + and content and organization if necessary

↓

Revision of second draft to the third draft on the blog

↓

Data collection for peer response activities (The following steps are as normal writing circle)

↓

Instructor comments on the third draft Focus on content and organization + Grammar + sentence structure + and mechanics

↓

Revision of third draft to the final draft on the blog

Figure 3.2 Framework of the Writing Cycle

3.3.3.3 Grouping Arrangement

According to Richards and Lockhart (2000), there are different ways for

grouping learners. The learners can be grouped by mixed ability levels, or shared

ability levels, or mixed ethnic or language background. The present study grouped

students based on the TOEFL test scores (Table 14) given before the training took

place to mix the students' proficiency levels. This kind of grouping helped students

learn from one another. Liu and Hansen (2005) states that a group consists of three or

more interdependent individuals who influence one another through focused social

interactions. Sringam (2000) claims that student interactions at the group level have

provided a strong theoretical basis for collaborative learning in cognitive

developmental, behavioral and social cultural theories. According to Richards and

Lockhart (2000), the use of group work in the classrooms has plenty of advantages.

First of all, the use of group work reduces the dominance of the instructor over the

classes. In addition, it enables the instructor to work more as a facilitator and

consultant. In this way, the social cultural theory can be applied into practice. Second,

group work increases the amount of student participation in the class. Also, group

work activities can increase the opportunities for individual students to practice and

use new features of the target language. Furthermore, group work can help promote

collaboration among learners. Students can help and learn from one another. In other

words, the ideal concept of "student-centered" takes place. Finally, the use of group

work in classroom can give learners a more active role in the learning process.

Richards and Lockhart (2000) reason that if the group is too large, student

interaction is affected; only a few students may participate, the others remaining silent

or passive. Liu and Hansen (2005) claim that group size is an especially important

issue with learners. It is probably more efficient to create pairs or groups of three for

learners in order to provide the activity with more structure and monitor the learners

more closely. In addition, as learners are likely to be at different proficiency levels in

the classroom, heterogeneous groups may work well because the classrooms are rich environments for collaborative activities and peer/instructor scaffolding. Liu and Hansen (2005) add the size of groups should depend on the nature of the task, the proficiency levels and maturity of students, and the number of other variables. In peer response activities, however, small size is preferable, since students in small groups of three or four can actually go through each others' papers and examine issues of organization, rhetoric, grammar, and style in a detailed and more careful manner. Some research such as Braine (1997); Tsui and Ng (2000); Braine (2001); Zhu (2001); Liu and Sadler (2003); and Torwong (2003) implement groups of three or four students in their studies. In this thesis, the application of technology actually is not distracted by the time allotted in the classroom because of the asynchronous time. However, Liu and Hansen (2005) assert that an increase in size actually increases efficiency because of the increased range of abilities, knowledge, experience, and skill available. Another advantage of working in bigger groups is that bigger groups tend to offer greater opportunities for social interaction and are relatively easier for instructor to manage in class than small groups. Especially regarding online interactions, Tuzi (2004) states that receiving e-peer response from many people helped them focus on the strengths and weaknesses of their writings and that receiving multiple e-peer response encouraged students to re-think their paper and revise more. Therefore, the researcher would limit group size to four which is similar to the cited researchers above in case of peer self-selected groups in order to take the most benefits of collaboration among peers. In addition, the group members would appoint one group leader for each group 'to get the ball rolling' (Liu & Hansen, 2005).

Before the first week of the main study took place, the participants took a paper-based TOEFL test for estimating their English proficiency. The results of the test were used for grouping the participants into eight different groups of four each. The students were grouped by mixed ability and shared ability levels (Richards & Lockhart, 2000). The TOEFL scores of the students in this present study ranged between 400 and 493. In order to mix the students' levels of proficiency, two students who obtained highest scores were grouped with the two lowest proficiency students (group 3), two second highest proficiency students with two second lowest proficiency students (group 4), and the medium proficiency students were put together. Each group selected a monitor "to get the ball rolling". Table 3.1 shows the participants' information of the present study.

Table 3.1 Participants' information

Group	Nicknames		Sex	Role
1	Sweetcandy	S_1	F	
	Hoanhthu	S_2	F	monitor
	ngoctuan	S_3	M	
	candyvan	S_4	F	
2	hongthuan	S_5	F	
	thunguyen	S_6	F	
	Drtien	S_7	M	monitor
	thuytienvang	S_8	F	
3	minhthuan	S_9	M	
	lantern	S_{10}	F	
	kid	S_{11}	M	monitor
	baovy	S_{12}	F	
4	kedangghet	S_{13}	F	
	baotoan	S_{14}	M	
	benjoy	S_{15}	M	monitor
	suoimo	S_{16}	F	
5	whatislove	S_{17}	F	
	maitrangchuo	S_{18}	F	
	saobac	S_{19}	F	
	beviandunckl	S_{20}	F	monitor
6	huyentrang	S_{21}	F	
	khoangtroirien	S_{22}	F	
	tuyet	S_{23}	F	monitor
	truongseo	S_{24}	M	
7	Uyentrang	S_{25}	F	
	thienthantinhy	S_{26}	F	
	thaovy	S_{27}	F	monitor
	hellogutbye	S_{28}	F	
8	vivianusa	S_{29}	F	
	ongbutvuitinh	S_{30}	M	
	hotvit	S_{31}	F	
	chuthiut	S_{32}	F	monitor

3.3.3.4 Blog-based Peer Response Activities

The researcher kept in mind the necessity and benefits of the training process for peer response. Stanley (1992) asserts that students trained in peer response tend to make more revisions directly resulting from peer response, and the training also results in a greater level of student engagement in the task of evaluation, in more productive communication about writing, and in clearer guidelines for the revision of drafts. In addition, Berg (1999) confirms that the training makes a difference and yielded greater improvement in revised drafts. Particularly, the writing quality is improved from the first to the second drafts, and the levels of writing proficiency are not affected. Furthermore, Liu and Sadler (2003) claim that given sufficient training, the combination of technology-enhanced and traditional peer review modes likely results in more positive affect (i.e. high motivation, low anxiety, and active participation) and a better effect (i.e. more comments, more revision-oriented comments, and more revisions).

3.3.3.5 Guidelines for Preparing Students for Peer Response

In order to sustain a good training process for peer response activities, the researcher incorporated 16 guidelines, in which the first 11 guidelines were those developed by Berg (1999) and the last 5 guidelines by Liu and Sadler (2000 cited in Liu & Hansen, 2005) into the training of peer responses. These 16 guidelines for preparing students for peer response are primarily based on the cognitive and social-cultural theories described in the previous chapter of this study.

1. Build up a comfortable classroom atmosphere to promote trust among students by conducting a number of in-class get-to-know each-other activities and out-of-class online chatting.

2. Explain the role of peer response and the benefits of it in the writing process, as opposed to just relying on instructors, respond to students' writing. A lot of benefits in the literature review of this study are also presented to students.

3. Highlight the professional writers and student writers using peer response. Ask students to examine the "acknowledgments" section in their textbook "Writing Academic English". Through a class discussion, they arrive at the conclusions that all authors, student as well as professional, ask others to read their work, and that doing so is an indication of a smart writer.

4. Demonstrate and personalize the peer response experiences by displaying several drafts of a text written by someone focusing on the progression from the first to last draft and how peers' comments helped improve the text.

5. Ask the whole class to respond to an unknown ESL student's paragraph, noting the clear statement of the main idea and some good details, and also some unclear and obvious flaws in organization, support, unity, grammar, and spelling. The researcher then discusses appropriate revisions, stressing the importance of revising for clarity of meaning and rhetorical-level aspects rather than cosmetic sentence-level errors.

6. Address the issues of appropriate vocabulary and expressions by comparing inappropriate comments, such as "your writing is really bad", with appropriate ones, such as "It would be great if you gave an example here." We also talk about and give examples of being specific and making clear to the author that the opinions expressed are not fact, but only one particular student's impression of a peer's writing.

7. Introduce the "Peer-Editing Worksheet on Cause/effect Essays" (Oshima & Hogue, 2006) (see Appendix B) to the students as a tool designed to provide adequate time to consider the writing and help them focus on some important areas of the writing assignment.

8. Get students involved in a response to a collaborative writing project by having them respond in groups of two or three, using the peer-editing sheet, to an academically-structured paragraph written by another group of students. Based on the response, the student groups revise their collaborative paragraphs.

9. Provide students sufficient time for questions and expressions of concern among authors, responders, and the instructor by talking about their collaborative paragraph, the peer responses, the revisions they made, the difficulties in judging classmates' comments, and lack of confidence in their revision abilities.

10. Provide revision guidelines by highlighting good revision strategies and explaining that peer response helps authors understand the difference between intended and perceived meaning.

11. Draw experiences from samples of successful and unsuccessful peer response by using printed or online samples to observe the level of student engagement, language used, and topic discussed.

12. Increase students' responsibility in peer response by displaying that the instructor provides comments based on the peer-editing sheet and gave students credit for their comments.

13. Familiarize the students with the points they could comment on (based on peer-editing sheet) and also how to make comments online via the blog. Students are trained if they do not know much (if any) computer techniques. Similarly, the instructor should allow the students ample time and opportunities to "play around" with the software until they feel comfortable using whatever is introduced.

14. Demonstrate to the students that the comments from the instructor are also based on the same peer-editing sheet as their peers so that in the process of peer responses, students make the revisions based on the peers' comments without the intervention of the instructor. By comparing peers' comments with those from the instructor, students will be able to see the differences (not necessary good or bad) in not only what is commented on but also how comments are made, which raises awareness of the varieties of comments and commenting strategies.

15. Provide the students opportunities to clarify their peers' comments and exchange opinions with them before revising their drafts. This is done through oral discussions in the classroom, or via comment pattern provided in the blog.

16. Instruct students how to ask clarification questions and how to give suggestions that are the revision oriented in order that peer response is facilitated across affective and cognitive levels.

3.3.3.6 6-Step blog-based peer response training

The peer response training took place during the third writing cycle, after the first draft of the cause/effect essay was posted on the blogs, and consisted of two phases: in-class training and one-on-one student-teacher conferences. The in-class

training lasted 3 hours during the third writing cycle of cause/effect essay. The Peer-edit sheet (Oshima & Hogue, 2006) provided was used as guidelines to help students read and provide comments (see Appendix B). The one-on-one student-teacher conferences lasted from 15 to 20 minutes beyond normal class meetings after the first round of commentaries on the first drafts of the cause/effect essay.

3.3.3.6.1 In-class Training

The in-class training, based on 11 guidelines of Berg (1999), started after the first post of the third writing cycle. During the in-class training, the instructor/researcher first helped the students understand the importance of peer response in the writing process and then helped them provide comments on some essays composed by former students based on a 6-step procedure as follows:

1. Evaluation: (Stanley, 1992; Tuzi, 2004)

The peers valuated some parts of the writers' essays, or some sentences or phrases or some ideas. The evaluation could be positive or negative. However, in some cases, praise was used to reduce the tension because some students might not feel comfortable in critiquing other's writing for fear that the writer might not receive their criticism as well (Liu & Hansen, 2005). Therefore, positive evaluations were encouraged. Students could evaluate the writing:

- Generally: "This is really good", "I like this paragraph"

- Specifically: "This is a great thesis statement"

1. **Clarification:** (Stanley, 1992; Zhu, 2001; Min, 2005)

Peers identified or located a particular problem in order to help the writer realize and revise his/her essay. They may clarify their points of view or ask the writer to clarify his decision. They could point to:

- Specific ideas: "Where you say… what do you mean?", "Could you explain your thesis statement in more details?"

- Particular word choices: "What do you mean by …?",

- Cohesive gaps: "You say '…' How does this sentence connect to the one before?"

- Unity of the paragraphs: "Do you think this sentence or phrase is related to the main idea of this paragraph?", "Do you think this sentence '………….' directly explains or proves the main idea?"

2. Alteration: (Tuzi, 2004; Liu & Hansen, 2005)

Peers provided comments in an imperative tone instead of advice.
"I try to break the door down → tried to break." or "Change your thesis into X"

3. Suggestion/ advice: (Zhu, 2001; Tuzi, 2004; Min, 2005)

Peer readers suggested ways to change words, content, and organization of essays. The advice could be general or specific:

- Specific advice: "Your thesis statement should be explained more clearly", "You might include an example/fact/statistic here", "You should change this transition signal '………." to"…….." to show the contrast idea.

- General advice: "You should introduce your introduction paragraph in the form of a funnel, or historical background, or surprising statistics, or dramatic story", "You need more ideas on this paper", "You should write more reasons to support your opinion".

4. Explanation: (Zhu, 2001; Min, 2005; Tseng & Tsai, 2007)

Peers explained why they thought a given term, idea, or organization was unclear or problematic, which should or should not be used in the essay. This step included specific advice and clearer information for the problems.

"You should change 'Despite … into although' (Despite + N/N phrase, although + clause)", "I think you should remove these two sentences because they talk about the convenience of computer, not about good education in a big city."

5. Confirmation: (Zhu, 2001)

Peers tried to confirm the information of a particular feature either for revision or non-revision. However, there was no suggestion for revision. In the case of questioning, the peer readers might not be sure about a particular feature for revision; so they asked the writer to reconsider a specific feature to see if he/she needed to change.

- Reconsideration: "Are you sure all people prefer living in a big city?", "*will wait* for you" or "*wait* for you?"

- Confirming information: "Each paragraph has a topic sentence, supportive sentences, and a conclusion."

3.3.3.6.2 One-on-one Student-teacher Conferences

The one-on-one student-teacher conferences, outside normal class meetings, were to help students learn from their own commentary experience if necessary for improvement of the quality of the comments. After the first round commenting on the cause/effect essay, the instructor/researcher had close looks at each student's comments and held one-on-one student-teacher conferences for 15-20 minutes. Some good comments from other students were also shown as models. In

addition, student-teacher conferences were to check students' comprehension of instruction and feedback (Min, 2005). Furthermore, during the conferences, the instructor/researcher helped address students' problems concerning such things as unclear comments from their peers as well as explained some problems about specific grammatical structures or particular ideas. For example, one reader commented on a student's essay about a grammatical point of tense used in a conditional sentence "So if we have ability and certificate, many career positions wait for us". The reader suggested revision by pointing out: "Is this a conditional sentence? Many career positions *will wait* for you or *wait* for you?" In this case, both the reader and the writer were not sure about the accuracy of the grammar; so the writer sought help from the instructor. The instructor/researcher helped her to clarify what kind of idea she really wanted to express and confirmed this grammatical point.

3.3.3.7 Foci of Peer Response

Two areas of comments were discussed in this section. The first one was the global areas in which the responders focused on the ideas, content, and organization of the essay, while the second one was the local areas in which the responders focused much on the grammar, vocabulary, and mechanics. Quite a few studies have debated about the effectiveness of these two issues in the peer response activities. Nguyen (2002) suggested that involving students in the error response process is an essential part of the writing process, and Chandler (2003) who studied the efficacy of various kinds of error response for improvement in the accuracy and fluency of L2 student writing found that having the instructor either correct or underline for student self-correction all the grammatical and lexical errors, followed by revision, resulted in a significant improvement in both accuracy and fluency. Also,

Knutsson et al. (2007) claimed that providing the student with response on different aspects of their target language use, not only on their errors, and facilitating the processes of language exploration and reflection were important processes to be supported in second-language learning environments. Padgate (1999), in his doctoral dissertation found that written response, when used alone in the absence of other form-focused activities, might not be powerful enough to result in grammatical improvement. However, Truscott (1996) argued that grammar correction in L2 writing classes should be abandoned because (1) substantial research shows it to be ineffective and none shows it to be helpful in any interesting sense; (2) for both theoretical and practical reasons, one can expect it to be ineffective; and (3) it has harmful effects. On the other hand, Ferris (1999) responded with an argument that Truscott's (1999) thesis that "grammar correction has no place in writing courses and should be abandoned" is premature and overly strong. Then the argument from Truscott (1999) denied Ferris (1999) when he reasoned that:

> These criticisms [from Ferris, 1999] are both unfounded and highly selective, leaving large portions of my case unchallenged and, in some cases, even strengthening them. If the case for correction has any appeal, it rests on a strong bias—that critics must prove beyond any doubt that correction is never a good idea, while supporters need only show that uncertainty remains.

In addition to the above arguments, Bitchener et al. (2005) who investigated the extent to which the type of corrective response on linguistic errors determines accuracy performance in new pieces of writing, found that the type of response provided did not have a significant effect on accuracy, and L2 writing learners, in the process of learning new linguistic forms, may perform them with accuracy on one occasion but fail to do so on another. Recently, Truscott (2007) reviewed quite a few

studies on the effects of error correction on learners' ability to write accurately and concluded that correction has a small harmful effect on students' ability to write accurately, and if it actually has any benefits, they are very small. The argument among researchers is still going on. However, Liu and Hansen (2005) claimed many instructors agree that the most helpful comments for student revision are those that address global issues such as content and rhetoric as specifically as possible. In order to be helped with it, Min (2006) stated that after peer review training, most revisions were improved in terms of global issues such as idea development, unity, and organization. Therefore, the training section of this study was considered as important. The present study trained students to focus more on global than on the local areas.

3.3.3.7.1 Focus on Global Areas

Global issues could be defined as content, rhetoric, and organization. Helping students focus on global issues in the peer response was preferred in this study for three reasons. First, when students focused on global areas in peer response after writing the first draft, they were helped to reinforce the process approach to writing. Second, in terms of social-cultural perspective, focusing global issues helped students share their ideas, experiences, and backgrounds. As a result, social interaction was promoted (Liu & Hansen, 2005). Finally, global-issue-focused activities were also supported by the cognitive learning theory; when learners discussed the content, they could draw and learn the accuracy of language and meaning using by themselves based on time (Krashen & Terrall, 2000), discussed in details earlier in Chapter 2 of this study.

In order to help students focus on the content in the peer response activities, the students were provided with some guided questions to help them be more critical readers because these structured peer response sheets required that they read the written works more carefully and focus on deeper-meaning issues (Liu & Hansen, 2005). In addition, rhetoric and organization were also global concerns in writing. Focusing on rhetoric and organization in peer response helped student writers structure their essays more clearly and better organized. A guided question sheet (see Appendix B) was provided to help students become more focused. The content rhetoric and organization were the main foci on the first draft. They were emphasized again in the second draft, but these were secondary to grammar and mechanics.

3.3.3.7.2 Focus on Local Areas

The local issues were defined as grammar, vocabulary, and mechanics. As discussed earlier in this section, research has still been debated on whether providing response on local areas affects the accuracy of students' writing. Some studies argue that this kind of focus impacts much on students' accuracy as well as fluency, while others find it has little effect. However, this does not mean that focusing on local issues is exclusive. Especially, the setting of this study was in a country where accuracy was a primary focus in the educational system (as mentioned in Chapter 1). Therefore, local areas were accepted as a secondary focus in this study on the second and the third drafts.

3.3.3.8 Patterns of Comments in the Blog of Yahoo! 360°

As described in details in the Yahoo! 360° Blog, the students were trained to provide comments in two patterns. One was the pattern for comments under the entry (see Appendix P) with the link of "comment" and with the directions to

"compose a comment for this post". Peer/instructor readers could provide their commentaries while or after they read the essays. The total characters for each comment can reach 4,000, so the commentaries could be as long as a paragraph of nearly 2 pages long with double spaces. This meant that the reviewers had very little limit when providing response to their peers' writing. After completing the comments, the readers just clicked "post comment" and it was set. The author could have a look at all the comments provided whenever he or she expected. The author could be alerted by a message or he/she could see the blog comments in the function 'home' of the blog. The second pattern of commentaries was on the left-hand of the homepage of the blog (see Appendix P). With this pattern, students could greet one another, or ask for more details of the comments they received if the comments were not clear enough and needed further explanation or they could request their peers to provide comments on time.

3.3.3.9 Revision

Students were trained to revise their essays by following steps adapted from Min (2006). After receiving response from peers, students would do following steps to revise their essays:

- Additions: add more ideas, words, or phrases into their writing

- Deletions: delete some ideas, words, or phrases which are irrelevant or unnecessary to their essays

- Substitutions: Substitute some ideas, words, or phrases in order to change meanings or to make clear the ideas.

- Permutations: rephrase information to gain a better organization of the essays

- Distributions: reviser re-writes same information in larger chunks

- Consolidations: reviser puts separate information together

- Re-orderings: reviser moves information

As discussed in the writing cycle, after receiving peer responses on Draft 1, students worked individually to revise their essays based on the comments by peers. The students were told to read and analyze the comments received, and to incorporate into their revision those comments they consider useful. Then, they posted the second drafts on their blogs to welcome the comments from peers on drafts 2 and posted Draft 3. Students were able to revise again after receiving responses from the teacher on Draft 3, although in such cases the third draft was not collected for analysis. All the essays 1, 2, and 3 and all the comments were collected for data analysis.

3.3.4 Interviews

Interviews involve a researcher orally asking questions for individuals to answer orally. In other words, interviews traditionally have been conducted face-to-face and one-to-one, with the researcher speaking directly with one interviewee at a time (Thomas, 2003). Punch (1999) categorizes three main types of interviews: the informal conversation interview, the general interview guided approach, and the standardized open-ended interviews. In addition, Oppenheim (1999) provides two kinds of interviews to measure attitudes. The first kind is the exploratory interview, which is also known as depth interviews or free-style interviews. The purpose of exploratory interviews is essentially heuristics: to develop ideas and research hypotheses rather than to gather facts and statistics. It is concerned with trying to understand how ordinary people think and feel about the topics of concern to the

research. The second type is the standardized interviews such as public opinion polls, market research and government surveys. Its purpose is for data collection in a large scale survey. Marshall and Rossman (1999) point out that the qualitative depth interviews are much more like conversations than formal events with predetermined response categories. The researcher explores a few general topics to help uncover the participant' views but otherwise respects how the participant frames and structures the responses. Also, the participant' perspective on the phenomenon of interest should unfold as the participant views it, not as the researcher views it. The most important aspect of the interviewer's approach concerns conveying the attitude that the participant's views are valuable and useful.

Wilkinson and Birmingham (2003) provide three models of interviews to be considered. The first one is the unstructured interview, which is a very flexible approach. In the unstructured interviews, areas of interest are established by the researcher but the discussion of issues is guided by the interviewee. However, it can be very difficult for the researcher to plan and the discussion may sometimes get away from the key subject matter. The second model of interview is the semi-structured interview in which the interviewer directs the interview more closely. More questions are predetermined and there is sufficient flexibility to allow the interviewee an opportunity to shape the flow of information. In the semi-structured interview, the format and the ordering of the questions are informed by the ongoing responses of the interviewee to the questions posed. Thanks to this, the researcher is more able to analyze the data. The third model is the structured interview in which the interviewer controls the order of questions. All of the questions and their order are predetermined

by the researcher. Unlike the other two models, the structured interview may provide an easier framework for analysis.

Therefore, the semi-structured interview and the in-depth interview (see Appendix E) were used in the present study. First, some interviews held during the peer response activities were conducted as in-depth interviews in order to understand in detail how student writers incorporated or did not incorporate the peer responses into their revision. Second, some interviews held after the training were conducted in both semi-structured interviews with some predetermined questions and depth interviews to obtain in-depth reports of how students perceived the usefulness of peer response and the blog-based peer responses for L2 writing revisions.

It was essential for the interviews to be recorded, in this case using the medium of tape. In this way, the information could be analyzed in details afterwards, for there was much that escaped the busy interviewer in the stress of the actual interview; also the tapes could be examined by more than one person (Oppenheim, 1999). Hence, the interviewees were asked for permission to record the interviews before each interview was held.

The interviews were conducted in Vietnamese (see Appendix E) in order that the interviewees felt at ease to respond with whatever came up to their mind about the application of blog-based peer response. The interview data were translated into English and every effort was made to keep the translation as close to the original as possible. Then the two versions (English and Vietnamese) of the necessary data used for analysis were checked by the two senior teachers of English at Nong Lam University where the present study took place to obtain the agreements of the translational meanings. The questions for the interviews were piloted in the pilot

study to see if there should be any more questions to be added or whether any of them should be modified or deleted. The class contained 32 students and the interviews were going to be made only to a sample of information-rich participants of each group. Therefore, only eight students participated in the in-depth interviews and thirteen students in the post training (semi-structured interviews).

3.3.5 Post-training Questionnaire

Questionnaires can be designed and used to collect vast quantities of data from a variety of respondents. They have a number of benefits over other forms of data collection: they are usually inexpensive to administer; very little training is needed to develop them; and they can be easily and quick analyzed once completed (Wilkinson & Birmingham, 2003).

An effective questionnaire is one that enables the transmission of useful and accurate information or data from the respondent to the researcher. This needs involve clear and unambiguous questions so that the respondent may interpret them, articulate his or her response and transmit it effectively to the researcher (Wilkinson & Birmingham, 2003). The post-training questionnaire will be processed for clarity in order to gain effective responses from the participants. This process will be discussed in more details in the steps used in constructing the validity and reliability for the questionnaires.

Wilkinson and Birmingham (2003) describe three types of questionnaires. First, the mail survey is addressed to respondents and delivered by mail. While it can be an efficient way of collecting large amounts of data, this type of questionnaires sometimes is considered impersonal and can suffer from low response rates. The second type of questionnaire is the group-administered questionnaire used for

collecting data from a sample of respondents brought together for the purpose. In this case, this type of questionnaires is best used in the context of classroom students; each member of the group is allowed to complete his or her own questionnaire and return it to the researcher on completion. Response rates using group-administered questionnaires are often higher than those for mail survey. The final type of questionnaire is the house-hold drop-off survey which is a combination of mail and group-administered survey. Using this type for collecting the data, the researcher delivers the questionnaires by hand to the respondents and collects the data at some later date. Therefore, the current study used the group-administered questionnaire.

3.3.5.1 Validity and Reliability of the Post-training Questionnaire

Post-training questionnaire (see Appendix G) was one of the main instruments in this study. Walliman (2001) stated that a questionnaire should be pre-tested on a small number of people, preferably on people of a type similar to that of the intended sample, so as to anticipate any problem of comprehension or other sources of confusion. These students in the pilot study will receive the same treatments so that they can provide consistent responses to the Post-training Questionnaire.

In order to build up clear and unambiguous questions for the respondents to interpret, articulate their responses and transmit the responses effectively, 104 items adapted from previous studies (Liu & Hansen, 2005; Tsui & Ng, 2000) and designed by the researcher were sent to three experts to be checked for clarity. One expert, a specialist in statistics, helped the researcher with a better idea in dealing with the numbers and what kind of test should be employed. Another expert was familiar both with teaching Academic Writing to both undergraduate and graduate students and also

in   current research in L2 Writing, especially regarding peer response. The other expert teaches L2 Academic Writing, and also at applying technology in the L2 writing classes. These three experts obtained Ph.D degrees from European countries and held their professional teaching careers at Suranaree University of Technology, Nakhon Ratchasima, Thailand. The clarity of each item were ranged from – 1 to + 1 (e.g. -1, 0, +1) by the experts in which "-1" meant ambiguous in meaning or difficult for the respondent; it was then omitted. "0" meant relatively ambiguous or difficult for the respondents, in which case it was revised; and "+1" meant clear and appropriate for the respondents. After that, the researcher selected 40 items which were rated at least two "+1" and a "0" by the experts. The researcher revised (if necessary) the items which were rated as "0" and then discussed with the experts to reach the agreements.

As per Walliman (2001), this 40-item questionnaire was piloted to 12 different students who were also 2nd year students at the Faculty of English where the current study took place. The scores of the respondents were analyzed by SPSS (version 15.0) for Correlate – Bivariate. 20 items whose correlations were significant at the 0.05 and 0.01 levels (2-tailed) were selected to test the reliability. The Cronbach's Alpha of these 20 items reached at .923. This 20-item questionnaire was then implemented in the pilot study to make sure its validity and reliability. Finally, the post-training questionnaire of 20 questions was sent to students of this present study at the end of the course to obtain the data for analysis.

3.3.5.2 The Post-training Questionnaire of the Pilot Study

Following was the results of the post-training questionnaire of the pilot study administered to 12 students. The first part of the questionnaire, items 1 – 5,

related to the preferences in the use of blog for peer response in the L2 writing class; the second part, items 6 – 13, related to the usefulness of the blog as applied to peer response activities; and items 14 – 20 related to the effects of the blog-based peer response for writing quality. The Cronbach's Alpha of reliability analysis reached at 0.91.

Descriptive statistics was run to test the means of each item. The criteria for the Likert-type scale ranged from 1 (strongly disagree) to 6 (strongly agree) and was set as following:

low evaluation: 1 – 2.66;

medium evaluation: 2.67 – 4.33; and

high evaluation: 4.34 – 6

Table 3.2 Post-training questionnaire of the pilot study

No.	Items	Mean	S.D
	Preferences of the use of blogs for peer response in an L2 writing class		
1	Writing on a blog is an enjoyable way to share information with other people.	4.5	1.0
2	I feel very interested in connecting and discussing with my friends about my writing via a blog.	4.5	0.8
3	Using the blog enables me to get closer to my friends in order to help one another in learning.	4.58	0.9
4	I enjoyed using the blog to post and provide comments on my peers' writing.	4.42	0.79
5	I like my friends in my group to read and comment my writing via the blog.	4.75	0.75
	The usefulness of the blog for peer response activities		
6	I feel that learning to write an essay, revise my drafts, and comment my peers' writing via the blog is very useful.	4.58	0.79
7	The convenience of commenting via a blog is that every member of the group is able to provide comments whenever he/she has free time, not necessary to do it in the classroom.	5	1.04
8	Thanks to the comments from my peers via the blog, I can realize that my writing has a lot of mistakes that I cannot point them out by myself.	5.25	0.62
9	Thanks to the peer response activities via the blog, I understand more about the method of writing an Academic essay.	4.17	0.84
10	Thanks to reading my peers' essays (in order to provide comments) via the blog, I learn different writing styles and ideas from my friends'.	4.58	0.9
11	Commenting via the blog, reading and providing suggestions for my friends and vice versa, helps me to come up with new ideas to revise my own writing.	4.58	0.9
12	Posting and commenting essays via the blog is very effective for me because it not only helps me but also my friends to improve our writing ability.	4.92	0.79

13	Thanks to the peer response activities via the blog, I realize that learning activities are not only based on the teacher but also on my friends in order that every class member can help one another improve.	5	0.85
	The effects of blog-based peer response for writing quality		
14	Posting my writing on the blog for my friends to read and comment makes me take more care about my writing quality.	4.58	0.67
15	I found that my peers' comments on my blog are very useful for my writing revision.	4.83	0.84
16	Peer response activities via the blog provide me more spare time to think about my peers' opinions on my writing.	4.33	0.89
17	Thanks to the peer comments via the blog, I can reorganize the ideas in my writing more logically.	4.92	0.67
18	After each time of revision based on my peers' comments, the content of my writing is much more abundant.	4.75	0.87
19	After each time of revision based on my peers' comments, the vocabulary, structure, grammar, and spellings of my writing get much better.	4.75	0.87
20	I prefer my peers commenting on the content and organization of my writing to spellings or grammar, or structure.	4.92	0.67

- Descriptive Statistics

As shown on Table 3.2, in general, all items of the questionnaire were rated highly by the students. The range of the means was from 4.17 to 5.25. First, with regards to the preferences of using the blog for peer response in an L2 writing class, Most of the students strongly expressed that writing on a blog was an enjoyable way to share information with other people (mean = 4.50) and they expressed interest to connect and discuss with their peers about their writing (mean = 4.50). Furthermore, the students confirmed that using the blog enabled them to get closer to their friends in order to help one another in learning (mean = 4.58). The students said they enjoyed using the blog to post and provide comments on their peers' writing (mean = 4.42) and

they said they liked their friends in their groups to read and comment their writing via the blog (mean = 4.75).

Second, regarding the usefulness of the blog applied for peer response activities, the students felt learning to write an essay, revise their drafts, and comment their peers' writing via the blog was very useful (mean = 4.58). The students highly evaluated (mean = 5.00) the convenience of commenting via a blog that every member of the group was able to provide comments whenever he/she has free time, not necessary to do it in the classroom. Most of the students agreed that thanks to the comments from their peers via the blog, they could realize that their writing had a lot of mistakes which they could not point them out themselves (mean= 5.25). One finding was just medium of evaluation (mean = 4.17) that thanks to the peer response activities via the blog, they understood more about the method of writing an Academic essay. In addition, the students agreed that when they read others' essays to provide comments via the blogs, they learned different writing styles and ideas from their friends' (mean = 4.58) and they gained new ideas to revise their own writing (mean = 4.58). Furthermore, the students agreed that posting and commenting essays via the blog was very effective for them because it not only helped the them but also their friends to improve their writing ability (mean = 4.92); therefore, most of the students stated that thanks to the peer response activities via the blog, they realized that learning activities was not only based on the teacher but also on their friends in order that every class member could help one another improve (mean = 5.00).

Finally, regarding the effects of blog-based peer response for writing quality, Most of the students agreed that posting their writing on the blog for their friends to read and comment makes them take more care about their writing quality (mean =

4.58). The comments from peers via the blog were confirmed to be useful for revision (mean = 4.83). In other words, the students incorporated peers' comments in their revisions in order to produce better products. The students also agreed that peer response activities via the blog provide them more spare time to think about their peers' opinions on their writing (mean = 4.33). This finding was medium in evaluation. The students stated that thanks to the peer comments via the blog, they could reorganize the ideas in their writing more logically (mean = 4.92). The quality of their writing improve not only the content (mean = 4.75), but also the vocabulary, structure, grammar, and spellings of their writing get much better (mean = 4.75) after each time of revision. The equal means of global and local areas (4.75 = 4.75) indicated that the students considered the comments on both areas were important. One could not dominate the other. However, the students preferred their peers commenting on the content and organization of their writing to spellings or grammar, or structure (mean = 4.92).

3.3.6 Writing Journal

Writing Journal is also known as learning log or journal in which students write about experiences both in and out of school or record responses and reactions to learning and to learning activities. In addition, a learning journal provides students with an opportunity to reflect on learning, and is usually shared with the instructor on a regular basis but not graded. Thanks to this, the students gain additional opportunities to practice writing and the instructor may be able to find out how the students are progressing in the learning process (Richards & Schmidt, 2002). The learning journal will be used to supplement the information for the data collection. It is used for qualitative analysis of the study.

During the revision process of this study, students were asked to write their reflection about what they thought and how they felt about their peers' comments and the impacts on their revision. The entries in their learning journals provided students opportunities to reflect on their learning experience and express their thought (Rodriguez, 2003). Students were asked to post their writing journal on a forum (see Appendix F). To facilitate the expression of the students and the interpretation of the researcher, the students were asked to write in either English or Vietnamese. There were topics provided by the researcher or the students could nominate the topics by themselves. Although the entries were not evaluated, the submission of the students was counted for their credits as part of the assignments. All 32 student participants in the present study reflected their experiences in the writing journal during the blog-based peer response activities.

3.4 Instrumentation

Three predetermined instruments were used in this study: (1) a coding scheme for language functions, (2) a coding scheme for textual revision, and (3) an analytic Scoring Rubric.

3.4.1 Coding Scheme for Language Functions

The coding scheme for language functions (Table 3.3) used in this study to analyze students' written comments to their peers was an adaptation from Liu and Hansen (2005) (see Appendix D for explanations and illustrations). This coding scheme was first developed by Stanley (1992) and employed by others in the writing research community (Zhu, 2001; Tuzi, 204; Rodriguez, 2004, Min 2005, 2006). Liu and Hansen (2005) organized the language function in a Table for coding the types

and nature of comments. This scheme was developed for L2 writing context, especially for measuring peer response activities. Stanley (1992), Zhu (2001), Rodriguez (2004), and Tuzi (2004) used this scheme to train students for peer response with eight categories, including pointing, advising, announcing, reacting, eliciting, questioning, collaborating, and elaborating. Afterwards, Liu and Sadler (2003) and Min (2005, 2006) made it four categories (evaluation, clarification, suggestion and alteration), so as to limit their focus of investigation. One more category of 'explanation' was added in Liu and Hansen (2005). Liu and Hansen included the scheme with types and nature of comments. Therefore, it was quite appropriate for the Research Questions 1 and 2 of this study; hence, it was adapted and modified. Zhu's scheme was adapted by adding 'confirmation' (as described in the 6-step procedure in in-class training) and 'statement' (any statement which did not belong to the nature of comments for revision) in the coding scheme of the present study.

Table 3.3 Coding scheme for language functions

Types of comments		Global Areas		Local Areas	
		Revision-oriented	Non-revision-oriented	Revision-oriented	Non-revision-oriented
Evaluation	Generally				
	Specifically				
Clarification	Specific ideas				
	Particular word choices, phrases, or sentences				
	Cohesive				
	Unity				
Alteration					
Suggestion/ advice	Generally				
	Specifically				
Explanation					
Confirmation					
Statement					

- Note: Appendix D contains explanations and illustrations of these components
- Adapted and modified from Liu & Sadler (2000)

3.4.1.1 Coding Comment Training

The trained coders were two of the researcher's colleagues who have had taught EFL writing for approximately 4 - 5 years, and during the period of this study, were enrolled in MA programs at foreign universities located in Ho Chi Minh City.

The researcher and the two raters met for a 3½-hour coding comment training. First, two copies of the coding scheme (see Appendix D) were given to the coders and explained carefully by the researcher. Since the comments were sometimes complex, comprehensive discussions took place during the training. After one hour of discussions, six sets of comments from two essays by former students were given, 3

sets each. The two coders worked independently to code those comments. They marked types of comments (7 types), areas of comments (global and local areas), and nature of comments (revision-oriented and non-revision-oriented) into the "Coding scheme for language functions" (Table 2). The most inconsistent types they made were the distinctions between "suggestion/advice" and "alteration". For example the first coder considered the comment "this sentence should be changed into passive voice" as the type of "suggestion/advice" while the other treated it as "alteration". Then a compromise was made in - that it would be the "alteration" type if it only mentioned the suggested change, but if the comment included the subject such as "you" before the hedging devices, it would be seen as "suggestion/advice". The researcher and the coders also tried to make sure that a complex comment on one issue should be counted as 1 nature of comment, either revision-oriented or non revision-oriented (described in details in the Methods of Analysis).

3.4.1.2 Coding Students' Comments

According to Rudestam and Newton (2001), the researcher should pilot test any instruments he uses, whether the researcher makes them up himself or adapts them from standard research tools because every person can misread or misunderstand something different. Also, Brause (2003) states if the researcher plans to develop an instrument or an interview protocol, he needs to determine its usefulness by pilot testing with a smaller number of participants. After that he will be able to revise and refine parts to create an ideal instrument for his study.

The applicability of this coding scheme was tested on a group of 12 sophomores majoring in English at a state university in Ho Minh City, Vietnam. There were 9 females and 3 males, aged 20 - 22 (Table 1). They all were native

speakers of Vietnamese. Their Test of English as a Foreign Language (TOEFL) scores ranged from 420 to 507 approximately. None of them had had any training on blog-based peer response prior to the study.

The students participated in the training program with the same writing cycle of the present study, including 6-step procedure, posting their essays (cause/effect) on the blogs, received and provided responses on one another's essays, and revised their drafts. The average number of words produced in the first and third drafts were 451 and 588, respectively. Table 3.4 shows types of comments that students received from their peers during the peer response Session 1.

Table 3.4 Types of comments during the peer response session 1 (Pilot Study)

students	evaluation Mean = 3.58; SD = 2.31	clarification Mean = 10.75; SD = 5.07	alteration Mean = 3.08; SD = 2.28	suggestion/ advice Mean = 10.67; SD = 4.52	explanation Mean = 3.67; SD = 3.34	Confirmation Mean = 2.67; SD = 2.54	statement Mean = 2.33; SD = 1.67	Total
S1	5	17	3	18	13	2	2	60
S2	2	10	2	8	1	2	5	30
S3	2	22	3	15	6	4	2	54
S4	2	16	7	18	2	10	1	56
S5	5	6	3	5	3	2	5	29
S6	1	8	0	7	4	4	3	27
S7	9	8	7	14	3	2	4	47
S8	2	5	1	8	5	2	0	23
S9	4	10	3	7	1	1	3	29
S10	3	9	4	10	1	1	1	29
S11	6	7	0	11	3	1	1	29
S12	2	11	4	7	2	1	1	28
Total	43	129	37	128	44	32	28	441
	9.80%	29.30%	8.40%	29%	10%	7.30%	6.40%	100%

- Descriptive statistics

Results of the pilot study (Table 3.4) indicated that a total of 441 comments were identified from 12 first drafts (Draft 1) of 12 students. The mean of comments on each essay was 36.75. The most frequently used types of comments generated

during peer response activities of Draft 1 were "clarification," 129 (29.3%; mean = 10.75) and "suggestion/advice," 128 (29%; mean = 10.67) in each draft. "Explanation" with 44 (10%; mean = 3.67) was the third most common type. "Evaluation" with 43 (9.8%; mean = 3.58), indicated that students tried to keep the harmony in commenting. The fifth rank of comments went to "alteration" with 37 (8.4%; mean = 3.08), followed by "Confirmation" with 32 (7.3%; mean = 2.67). A part from those six types of common comments, "statement," which was not categorized because it was neither revision- oriented or non revision-oriented (nature of comments), was provided by raters (mean = 2.33). This showed the interactions of students during the peer response activities. The findings suggest that the most common types of comments favored by the students during the peer response activities were "clarification" and "suggestion/ advice". The discrepancy between these two was nearly equal (129 vs. 128). "Explanation" was also favored by students in the first drafts. Table 3.5 shows types of comments that students received from their peers during the peer response Session 2.

Table 3.5 Types of comments during the peer response session 2 (Pilot Study)

Students	evaluation Mean = 2.92; SD = 2.07	clarification Mean = 9.67; SD = 4.74	Alteration Mean = 4.08; SD = 3.85	Suggestion /advice Mean = 9.33; SD = 3.89	Explanation Mean = 3.67; SD = 3.11	confirmation Mean = 3.17; SD = 2.52	statement Mean = 2.50; SD = 1.62	Total
S1	2	6	4	11	10	0	4	37
S2	4	16	13	16	8	2	5	64
S3	2	16	0	14	5	1	5	43
S4	1	18	8	12	6	7	2	54
S5	2	7	3	8	2	5	3	30
S6	4	11	5	6	3	6	1	36
S7	8	4	8	3	4	2	4	33
S8	1	8	1	6	3	7	1	27
S9	2	7	3	8	0	1	1	22
S10	1	9	1	13	1	1	1	27
S11	3	4	1	9	2	2	2	23
S12	5	10	2	6	0	4	1	28
Total	35	116	49	112	44	38	30	424
	8.30%	27.40%	11.60%	26.40%	10.40%	9%	7.10%	100 %

- Descriptive statistics

Table 3.5 reveals the total number of comments on Draft 2 appeared to be slightly fewer than those on Draft 1 (424 vs. 441). The mean of comments each essay received was 35.33. The most common type was "clarification" 116 (27.4%; mean = 9.67) followed by "suggestion/ advice" 112 (26.4%; mean = 9.33). There were 49 "Alteration" (11.6%; mean = 4.08) which was higher when compared with the first drafts (8.4%), and ranked the third common type after "clarification" and "suggestion/ advice" while it was sixth in first drafts. "Explanation" was the same number as in the first drafts of 44 (mean = 3.7), slightly higher in percentage (10.4% vs. 10%) and favored as the fourth common type in Draft 2 where it came third in Draft 1. The fifth common type of comments was "confirmation" 38 (9%; mean = 3.17), and the sixth was "evaluation" 35 (8.3%; mean = 2.92), while it ranked higher in the first drafts, 43 (9.8%). It appears that the students seemed to prefer more specific comments than

general evaluative statements. The "statement" type was the least used in the commentary activities (7.1%; mean = 2.50). Compared to the first drafts, the findings indicated that students were still relying primarily on "clarification" and "suggestion/ advice" types during the peer response sessions. "Alteration" was found to be favored more in the second drafts.

3.4.2 Coding Scheme for Textual Revision

The coding scheme for textual revision and non-revision in the present study used to analyze both the level of revision and non-revision. Tuzi (2004) developed the scheme based on Hall's (1990) taxonomy of revision analysis of which level, type, and purpose of revision were investigated, including clause, essay, no change, paragraph, phrase, punctuation, sentence, and word. Min (2006) adapted the scheme to explore the size of revision which referred to the linguistic unit of change, including punctuation, word, phrase, clause, sentence, and paragraph.

Some studies such as Berg (1999), Liu & Hansen (2005), Bitchener et al. (2005), and Min (2006) found that peer response has a significant impact on student revision. Based on the feedback from their peers, students revise their texts in quantity. Particularly, Berg (1999) claimed that peer response and revision are seen as vital tools in helping students learn how to improve their writing quality. Also, Hyland & Hyland (2006) found that the peer revision task allows both readers and writers to consolidate and reorganize knowledge of the L2 and make this knowledge explicit for each other's benefit.

In the present study, two issues were investigated. First, the level of revision (see Appendix I) was measured by punctuation, spelling, grammar, word, phrase, clause, sentence, and paragraph. Each included 3 subcategories of comment

influences: (a) 'Based on comments', (b) 'partly based on comments', and (c) 'non-comments' which referred to revisions made by the writers' own decisions (Tuzi, 2004). Second, level of non-revision during the revision stages was also explored. In other words, though some revision-oriented comments were delivered, they did not trigger revisions by the student authors.

3.4.2.1 Level of Revision

Level of revision (see Appendix I) refers to the linguistic unit of change, including punctuation, spelling, grammar, word, phrase, sentence, clause, and paragraph. Each level was divided into three different categories based on the peer comments of the previous draft. If a revision followed exactly a specific suggestion from a peer's, it was coded as "based on comment"; if a revision did not directly follow the oriented-revision comment but revised by the writer's own decision, it was viewed as "partly based on comment" because it was triggered somehow by the comment; and if a revision was made without any suggestion, it was coded as "non-comment" revision. Descriptive statistics compared the means of the linguistic units of change. Table 3.6 shows the coding scheme for textual revision.

Table 3.6 Coding scheme for textual revision

	Based on comment	Partly based on comment	non-comment
Punctuation			
Spelling			
Grammar			
Word			
Phrase			
Sentence			
Clause			
Paragraph			

- Note: Appendix I provides explanations and illustrations for these components

3.4.2.2 Level of non-revision

The researcher also attempted to figure out some revision- oriented comments suggested by peers but, for some reasons, the writers did not incorporate them in later drafts for revisions. The researcher and two raters tried to analyze them into three different categories (unnecessary, incorrect, and unknown) based on the respondents in the in-depth interviews and the agreements of the independent raters and the researcher after two discussions (2 hours each) during the data analyzing process. First, "unnecessary" meant that although a particular feature in an essay was suggested to be changed by peers, it was not revised because it was not actually necessary to change, or it did not help the text look better, so the writer might not accept this change. For example, in an in-depth interview of the pilot study, when being asked about one feature that was not revised even though there was a comment for revision, a student said "in my introduction, my friend wanted me to list all the advantages here. I didn't agree. I wrote the advantages in the body. I thought if I wrote the advantages here, it was not necessary in the introduction". Second, "incorrect" usually fell into the "grammar", "word", "phrase" and "clause" levels when the comment did not correctly work. For example, when commenting on this sentence: "There are some main reasons why many students want to work in the city after their graduation although they acquire clearly difficulties ahead such as houses, work, high cost", a peer wrote "you should change 'There are' by 'It is'. In this case, the comment was counted as 'incorrect'. However, any feature that fell into this unit by a rater was carefully considered and discussed with the researcher and the other rater to be valid. Third, "unknown" referred to some features which were commented for revision by peers, but for some reasons, the writer did not incorporate them in revisions in the later drafts. This unit would be clarified by the in-depth

interviews to obtain the "real world" reasons. Each unit contained similar categories as those in the levels of revision. Table 3.7 shows coding scheme for level of non-revision.

Table 3.7 Coding scheme for level of non-revision

	unnecessary	Incorrect	unknown
Punctuation			
Spelling			
Grammar			
Word			
Phrase			
Clause			
Sentence			
Paragraph			

The applicability of the scheme was pilot tested on the second and third drafts produced by the same group in the pilot study in which the coding scheme for language functions was piloted. Results indicated in Table 3.8 below:

Table 3.8 Levels of revision and comment influences on Draft 2 (Pilot)

	Based on comments Mean= 9.75; S.D = 5.946	Partly based on comments Mean= 5.13; S.D = 6.010	Non-comments Mean= 23.88; S.D = 21.000	Total Mean= 38.75; S.D = 28.126
Punctuation	2	0	11	13 (4.20%)
spelling	4	0	5	9 (2.90%)
grammar	18	2	12	32 (10.30%)
Word	7	3	49	59 (19%)
Phrase	13	13	61	87 (28.10%)
Clause	6	4	7	17 (5.50%)
sentence	17	16	31	64 (20.70%)
paragraph	11	3	15	29 (9.30%)
Total	78 25.20%	41 13.20%	191 61.60%	310 (100%)

- Descriptive statistics
- Note: Appendix I provides explanations and illustrations for these components

Table 3.8 showed that the most frequent revision occurred at the phrase level (28.1%), followed by sentence (20.7%), word (19%), grammar (10.3%), and paragraph (9.3%). Min (2006) found sentence to be the most frequent revision in her study. There were 310 revisions (mean = 38.75) in which 78 of them (25.2%) were revised based on peer comments, 41 of which (13.2%) were partly based on peer comments, and 191 (61.6%) of them were revised without any comments. In other words, the student writers changed by their own decisions. Table 3.9 shows the results of revisions and comment influences on Draft 3.

Table 3.9 Levels of revision and comment influences on Draft 3

	Based on comments Mean= 10.00; S.D = 8.602	Partly based on comments Mean= 3.25; S.D = 2.605	Non-comments Mean= 20.13; S.D = 15.597	Total Mean= 33.38; S.D = 22.816
Punctuation	1	1	15	17 (6.4%)
spelling	7	1	8	16 (6%)
grammar	22	2	10	34 (12.7%)
Word	23	4	47	74 (27.7%)
Phrase	11	8	38	57 (21.4%)
Clause	2	6	6	14 (5.2%)
sentence	11	3	28	42 (15.7%)
paragraph	3	1	9	13 (4.9%)
Total	80 (30%)	26 (9.7%)	161 (60.3%)	267 (100%)

- Descriptive statistics

Table 3.9 showed that the most frequent revision occurred at the level of word (27.7%), followed by phrase (21.4%), sentence (15.7%), and grammar (12.7%). In terms of comment influences, a total of 267 revisions (mean = 33.38) were made, in which 80 of them (30%) were revised based on peer comments, 26 of which (9.7%) were partly based on peer comments, and 161 (60.3%) of them were revised without any comments. It indicated that the student writers may have felt "in charge" of their writing more than just relying on the help of their peers.

Regarding unrevised features (some comments delivered by peers but they were not resulted in revisions), three possible reasons were investigated:

a) Unnecessary (a commented feature was not necessarily changed by the author writer),

b) Incorrect (a suggested comment did not work in grammar, wording or phrasing). Yang et al. (2006) asserted that the most common reason for the rejection of peer feedback was that the writers did not accept the feedback for the reason that it seemed "incorrect" to them, and

c) Unknown (an addressed problem was not revised by the writer).

The researcher and the two independent raters held two discussions (2 hours each) about the issues to reach agreement on each case in these three categories. Unnecessary and incorrect causes were carefully considered by the three observers (raters and a researcher). Table 3.10 shows the level of non-revision of the second drafts.

Table 3.10 Level of non-revision of Draft 2 (Pilot Study)

	Unnecessary Mean= 1.88; S.D = 2.232	Incorrect Mean= .25; S.D = .463	Unknown Mean= 10.50; S.D = 10.268	Total Mean= 12.63; S.D = 11.426
Punctuation	0	0	0	0
Spelling	1	0	3	4
Grammar	2	1	19	22
Word	7	1	12	20
Phrase	2	0	13	15
Clause	2	0	30	32
Sentence	1	0	1	2
Paragraph	0	0	6	6
	15	2	84	101
Total	(14.9%)	(2%)	(83.1%)	(100%)

- Descriptive statistics

As shown in Table 3.10, there were a total of 101 features of Draft 2 which were not revised by the student writers. 15 of them (14.9%) were found not necessarily changed, and only 2 (2%) was supposed to be unqualified comments whereas 84 features (83.2%) were addressed but the writers did not incorporate in their revisions. 30 addressed features (29.7%) were in the clause level, 19 (18.8%) were in the grammar level, 13 (12.9%) were in the phrase level, and 12 of them (11.9%) were in the word level. Table 3.11 shows level of non-revision of Draft 3.

Table 3.11 Level of non-revision of Draft 3 (Pilot Study)

	Unnecessary Mean= 3.00; S.D = 3.12	Incorrect Mean= .25; S.D = .46	Unknown Mean= 9.63; S.D = 7.09	Total Mean= 12.88; S.D = 8.63
Punctuation	4	0	2	17
Spelling	0	0	3	16
Grammar	0	1	13	34
Word	8	0	9	74
Phrase	7	1	16	57
Clause	3	0	22	14
Sentence	1	0	3	42
Paragraph	1	0	9	13
	24	2	77	103
Total	(23.3%)	(1.9%)	(74.8%)	(100%)

- Descriptive statistics

Table 3.11 revealed that 103 revision-oriented comments in Draft 3 did not trigger revisions by the writers in which 24 features (23.3%) were viewed as unnecessary to change, 2 of them (1.9%) were supposed to be unqualified comments, and 77 (74.8%) were unknown reasons. Similar to which in Draft 2, the clause level were mostly unrevised with 22 (21.4%), 16 of unrevised features (15.5%) were in the phrase level, followed by grammar with 13 unrevised features (12.6%), and 9 of them (8.7%) were in the paragraph level whereas there were 6 unrevised features at the paragraph level in the second drafts. These unknown reasons were explored by the in-depth interviews. The in-depth interviews would be held during the revision stages of Draft 2 and Draft 3 to learn what the students said were their reasons.

3.4.3 Analytic Scoring Rubric

Weigle (2002) describes three main types of rating scales used in writing evaluations. The first one is primary trait scales whose importance is to understand how well students can write within a narrowly defined range of discourse such as persuasion or explanation. In primary trait scoring, the rating scale is defined with respect to the specific writing assignment and essays are judged according to the degree of success with which the writer has carried out the assignment. However, this kind of rating scale is very time-consuming because it is designed to assign scores for each writing assignment individually. Therefore, each scoring guide takes an average of 60 to 80 hours per task. Thus, this kind of rating scores is not widely adopted in second language writing assessment.

The second rating scale is the holistic scoring, which is popularly used by many assessment programs and among researchers over the past 30 years. In the holistic rating scales, each script is read quickly and then judged against a rating scale,

or scoring rubric, that outline the scoring criteria (Weigle, 2002; Weir, 1990; Hughes, 2003). A well-known example of a holistic scoring rubric in ESL/EFL writing assessment is the scale used for the TOEFL Writing Test known as the Test of Written English (TWE). The rating scale contains descriptors of syntactic and rhetorical qualities of six levels of writing proficiency. This kind of rating rubric is, in practice, faster to read a script once and assign a single score than to read it several times, each time focusing on a different aspect of writing. One of the leading advantages of the holistic scoring is that it helps the raters focus on the strengths of the writing, not on its deficiencies, so that writers are rewarded for what they have done. However, apart from advantages, holistic scoring has several disadvantages when applied to the L2 writing context. One drawback is that holistic scoring which assigns a single score does not provide useful diagnostic information about a person's writing ability because it does not allow raters to distinguish between various aspects of writing such as control of syntax, depth of vocabulary, content, and organization, mechanics, and so on. While some writers may have excellent skills in terms of content and organization, they may also have lower grammatical control, while others have may have an excellent grasp of sentence structure but may not know how to organize their writing in a logical way. Another disadvantage of holistic scoring is that holistic scores are not always easy to interpret, as raters are not necessarily using the same criteria to arrive at the same score. For example, one rater might give 4 on a certain script because of it rhetorical features (content, organization, and development), while another rater might grade the score because of its linguistic features (grammar, vocabulary, and mechanics). Finally, Jacobs et al. (cited in Weir, 1990) assert that holistic evaluation would appear to be more subjective as it depends

on the impressions formed by the markers. Holistic scoring has also come under criticism in recent years because there is a focus on achieving high inter-rater reliability at the expense of validity. Therefore, the holistic scoring scale was not used in this study.

The last rubric scoring scale and the one employed in this study is the analytic scoring scale. In analytic scoring, scripts are rated in several aspects of writing or criteria rather than given a single score (Hughes, 2003; Weir, 1990; Weigle, 2002). In other words, the scripts might be rated on such features as content, organization, cohesion, unity, vocabulary, grammar, sentence and structure, and mechanics. Such schemes thus provide more detailed information about a test taker's performance in different aspects of writing and are for this reason preferred over holistic schemes by many writing specialist. The first criticism of analytic scoring is that scoring scripts on such features as 'diction' or 'flavor' is highly subjective because of the use of vague, indefinable criteria. In order to reduce this problem, Weir (1990) suggests rating scales can be divided into discrete levels and define clear criteria for each scale or subscale within an analytic scoring scheme; also inter-markers should be applied to obtain the reliability. Another weakness of analytic scoring is that it takes longer than holistic scoring because readers are required to make more than one decision for every script (Hughes, 2003; Weigle, 2002). One more point to be aware of is that, if the scores are combined into a single score, then the experienced raters may actually rate more holistically than analytically; hence, there should be well-trained inter-raters for this study (Weigle, 2002). The final disadvantage of analytic scoring is that concentration of different aspects may divert attention from the overall effect of the piece of writing (Hughes, 2003). Despite the aforementioned disadvantages, analytic

scoring has a number of advantages. First, analytic schemes are seen as far more useful tool for training and standardization of new examiners, as inexperienced raters can more easily understand and apply the criteria than holistic scales (Weir, 1990; Weigle, 2002). Second, analytic scoring schemes are devised in an attempt to make the assessment more objective because they encourage the raters to be more explicit about their impressions (Weir, 1990). Third, analytic scoring schemes are particularly useful for L2 student writers because of their wide range of writing abilities. The student writers can pay attention to those aspects of their writing that are lacking (Weigle, 2002). Finally, analytic scoring schemes can be more reliable than holistic scoring because additional items can be added to a discrete-point test, so a scoring scheme in which multiple scores are given to each script tends to improve reliability (Hughes, 2003; Weir, 1990; Wiseman, 1949; Head, 1966; Hamp-Lyons, 1991b; Huot, 1996 in Weigle, 2002).

An analytic scoring scheme was used in academic research for four main reasons. First, analytic schemes are seen as a far more useful tool for training and standardization of new examiners, as inexperienced raters can more easily understand and apply the criteria than holistic scales (Weir, 1990; Weigle, 2002). Hence, it was proper for the two trained inter-raters in this study. Second, analytic scoring scales are devised in an attempt to make the assessment more objective because they encourage the raters to be more explicit about their impressions (Weir, 1990). Third, analytic scoring schemes are particularly useful for L2 student writers as well because they clearly and distinctly address the different aspects of their writing abilities. Then, the student writers will be more aware of and thus focus more on the problem areas (Weigle, 2002). Finally, analytic scoring scales can be more reliable than holistic

scoring in terms of additional items added to a discrete-point test, so a scoring scheme in which multiple scores are given to each script tends to improve reliability (Hughes, 2003; Weir, 1990).

In addition to the above four main reasons of using the analytic scoring rubrics, the analytic scoring scale (see Appendix C) was applied in this study for following reasons. First of all, the primary material for the training and also the one applied in the academic training program of the Faculty of Foreign Languages of the University was of Oshima and Hogues (2006). The analytic scale was matched with the training. The analytic scoring scale was adapted from the authors in order to help the trained raters to be as clear as possible when they rated the essays. This also helped limit the subjective features in rating. Second, the rubric scoring at the Faculty of Foreign Languages used so far was in the scale of analytic scoring. Since the study was conducted during a normal academic year, analytic scoring scale was accepted by the Dean of the Faculty and convenient for the participants, both students and the instructor/researcher. Finally, in terms of detailed information for the data analysis, analytic scoring scale was the most popular among the above described types of rating scales. Therefore, it was applied to the present study for the analytic scoring rubric.

3.4.3.1 Inter-rater Training

Apart from the coding comment training, the researcher and the two trained raters (the same comment coders) met two times before the course began. First, the raters were given the Analytic Scoring Rubric (see Appendix C) which was explained and then five hard copies of the essays of former students to mark independently. The essays were assigned 1 - 10 scores. Half-point increments were also considered (e.g. 1.5, 2.5, 3.5, 4.5…, 9.5). If the discrepancy was less than or

equal to 1 point (≤ 1 point) between the two raters, they met to reach an agreement. If they could not reach the agreement, an average was calculated between their two readers' scores. Berg's (1999) method in dealing with discrepancy in scoring was adopted. A discrepancy in scoring was considered to exist when scores were more than 1 point apart, in which case a third rater (the researcher) would read that essay using the same scoring rubric. An average was then calculated based on the third reader's score and one of the two raters' whose score was closer to that of the third reader's. The scores from those two raters were then compared to check the consistency. In the first round of scoring, only two papers were consistent. Other two were discrepant by 0.5 and 1.0. The raters were asked to compare their scores point-by-point to locate the discrepancy and discuss the issues, which resulted in their agreements on those papers. Afterward, they were given five other essays for scoring. This time, only one paper was discrepant at a score difference of 0.5. This training lasted for 3 hours.

The second round of rater training took place one week before the participants' essays were given. The purpose was to ensure inter-rater reliability. The procedure of the training was the same as the first round with other five different essays, except the time was shorter, just 2 hours, due to the familiarity of the scoring process.

3.4.3.2 Rating Students' Essays

The applicability of the analytic scoring rubric was pilot tested by the same group in the pilot study. The two inter-raters rated the first and third drafts of 12 essays produced by the students in the pilot study. Table 3.12 shows the mean differences of pre-test (Draft 1) and post-test (Draft 3).

Table 3.12 Mean differences of pre-test and post-test (Pilot Study)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	5.9	12	0.2887	0.0833
	Post-test	7.2	12	0.5418	0.1564

Pre-test refers to Draft 1
Post-test refers to Draft 3

- Paired Samples Statistics

As shown in Table 3.12, the mean score of the 12 first drafts (pre-test) was 5.9 and that of the third drafts (post-test) was 7.2. No essays scored less than 5 on the 10-point scale. A matched paired test (Table 13) showed that the improvement in mean scores of the pre- and post-test was statistical significant (P < 0.01). The findings indicated that the peer response via the blogs helped the student writers improve their writing quality through their revisions after receiving comments. Table 3.13 shows the significant difference of the pre- and post-test.

Table 3.13 Significant difference of the pre-test and post-test (Pilot Study)

	Mean	S.D	Std. error mean	t	df	Sig. (two-tailed
Pair 1 Pre-test – Post-test	-1.292	0.4981	0.1438	-8.983	11	.000**

Pre-test refers to the first drafts
Post-test refers to the third drafts
*P < 0.05
**P < 0.01
* Matched Paired test

3.5 Methods of Analysis

All essays and comments from drafts 1 – 3 were collected and saved to Word Processor of the Laptop (Notebook) to be counted. Both quantitative and qualitative analyses were used in the present study to answer the five Research Questions as follows:

Research Question 1: How do the students interact when using the blog for peer response activities?

Quantitative analysis was performed based on two aspects of comments. First, the number of words of comments received from peers on drafts 1 - 2 was counted. All the comments were saved into Word Processor of which the nicknames of peers and dates of comments were removed. In the Research Question 2, when two comments addressed one issue, only one of them was counted. However, in this question, the number of words of those both was also counted to acknowledge the efforts of peers during the peer response activities. Second, the total types of comments and total nature of comments (revision-oriented and non revision-oriented) of drafts 1 – 2 were compared to see the frequency of comments made in each nature. Frequency counts were explored to describe interactivity and connectivity among peers. The descriptive statistics was run. Qualitative data were obtained from the writing journals written by the student participants during the blog-based peer response sessions and the semi-structured interviews.

Example 1 referred to the peer response to one student's essay:

Example 1: I think this part is off the topic.// You are talking about "chances for education", why do you talk about transportation?// Suppose that you live in a big city, for example in district 1, but your school is at Thu Duc district, do you think that you spend a lot of time or a little?//

In this comment, there was only one nature of comment which addressed only one issue, but three types of comments were included. (a) "I think this part is off the topic" was coded as clarification – unity (type) and revision-oriented (nature), (b) "You are talking about "chances for education", why do you talk about transportation?" was coded as clarification – specific of idea (type); (c) "Suppose that you live in a big city, for example in district 1, but your school is at Thu Duc district, do you think that you spend a lot of time or a little?" was coded as explanation (type).

Research Question 2: What types of comments (evaluation, clarification, alteration, suggestion/advice, explanation, confirmation, and statement) and areas of comments (global and local) are most frequently produced by the students during the blog-based peer response activities?

With regards to the quantitative analysis, the two raters coded the comments blindly (without students' names on the papers) and individually based on the coding scheme for language functions (see Appendix D). A coding scheme for language function was provided as guidelines for their coding. First, they tallied the number of written comments and classified them into six types namely evaluation, clarification, alteration, suggestion/ advice, explanation, confirmation (as described in the in-class training). Any statements which did not belong to those six types were classified as "statement". For example, after commenting on an essay, a student wrote "This is just my opinion. I hope it will help you a lot" or another said "These are some points I give you. I hope they help". Second, regarding the areas of comments, seven types of comments were categorized into two areas, global area (comments regard content and organization) and local area (comments regard word usage, grammar, spelling and punctuation). Descriptive statistics was run to compare the means of each types, and

Matched paired t-test was run to find out the significant difference between the global and local areas. The reliability of each type of comments of the first and second drafts ranged from 0.93 to 0.98.

An example of applying coding scheme for comment analyzing:

Example: I think this part is off the topic.// You are talking about "chances for education", why do you talk about transportation?// Suppose that you live in a big city, for example in district 1, but your school is at Thu Duc district, do you think that you spend a lot of time or a little?//

As described in the quantitative analysis of Research Question 1, this comment included one nature of comment and three types of comments. "I think this part is off the topic" was coded as **global** (area), **clarification – unity** (type), and **revision-oriented** (nature); "You are talking about "chances for education", why do you talk about transportation?" was coded as **clarification – specific of idea** (type); "Suppose that you live in a big city, for example in district 1, but your school is at Thu Duc district, do you think that you spend a lot of time or a little?" was coded as **explanation** (type).

If two comments addressed one issue, only one of them was counted. Obviously, the better comment was considered while the other was out of concern. In the following examples, the second comment was counted in the coding scheme because it at least pointed out the light for revision.

Comment 1: In the sentence: "For me, who have been living in a big city all my life, living in a suburb also …" What does it mean?
Comment 2: In the sentence: "For me, who has been living in a city all my life, living in a suburb..." is ungrammatical and illogical. You should rewrite it "For me, a person, who has been living in a city all my life, considers that living in a suburb..."

Research Question 3: What are the ratios of students' incorporation of blog-based peer comments into revisions?

Both quantitative and qualitative analyses responded to this Research Question. Regarding the quantitative analysis, the ratios of students' incorporation of blog-based peer comments into revisions (revisions made based on comment, partly based on comments, and non-comment revisions), and the ratio of the non-revision (commented but not revised features) were analyzed. All drafts were compared with the subsequent revisions to determine the differences. Any changes made by the student writers were counted.

Regarding qualitative analysis, in-depth interviews were conducted during the revision stages to figure out the reasons explaining for some unrevised features of which some revision- oriented comments suggested by peers but, for some reasons, the writers did not incorporate them in later drafts for revisions (as described in coding scheme for textual revision).

An example of coding a student writer' revision in one of the paragraphs of an essay is as follows:

First draft	Secondly, in a big city, people also have the **opportunities** to work best. Seeing that many industrial zones, economic groups and big companies are concentrated on a big **city**. **Many people choose living in a big city as their best choice for working.** Moreover, on account of the fact people who live in a big city find it easier to get **a** good **job** with **a good** salary than those in the countryside. More and more people are inclined to live and work in a big one. **In short, a lot of people can take advantages of a big city's benefits for themselves when living there**.
Comment 1	I think you need one more sentence to explain your idea for the supporting sentence "Seeing that many industrial zones…"
Comment 2	You need transition signal of effect before the sentence "Many people choose living in a big city…"

Comment 3 | you should explain or support more for the sentence "Moreover, on account of the fact people who live in a big city find it easier…"
Comment 4 | I think a concluding sentence of a paragraph is only for that paragraph. But in my opinion, this one is more suitable for the whole essay than for this paragraph.

Second draft | Secondly, in a big city, people also have the **chances** to work best. Seeing that many industrial zones, economic groups and big companies are concentrated on a big **one. So there are full of good occasions for those who live there such as having more jobs with high salary and good working conditions.** Moreover, on account of the fact people who live in a big city find it easier to get good **jobs** with **higher salary** than those in the countryside. **Depending on their abilities, people who live in a big city can find good jobs which are suitable for them quite easily. As a result**, **nowadays** more and more people are inclined to live and work in a big one. **They choose living in a big city as their best choice for working**.

The changes of the second draft in terms of level of revision were coded as following:

Secondly, in a big city, people also have the **chances** [non-comment, word, local] to work best. Seeing that many industrial zones, economic groups and big companies are concentrated on a big **one** [non-comment, word, local]. **So there are full of good occasions for those who live there such as having more jobs with high salary and good working conditions** [based on comment, sentence, global]**.** Moreover, on account of the fact people who live in a big city find it easier to get good **jobs** [non-comment, grammar, local] with **higher** [non- comment, word, local] **salary** [non-comment, grammar, local] than those in the countryside. **Depending on their abilities, people who live in a big city can find good jobs which are suitable for them quite easily** [based on comment, sentence, global]. **As a result** [non-comment, phrase, local], **nowadays** [non-comment, word, local] more and more people are inclined to live and work in a big one. [not revised, word, local, unknown] **They** [non-comment, word, local] **choose living in a big city as their best choice for working** [partly based on comment, sentence, global]. (Omitted) [based on comment, sentence, global].

First, the writer changed some features in this paragraph although there were no comments suggested for revisions: "opportunities (replaced by chances), on a big

city (replaced by on a big one), job (replaced by jobs), a good salary (replaced by higher salary- deleted the article "a" and replaced good with higher), as a result (added), nowadays (added)"; so these changes were coded as "non-comment" revisions. Second, the writer added two new sentences ("So there are full of good occasions for those who live there such as having more jobs with high salary and good working conditions" and "Depending on their abilities, people who live in a big city can find good jobs which are suitable for them quite easily") suggested by the peer comments (comments 1 & 3) and he deleted the conclusion from Draft 1 (comment 4); therefore, they were coded as "based on comment" revisions. Third, the writer moved the sentence "They choose living in a big city as their best choice for working" from the third sentence of first draft to the last one of the second draft as the conclusion of this paragraph. This change was partly triggered by the comment 4, and coded as "partly based on comment". Finally, looking at comment 2, the writer did not add a transitional signal before the sentence "They choose living in a big city as their best choice for working". It might be because the writer added "as a result" in the preceding sentence or it might be for other reasons, so he did not follow exactly what the peer suggested. Hence, this was coded as "not revised, word level, and unknown". After discussions of each case among the two coders and the researcher, an overall agreement of 100% was achieved.

Research Question 4: Does blog-based peer response help students improve their writing quality after training?

Quantitative and qualitative analyses were used to respond to this Research Question. With regards to the quantitative data, thirty-two first drafts and thirty-two third drafts were rated by the inter-raters based on the 10-point scoring guide (see

Appendix C). This was done after names of students and other identifiers, nicknames, were removed from all papers which looked similar because they were laser printed. To be more precise, half-point increments were also considered (e.g. 1.5, 2.5, 3.5, 4.5…, 9.5) (Berg, 1999). This numerical scoring was applied to match the numerical scoring system of the university in particular and of the scoring system of the whole country of Vietnam in general. If the discrepancy was less than or equal to 1 point of the two raters, a discussion between them was held to reach an agreement. There was no discrepancy higher than 1 point in this rating procedure of this case study. The correlations of the two inter-raters' scores were significant at the 0.01 level (2-tailed) and agreements reached at 100%. Matched-pairs t-test was run to compare the significant difference between the pre-test (Draft 1) and post-test (Draft 3). With regards to the qualitative data, semi-structured interviews and the students' writing journals were analyzed.

Research Question 5: What attitudes do students express on the use of the blog-based peer response?

Quantitative and qualitative analyses were used to respond to this Research Question. First, with regards to quantitative data, at the end of the academic writing course, a 20-item questionnaire was sent to all 32 students as it was in the pilot study after being modified. The questionnaire sent to the students was in Vietnamese version in order to help the responders comprehend the questions thoroughly. The two versions of English and Vietnamese were examined by three senior teachers, two of these obtained M.A. degrees and the other had a B.A. degree, who had taught English for more than 10 years at the university where the present study was conducted (see Appendix Q). The first part of the questionnaire, items 1 – 5 explored the students'

preferences of using the blogs for peer response in an L2 writing class; the second part, items 6 – 13 investigated the usefulness of the blog for peer response activities; and the final part, items 14 – 20 explored the students' attitudes towards the effects of the blog-based peer response for writing quality. The criteria for the Likert-type scale ranged from 1 (strongly disagree) to 6 (strongly agree) was set as "low evaluation: 1 – 2.66"; "medium evaluation: 2.67 – 4.33"; and "high evaluation: 4.34 – 6". The Cronbach's Alpha of reliability analysis reached at 0.91. Descriptive statistics was run to compare the means of each item with the criteria set above. Second, with regards to qualitative analysis, data from the in-depth interviews from eight students during the peer response activities, the semi-structured interviews from thirteen students at the end of the course, and the writing journals of 32 students' during the peer response activities were analyzed to provide more details for the questionnaire items.

The interview transcripts were first transferred from audio files to written forms with the original language (Vietnamese), and then they were translated into English by the same inter-raters who helped the researcher conduct the present study. The translators put all their efforts to attempt to keep the translational meanings of the data as the original meanings as possible. The main parts of the two versions of Vietnamese-English data which were used to answer the Research Question 5 were again checked by the same three senior teachers who examined the validity of the questionnaire. Any far from the original meanings was fixed. In addition, the data from the writing journals were translated from Vietnamese into English and the procedure for validity was the same as those data of the interviews. An overall 94% was achieved in the situation in which grammatical features were the focus of concern.

3.6 Summary of the Chapter

The present study was guided by five Research Questions about the use of blog-based peer response for L2 writing revision: (1) How do the students interact when using the blog for peer response activities? (2) What types of comments (evaluation, clarification, alteration, suggestion/advice, explanation, confirmation, and statement) and areas of comments (global and local) are most frequently produced by the students during the peer response activities? (3) What are the ratios of students' incorporation of blog-based peer comments into revisions? (4) Does blog-based peer response help students improve their writing quality after training? and (5) What attitudes do students express on the use of the blog-based peer response? The quasi-experiment was conducted for a single-group treatment with the pre-experimental evaluation (first draft), and treatment (trained peer response and provided comments on student essays, then revised), then the post-experimental evaluation (the third drafts). The research methodology and the instrumentation were presented. Finally, data collected to respond to five Research Questions were analyzed by both quantitative and qualitative methods. The outcome was a description of the results of implementing the use of the blog-based peer response for L2 writing revision.

CHAPTER 4

FINDINGS – QUANTITATIVE AND

QUALITATIVE ANALYSES

In this chapter, the description of participants' profiles shall be provided, followed by the answers to each research question.

The data of the participants' profiles came from two sources: (1) the background questionnaire (Pre-training Questionnaire) and (2) a sample paper-based TOEFL test scores of each student. The sample paper-based TOEFL test score was collected one week before the course began, and the background questionnaire was collected during the first week of the course before the participants obtained the peer response training and the writing tasks.

The data to respond to five research questions were collected from the peer comments of Drafts 1 & 2, subsequent revisions (Drafts 2 & 3), pre-test (Draft 1) and post-test (Draft 3), in-depth interviews during the blog-based peer response sessions, students' writing journals, semi-structured interviews at the end of course, and the post-training questionnaire.

4.1 The Profiles of the Participants

The class was randomly selected out of four English major classes of the Faculty of Foreign Languages. The researcher did not have any background knowledge of the students of these four classes because the students entered the

university while the researcher was on leave for study. Then, when he got back to conduct this research, allowed by the Dean of the Faculty, he randomly selected one out of the four classes without any prior knowledge.

The class included 34 students (Table 14). Two of them decided not to participate in the study when they signed their names on the "Information for People Who Take Part in Research Studies" (Appendix H) at the first week of the course. However, they still got involved in the class learning as other students and they formed their own group of two in order to learn Academic Writing with peer response activities. Therefore, the number of the participants was 32. Table 4.1 presents the profiles of the student participants based on the pre-training questionnaire and the sample paper-based TOEFL test scores.

Table 4.1 Profiles of Participants

Group	Nicknames	Abbreviation	Sex	Role	Ages	TOEFL Scores
1	sweetcandy	S_1	F		20	450
	hat_a5_nhh	S_2	F	monitor	20	450
	ngoctuan	S_3	M		21	443
	candyvan	S_4	F		21	447
2	hongthuan	S_5	M		20	430
	thunguyen	S_6	F		19	473
	drtien	S_7	M	monitor	20	473
	thuytienvang	S_8	F		20	430
3	minhthuan	S_9	M		20	400
	lantern	S_{10}	F		20	493
	kid	S_{11}	M	monitor	19	487
	baovy	S_{12}	F		20	401
4	kedangghet	S_{13}	F		21	437
	baotoan	S_{14}	M		20	473
	benjoy	S_{15}	M	monitor	20	467
	suoimo	S_{16}	F		21	437
5	whatislove	S_{17}	F		20	417
	maitrangchuong	S_{18}	F		20	460
	saobac	S_{19}	F		21	463
	beviandunckle	S_{20}	F	monitor	20	410
6	huyentrang	S_{21}	F		20	410
	khoangtroirieng	S_{22}	F		21	427
	tuyet	S_{23}	F	monitor	21	440
	truongseo	S_{24}	M		20	473
7	uyentrang	S_{25}	F		20	423
	thienthantinhyeu	S_{26}	F		20	457
	thaovy	S_{27}	F	monitor	21	437
	hellogutbye	S_{28}	F		20	467
8	vivianusa	S_{29}	F		20	473
	ongbutvuitinh	S_{30}	M		20	410
	hotvit	S_{31}	F		20	467
	chuthiut	S_{32}	F	monitor	20	437

- S_1 = sweetcandy
- S_2 = hat_a5_nhh…

The data from the pre-training questionnaire indicated that all 32 students, 9 males and 23 females, are native speakers of Vietnamese. Their ages ranged from 19 to 21, two of those were 19, twenty two were 20 and eight were 21. They were all sophomores. Ten planned to take their majors in TESOL (Teaching English for Speakers of Other Languages) and twenty-two chose Business Management. All 32 students had already taken two semesters of academic writing. They all learned how to write Descriptive, Narrative, and Opinion paragraphs, and they all learned how to write Descriptive and Opinion essays.

When asked, 'How comfortable do you feel when you write a paragraph or an essay in English?', only one of them (3.1%) felt 'very comfortable', three (9.4%) felt 'comfortable', seventeen (53.1%) felt 'neutral', and eleven (34.4%) felt 'uncomfortable'. In relation to their levels of confidence when completing a writing draft in English, one of the students (3.1%) felt 'very confident', three (9.4%) felt 'confident', twelve students (37.5%) felt 'neutral', fifteen (46.9%) felt 'unconfident', and one of them (3.1%) felt 'very unconfident'.

When asked, 'How many drafts do you usually write before submitting the final product to your teacher?' One student (3.1%) wrote only 1 draft, eleven (23.4%) did 2 drafts, eighteen (56.3%) did 3, and only two of them (6.3%) wrote 4 or more drafts before submitting the final product to their teacher.

When asked, 'Before submitting your writing to your teacher, do you work with your friends to improve the quality of your writing?' three of them (9.4%) selected 'never', fourteen (43.8%) selected 'sometimes', six (18.8%) selected 'often', five selected (15.6%) 'usually', and four of them (12.5%) selected 'always'.

When asked, 'Before submitting your writing to your teacher, do you work with your teacher to improve the quality of your writing?' nine of the students (28.1%) indicated 'never', eighteen (56.3) indicated 'sometimes', one (3.1%) indicated 'often', and four (12.5%) indicated 'usually'; none of them (0%) indicated 'always'.

Among 32 students, 23 students did participate in peer response activities (in which they read and commented on another student's writing), and nine of them did not do it before the training program took place. These students perceived peer response activities as (a) 'work in pairs or a group on a paper to correct errors' (23 selections), (b) 'work in pairs on a paper of a different author's writing to correct mistakes' (16 selections), (c) 'try to learn from the author's paper' (14 selections), (d) 'discuss weak and strong points with the authors' (6 selections), (e) 'look for mistakes or errors and give a score' (4 selections), and (f) 'use the worksheet to provide comment on a paper' (4 selections).

When being asked, 'Have you ever revised your writing after receiving feedback from your teacher or peers?' eleven of them (34.4%) revised their drafts one time, twelve (37.5%) revised two times, seven (21.9%) did three times, and only two of them (6.3%) revised their papers four or more times.

When asked, 'Do you often use a computer at home, at an Internet café, or at your school?' twenty seven students (84.4%) indicated 'yes', and just five (15.6%) indicated 'no'. This indicated that most of participants in the present study often used computer and likely know how to use computers. This helped the present study overcome the students' computer literacy skills.

Replying to the question 'How many hours do you use a computer a week?', eleven students (34.4%) indicated '0 to 2 hours', eight (25%) indicated '2.5 to 4 hours', eight (25%) indicated '4.5 to 6 hours', and five students (15.6%) indicated '6 hours and up'.

In relation to the helpfulness of computer to writing skill, 'Do you think a computer is helpful to your writing?', twenty-five students (78.1%) asserted 'very helpful', six of those asserted 'a little helpful', only one student (3.1%) selected 'not very helpful', but none asserted 'not at all'. Hence, most of students stated that computer use was helpful to their writing skills.

When asked, 'How often do you do your writing assignments with computers?', eight students (25%) indicated 'never', sixteen students (50%) indicated 'sometimes', one student (3.1%) indicated 'often', six students (18.8%) indicated 'usually', and one (3.1%) selected 'always'. It indicated that 25% of students never used computer to do their writing assignments, 75% of them did their writing assignments with the help of computer.

Replying to the question, 'Have you ever joined discussions on some websites?', fifteen students (46.9%) said 'yes', and seventeen (53.1%) said 'no'. Among the fifteen students who said that they joined discussions online, these were via forums (3 selections), blogs (10 selections), and chatting (8 selections). As a matter of facts, ten students (31.3%) had already known how to use the blogs prior to the present study. In addition, replying positively to the question, 'Do you have your own website, blog or a forum?' these students said that they made it for (1) searching information, (2) studying and relaxing, (3) connecting to friends, and (4) sharing thinking.

With regards to self-evaluation of levels of experience with computer applications, in terms of 'using Word Processing programs', three students (9.4%) had 'no experience', ten (31.3%) were 'beginners', fifteen (46.9%) described themselves as 'intermediate', and four of them (12.5%) evaluated themselves as 'advanced'. Second, in terms of 'searching [information] on Internet', one student (3.1%) had 'no experience', eight students (25%) were 'beginners', seventeen students (53.1%) were 'intermediate', and six students (18.8%) were 'advanced'. Third, in terms of 'using chat programs' one student (3.1%) had 'no experience', eight students (25%) were 'beginners', sixteen students (50%) were 'intermediate', and seven students (21.9%) evaluated themselves as having 'advanced' skills. Fourth, in tremso of 'writing on a blog', ten students (31.3%) had 'no experience', eleven (34.4%) were 'beginners', eight (25%) were 'intermediate', and three (9.4%) had 'advanced' skills. However, in terms of 'discussing in a forum', twenty-one students (65.6%) had 'no experience', six (18.8%) were 'beginners', three (9.4%) were 'intermediate', and two students (6.3%) were in 'advanced' levels. This indicated that computer literacy of the sample in this study was not a concern.

In replying to the last question (question 20) in the pre-training questionnaire, 'What do you expect from the training program about Academic Writing?' most students (29 selections) hoped that they could (a) improve writing skills, (b) feel confident in writing in English, (c) gain more experience from writing, (d) correct mistakes, (e) get good marks, (f) learn vocabulary, (g) improve computer skills, and (h) understand English writing styles.

In summary of the profiles of the students, 32 students participated in the present study. Their ages ranged from 19 to 21. They were all sophomores and registered for the academic writing class. They had learned two semesters of

academic writing classes in which they learned how to write Descriptive, Narrative, and Opinion paragraphs. Also, they had learned how to write Descriptive and Opinion essays. However, most students did not feel comfortable or confident in writing in English. As a matter of concern, many students just 'sometimes' or 'never' work with their friends or teachers to improve the quality of their writings before submitting their final products. This indicated that the commonly accepted theory of writing process seemed not to have occurred much in the writing classes these students have taken. In terms of technology, most of students felt that a computer was very helpful to their writing skills. However, 75% of the students either 'never' or only 'sometimes' made use of computers to do their writing assignments. In terms of computer literacy, many students described themselves as having from 'intermediate' to advanced' levels of experience. Finally, most students expected to improve their writing skills after participating in this training program.

In the present study, 32 students composed totally 128 essays through Drafts 1 – 4 (32 essays of each draft) on the same topic of "Benefits of living in a big city". However, only Drafts 1 – 3 were selected for data analyses due to the writing cycle (Fig. 2) that the students committed to peer response activities from Drafts 1 – 2. The mean number of words produced from Drafts 1 – 3 were 392, 482, and 561 words.

4.2 Findings

4.2.1 Research Question 1: How do the students interact when using the blog for peer response activities?

Quantitative and qualitative analyses were conducted to respond to this research question. Qualitatively, this question was examined through the number of

comments from Drafts 1 - 2. The quantitative data were obtained from two sources. First, the number of words of the comments received from peers on Drafts 1 - 2 was counted. Every word of the peer comments was counted regardless of a repetition of types of comments made by different peers. Second, the total types of comments, including comments addressed the same issues in each nature of comment, were compared with the nature of comments made in Drafts 1 – 2 to see the frequency of interaction made in each nature. The qualitative data obtained from the students' writing journal during the blog-based peer response sessions and qualitative data from the interviews were reported about the interaction of the students.

Quantitative Analysis

4.2.1.1 The Number of Words in the Comments Received from Peers of Drafts 1 – 2

The students were encouraged to write comments in English. Both the respondents and authors were explained that the most important thing in peer responses was that the issues of the problems on writings were addressed; hence, grammatical mistakes (if any) in commenting from the responders were not important. The purpose of this was to encourage the students to emphasize more on the writing problems. Table 4.2 shows the descriptive statistics of the number of words of the comments the student writers received from peers from Drafts 1 – 2.

Table 4.2 The number of words of the comments received from Drafts 1 – 2

	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Sum Statistic	Mean Statistic	Std. Deviation Statistic
Draft 1	32	1271	279	1550	23175	724.2	331
Draft 2	32	1106	358	1464	24423	763.2	266.3
Valid N (listwise)	32						

- Descriptive statistics

According to Table 4.2, among 32 essays of Draft 1, each received an average of 724 words (Mean = 724.2) from the peers in a group. In other words, each of the three members of the group provided about 241 words of comments for each essay during the peer response activities in Session 1. The range statistic of comment was of 1271 words while the minimum was of 279 and the maximum was of 1550 words. In addition, each essay of Draft 2 received 763 words of comments (Mean = 763.2); in other words, each group member provided an average of 254 words of comments on each essay (Draft 2) during the peer response activities in Session 2. The minimum and maximum of words of comments were from 358 to 1464. However, the range statistic was of 1106. This indicated that the interactions on the blog-based peer response activities did engage students in the learning process.

4.2.1.2 The Frequency of Comments Made in Each Nature

Table 4.3 shows the significant difference between the total types of comments and the total nature of comments in Draft 1.

Table 4.3 The number of types of comments in each nature of comments (Draft 1)

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	total_nature	28.0	32	10.0	1.8
	total_interaction	42.0	32	15.4	2.7

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	total_nature & total_interaction	32	.924	.000

Paired Samples Test

		Paired Differences								Sig. (2-tailed)
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	total_nature - total_interaction	-13.97	7.20	1.27	-16.57	-11.37	-10.97	31	.000

- Paired-samples T-test

Table 4.3 revealed that each Draft 1 of 32 essays received an average of 42 interactions (Mean = 42.0) within 28 natures of comments (Mean = 28.0). In other words, each nature of comment obtained 1.5 interactions. The Correlation was significant at the 0.01 level (2-tailed). This indicated that students, during the blog-based peer response in session 1, interacted with the writer authors more than just addressing the writing problems. The total number of interactions was greater than that of the nature of comments (revision-oriented comments). Table 4.4 shows the significant difference between the total types of comments and the total nature of comments in Draft 2.

Table 4.4 The number of types of comments in each nature of comments (Draft 2)

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	total_nature	28.7	32	7.4	1.3
	total_interaction	43.7	32	13.3	2.4

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	total_nature & total_interaction	32	.822	.000

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	total_nature - total_interaction	-15.06	8.39	1.48	-18.09	-12.04	-10.16	31	.000

- Paired-samples T-test

The interaction during blog-based peer response session of Draft 2 (Table 4.4) seemed to be the same as those of Draft 1. On average, each essay received 43 types (Mean = 43.7) of comments per 28 natures (Mean = 28.7) of comments. The correlation was also significant at the 0.01 level (2-tailed). This indicated that during the peer response comments, the students often composed more than one meaningful unit in order to clarify the problem, or explain the issue, or suggest ways for further revision. Research Question 2 would investigate which type of comment generated more in the peer response comments.

Qualitative analysis

In the writing journal written during the blog-based peer response activities and in the in-depth interviews, the students stated that the group members provided many good and long comments for their writing revision although the comments sometimes confused them. However, the more they read the comments, the more they felt interested.

> My group members commented on my essays a lot. Everyone had their own ideas, and sometimes they made me confused. Sometimes I didn't want to read their comments because I was tired of their too long comments. However, when I read carefully, I found them good. The more I read, the more interested I felt. Thanks dears so much (Ngoctuan - S_3).

> (các bạn trong nhóm comment cho mình rất nhiều.mỗi người cho một ý kiến riêng đôi lúc làm mình cảm thấy rối tung lên luôn. Đôi lúc thấy comment của các bạn dài quá nhìn thấy chán không muốn đọc chút nào hết. Nhưng đọc kỹ thì thì thấy nó cũng hay hay, càng đọc càng thấy thích. Cảm ơn các bạn nhiều.)

Tuyet (S_{23}) also highly valued her group members in her writing journal in which they clarified exactly the errors in her writing and her essay quality got better. Yet, she claimed that someone in her group posted the essay late and did not enthusiastically provided comments on others'.

> This time all people in my group commented very well. They commented exactly on errors that people had. Thanks to my friends' comments, I realized my errors and I could correct them. Those comments helped me write better essays. Besides, there was someone posted their essay late and didn't comment enthusiastically.

> (nhóm của em lần này comment rất tốt.mọi người comment rất sát và đúng với những lỗi mà mọi người mắc phải. Nhờ các bạn comment mà em biết được lỗi cuả mình và sửa được chúng giúp essay của em ngày càng tốt hơn. nhưng bên cạnh đó cũng có bạn post bài rất trễ làm các bạn khác phải đợi.và comment cũng không tận tâm lắm.)

Hotvit (S_{31}) responded in the semi-structured interview that her friends thoughtfully provided comments on her essays.

> … They usually gave good comments. When reading carefully, I realized that they were so thoughtful in the process of peer response in each detail: the words I used were wrong or right.

Huyentrang (S_{21}) also reported in the semi-structired interview that her group members provided many comments on her essay.

> … Yes, in my group, every one works hard. Each person provided 5 or 6 comments on each essay. In total, I received about 15 comments. Sometimes I felt tired of reading their comments.

In short, during the peer response activities, the group members provided good comments on peers' essays in order to help one another imrpove their writing skills.

4.2.2 Research Question 2: What types of comments (evaluation, clarification, alteration, suggestion/advice, explanation, confirmation, and statement) and areas of comments (global and local) are most frequently produced by the students during the peer response activities?

Quantitative and qualitative analyses were used to respond to this research question. With regards to the quantitative analysis, based on the scheme for language functions, seven types of comments and areas of comments (global and local areas) delivered from peers through Draft 1 & 2 were compared. With regards to the qualitative analysis, data from the in-depth interviews and the students' writing journals were explored to obtain the in-depth information.

Data indicated that the students in the present study used primarily 'suggestion/ advice', and 'clarification'. The results indicated that the students collaborated in the learning process when frequently giving suggestion or advice to

help one another revise for better writing. In addition, clarifying problems was frequently employed by peers during the blog-based peer response activities as well. Students helped one another improve their writing texts by pointing out the problems for revisions. 'Confirmation' was the third considerable type of comments during the blog-based peer responses. The students appealed to the authors to confirm an issue when they were unsure about its accurateness or they confirmed an academic features in the essays to make the authors feel better with what they had done. The fourth frequent type of comments was 'evaluation' which kept the harmony among the group members during the peer response sessions on the blogs.

In addition, these results indicated that the comments on global areas (comments regarding content and organization) were more frequent than the local areas (comments regarding word usage, grammar, spelling and punctuation) throughout Draft 1 & 2. Global areas of the comments seemed to better help the revision of the subsequent drafts.

Quantitative Analysis

4.2.2.1 Types of comments

Table 4.5 presents the types and frequencies of occurrence of language functions in totality of blog-based peer responses produced by the student participants for Draft 1 & 2.

Table 4.5 Types of comments produced during blog-based peer response

              activities

	N	Draft 1			Draft 2			Total	%
		Sum	Mean	S.D	Sum	Mean	S.D		
Evaluation	64	138	4.3	1.7	173	5.4	2.8	311	12.3
Clarification	64	298	9.3	5.9	297	9.3	4.3	595	23.6
Alteration	64	128	4	6.9	99	3.1	4.6	227	9
Suggestion/advice	64	328	10.3	6.4	366	11.4	5.3	694	27.5
Explanation	64	79	2.5	1.9	77	2.4	2.2	156	6.2
Confirmation	64	150	4.7	4.2	174	5.4	4.3	324	12.8
Statement	64	104	3.3	2.1	112	3.5	2.4	216	8.6
total_types	64	1225	38.3	14.3	1298	40.6	12	2523	100
Valid N (listwise)	64								

* Sum refers to the number of types of comments in each drafts
* Total refers to the total nunber types of comments on two drafts (Drafts 1 - 2)

- Descriptive statistics

Table 4.5 indicated that out of 64 Draft 1 & 2, (32 each), there were in total 2523 comments delivered by peers during the blog-based peer response activities in which 1225 comments were identified from 32 first drafts (Draft 1) and 1298 comments from the second drafts. On average, each first draft received 38 comments (Mean = 38.3). The most frequent types of comments were "suggestion/advice" with 328 comments (Mean = 10.3). "Suggestion/ advice" functions were either general or specific suggestions giving ways to help student writers with better revisions. The second most frequent types of comments was "clarification," with 298 comments (Mean = 9.3). "Clarification" functions were remarks that pointed out problems of specific ideas, or particular word choices, phrases, sentences, or cohesive in academic writing styles, or unity of idea development in an academic essay for the authors to make changes in texts. "Confirmation" with 150 comments (Mean = 4.7) was the third most common type. "Evaluation" with 138 (Mean = 4.3), indicated that students tried to maintain harmony while commenting. The fifth rank of comments went to

"alteration" with 128 (Mean = 4.0), followed by "statement" with 104 (Mean = 3.3). Although "statement" was neither revision-oriented nor non-revision-oriented (nature of comments), it showed the interactions of students during the peer response activities. "Explanation" was the lowest frequent types of comments with only 79 (Mean = 2.9). The findings showed that students produced most "suggestion/advice" to trigger revision in latter drafts. "Clarification" of the problems was also favored by the students during the peer response activities.

Table 18 also revealed that the total number of comments on Draft 2 appeared to be greater than those of Draft 1 (1298 vs. 1225). The mean of comments each essay received was 40.6. In other words, each essay received 40 types of comments from peers during the peer response session 2. Similar to Draft 1, the two most common type were "suggestion/ advice" 366 (Mean = 11.4) and "clarification" 297 (Mean = 9.3), followed by "confirmation" 174 (Mean= 5.4) and "evaluation" 173 (Mean = 5.4). There were 112 "statements" (Mean = 3.5) which was higher when compared with the first drafts (104); in comparison with other types, "statements" ranked as the fifth most common type while it ranked sixth in Draft 1. "Alteration" was the sixth most frequent use by peers with 99 (Mean = 3.1). The "explanation" type was the least used in the commentary activities with only 77 (Mean = 2.4). Compared to the first drafts, the findings indicated that students were still relying primarily on "suggestion/ advice" and "clarification" types during the peer response sessions. "Confirmation" and "evaluation" were similarly found to be favored in the second drafts after "suggestion/ advice" and "clarification". Table 4.6 illustrates a description of coding scheme for language functions including examples from the students' comments.

Table 4.6 Illustrations of Coding Scheme for Language Functions (Adapted from Liu

& Sadler, 2000)

Types of comments		Global Areas		L
		Revision-oriented	Non-revision-oriented	Revision-ori
Evaluation	Generally	This paragraph is too short to prove your idea.	You have clear writing, I like it.	This sentence doe make sense
	Specifically	Your thesis statement is not very good.	You have 3 clear supporting sentences.	This word "…" is for your meaning
Clarification	Specific ideas	I don't understand what you mean in "For me, who have been living in a city all my life"	No example for this category	No example for th category
	Particular word choices, phrases, or sentences	No example for this category	No example for this category	"What do you me "night school"? - sentence is wrong grammar.
	Cohesive	You say '…' How does this sentence connect to the one before?	No example for this category	These two senten transition signal.
	Unity	I think this part is off topic. You are talking about "chance for education", why do you talk about transportation?	Your supporting ideas are connected to the topic sentence	No example for th category
Alteration		Your thesis statement should be "Living in a big city brings us many benefits"	No example for this category	"their" should be to "our"

Table 19 Illustrations of Coding Scheme for Language Functions (Cont.)

Suggestion/ advice	Generally	In each benefit, you should give us more convincing ideas to support your writing.	No example for this category	I think when you writ a paragraph or an essa you should use simpl word.
	Specifically	you should support for this idea, don't talk about another idea.	No example for this category	I think that you shoul use an adjective there "social problems", an "electronic libraries".

Explanation		I think these two sentences should be reduced <u>because</u> they talk about the conveniences of computer, not about the good education in a big city.	No example for this category	You should change "Despite … into Although" (Despite + N/N phrase, Althoug clause)'. 'I think "so " used to connected two clauses.'
confirmation		Are you sure all people prefer living in a big city?	You have a thesis statement, and topic sentences.	"wait for you or will wait for you?"
Statement		No example for this category	This is just my opinion, I hope it will help you a lot. I understand what you mean.	No example for this category

Figure 4.1 illustrates the four primary types of comments the student used during the blog-based peer response sessions. The priority is arranged from the left to the right.
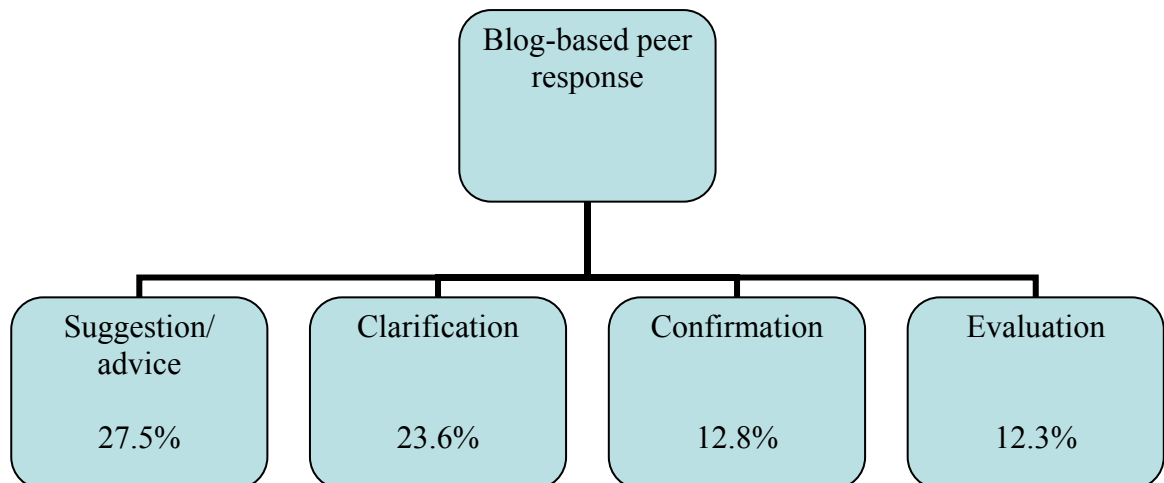
Figure 4.1 Frequent types of comments during the blog-based peer responses

In short, "suggestion/advice" (27.5%), "clarification" (23.6%), "confirmation" (12.8%), and "evaluation" (12.3%) were the most frequent types of comments used by peers throughout two rounds of peer response sessions (Drafts 1 – 2). This indicated that suggestions or clarifying the problems for revision in the later drafts were favored most by peers during the blog-based peer responses. Confirming the issues or problems for the authors to reconsider the problems was also concerned. Evaluation was needed during the blog-based peer response activities to be in harmony with the writers to encourage collaboration in the learning process.

4.2.2.2 Areas of Comments

Global (comments regarding content and organization) and local areas (comments regarding word usage, grammar, spelling and punctuation) were

investigated in this part of the Research Question 2. Table 4.7 shows the different

comments between the global and local areas of Draft 1.

Table 4.7 Comments addressed global and local areas (Draft 1)

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Global	32	5	29	508	15.9	5.8
Local	32	0	33	389	12.2	8.7
Total_areas	32	12	56	897	28.0	10.0
Valid N (listwise)	32					

* Descriptive Statistics

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Global - local	3.7	10.9	1.9	-0.228	7.67	1.92 2	31	.064

* Paired Samples T-test
* Global refers to idea development and organization of writing
* Local refers to word usage, grammar, spelling, and punctuation

- Descriptive statistics and Paired-samples T-test

As revealed in Table 4.7, the total comments on the 32 first drafts were 897

with the mean of 28.0 (SD= 10.0). The number of the global comments (comments

regarding content and organization of writing) (Min, 2005) made by students of the

first drafts was 508 (mean = 15.9; SD = 5.8) and that of the local comments

(comments regarding word usage, grammar, spelling and punctuation) was 389 (mean

= 12.2; SD = 8.7). The greater comments on the global areas might be the results of

the writing cycle of the training (fig. 2) in which content and organization were the

focus of the first draft comments. The paired samples t-test showed that the null

hypothesis of Research Question 2 was rejected. The statistical difference was

significant at .06 level (two-tailed) (though it was slightly higher than the significance at .05). In other words, the number of global comments was significantly greater than that of local comments in the first round of comments (Draft 1). Table 4.8 shows the difference between the global and local areas of Draft 2.

Table 4.8 Comments addressed global and local areas (Draft 2)

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Global	32	4	31	552	17.3	6.1
Local	32	1	30	365	11.4	7.1
Total_areas	32	15	49	917	28.7	7.4
Valid N (listwise)	32					

* Descriptive Statistics

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Global - local	5.8	11.0	1.9	1.89	9.79	3.02	31	.005

* Paired Samples T-test
* Global refers to idea development and organization of writing
* Local refers to word usage, grammar, spelling, and punctuation

- Descriptive statistics and Paired Samples T-test

As shown in Table 4.8, out of total 917 comments, the global areas still dominated with 552 over 365 of local areas. The mean of the total comments was 28.7 (SD = 7.4) in which the mean of global areas was 17.3 (SD = 6.1) and that of local was 11.4 (SD = 7.1). Similar to the first round of comments (Draft 1), the number of global comments (552) in the second round (Draft 2) were greater than that of the local comments (365). Compared to Draft 1, students provided more comments on global areas and fewer comments on local areas than those in Draft 1. The number

indicated that students still provided more comments on the global areas although the intended primary focus of the second round of comments (Draft 2) was first on local, then on global areas. The paired samples t-test showed that the null hypothesis was also rejected. The statistical difference was significant at .01 level (two-tailed). In other words, there was statistical significant difference between the global and local areas (Table 4.8) provided by peers in the second round of comments (Draft 2). This indicated that students focused more on global areas during the blog-based peer response activities. Table 4.9 shows summary of the mean differences in number of comments addressed to global and local areas.

Table 4.9 Summary of mean differences in the number of comments

addressed to global and local areas

	Mean	SD	Std. Error	T	Sig. (2-tailed)
Global1	15.88	5.841	1.032		
Local1	12.16	8.729	1.543		
Global2	17.25	6.075	1.074		
Local2	11.41	7.107	1.256		
Global1 - Local1	3.719	10.946	1.935	1.922	.064
Global2 - Local2	5.844	10.961	1.938	3.016	.005

- Global1 means the number of comments on global areas of Draft 1
- Local1 means the number of comments on local areas of Draft 1
- Global2 means the number of comments on global areas of Draft 2
- Local2 means the number of comments on local areas of Draft 2
- P < .05
  - Descriptive statistics and Paired Samples T-test

Of the 897 comments made on the first drafts, 508 comments (56.6%) were related to global areas and 389 comments (43.4%) to local areas. On the second drafts, out of 917 comments, 552 comments (60.2%) were addressed to global areas

and 365 comments (39.8%) to local areas. As demonstrated in Table 22, the means of global comments were greater than those on local comments on the first and second drafts. The findings indicate the students were able to provide comments on global areas greater than on local areas. Although the significant difference of Draft 1 was slightly higher than .05 (sig. .064), the significant difference of Draft 2 was reached at $P < .01$. This may be an effect of the training in the writing cycle (Fig. 2), the students were encouraged to provide more comments on global areas on Draft 1 and not exclusive them on Draft 2. This indicated that students focused more on the global areas during the blog-based peer response activities.

Qualitative Analysis

Though the results from the quantitative analysis indicated that the comments provided by peers were greater on global areas, some interviewees stated that they received more the local comments than the global comments. However, the interviewees asserted that when provided comments on their peers' essays, they carefully focused on the contents (global areas). In addition, the interviewees expected their peers to focus more on global areas in order to develop ideas of their essays because mistakes on local areas could be self-corrected by the authors themselves or by the computer. Yet, the interviewees agreed that commenting on global areas was not easy work. Followings were data obtained from students in the in-depth interviews of baotoan (S_{14}), Latern (S_{10}), Baovy (S_{12}), Suoimo (S_{16}), Candyvan (S_4), and Ngoctuan (S_3):

> Researcher: … It meant that you learned something new from your friends. When your friends commented on your essays, you revised Drafts 1, 2 and 3, did you think that your writing skill was better?

S_{14}: It was better on grammar, but the content wasn't much better compared to my first drafts because my friends focused mostly on grammar.

Researcher: Why? Didn't your group comment on the content?

S_{14}: Tuyen and Thuy carefully commented on my essay, but they focused much on grammar points, not much on the content.

…

Researcher: So when your friends comment on your essay, do they comment on the content and organization or on grammar, words, spellings…?

S_{10}: They just comment about mistakes, but what I need is the content. They just mention errors, very small errors. Those can be self-corrected. First I'd like to know the organization of my essay to see if it is ok or not, if it is out of the topic or not, but no one does.

Researcher: Oh. No one does it? It means in your group, your friends just comment on mistakes or errors?

S_{10}: They also comment on ideas but not much.

Researcher: How about you? When you comment on your friends' essays, did you focus on the content or on mistakes like they did on yours?

S_{10}: First I focused on their ideas and organization to see whether they are good or not. Then I reread carefully to comment on grammar and the expressions.

Researcher: It is about you. How about your group? Every time they commented, did they focus on the ideas or just grammar and structure?

S_{10}: When they commented on my essay, they focused on ideas but not as much as grammar. They focused on grammar more.

…

Researcher: Commenting on your friends' and read their comments are useful for you? Can you learn much more from them?

S_{12}: Oh yes! My friends often provided comments on my content, and they also gave me suggestions about grammar structures, and sentence buildings.

…

Researcher: Do you like your friends to provide comments on the content or grammar and structure?

S_{16}: The contents.

Researcher: Why?

S_{16}: Each person has different views and ideas. When they provided comments, based on their views, they told me what was wrong in order to make my essay better. About the grammar, the computer did its job.

…

Researcher: …Which part do you like your friends to comment on - content and organization or grammar and spellings?

S$_4$:   Content. When others read my writing, they can comment or raise their ideas to enrich my ideas because their ideas may be better than mine. Then I can reedit and build good content through my friends' comments.

Researcher: How about you? When you comment on your friends' writing, which part do you often concentrate on?

S$_4$:   I often focus on content, but just in a limited way because I often comment on grammar. I really want to comment about the content but my knowledge is not enough to give them good comment about content.

     …

Though the peers commented on his content as well as grammar and structures, Minhthuat (S$_9$) said his friends commented more on the grammar and structure, less on the content. It might be that he expected more comments on the content and those content comments from his peers seemed not enough for him. Minhthuan made a lot of changes and his Draft 2 seemed to be quite new. The revisions were both based on peer comments and made by his own decisions. One problem was that his peers did not show him the ways to revise things, but the good point was that his peers helped him clarify the problems for revisions. That was the reason why he could revise his essay better. Minhthuan said that in the peer response activities, the author was the main person who was in charge of his own writing to make it good quality.

Researcher: … So we will go over each paragraph to know which you changed and which you didn't. I see that from Draft 1 to Draft 2

you changed the sentence "every year millions of people move to big city in order to live and work there because they can find a lot of benefits" to "when living there they can find out lots of benefits such as getting good living conditions, well education, and benefits to look for job". It seemed to be clearer. So did your friends comment about that or did you revise it by yourself?

S₉: My friends commented on it. They said my essay didn't have a thesis statement. My thesis statement is general that living in a big city has many benefits but I didn't give examples such as good living conditions, good education, and chances to look for jobs. I agreed with my friends' comment, so I decided to change.

Researcher: So your friends commented on the content. Your friends go the right way that in the introduction, the thesis statement is very important. And in Draft 2, your friends also commented on the sentence "along with human developing…" Did you revise it based on your friends'?

S₉: I changed it based on my friend' comment. In Draft 1 my friends didn't comment about this sentence, but they mentioned it on Draft 2, so I changed this in Draft 3.

Researcher: So you changed this sentence "along with human beings and development of goods like ...also increase" in Draft 3 and you also revised "millions of people move to big city, especially Hochiminh city in order to work…" Did your friends ask you to change this sentence?

S$_9$: No. I revised this sentence by myself by adding more ideas. In Draft 2, my friends disagreed about this idea. They said that I would confuse readers if I added this idea. However, I thought that it was useful because it supports for my above idea.

Researcher: It means your friends said that this idea confused readers. But I think that you are right because this idea supports the main idea. It sounds rather interesting… It seems that you totally change in paragraph 2, right?

S$_9$: In Draft 2, my essay seemed to become a new one. When I mentioned about one idea, I tried to explain and prove it.

Researcher: There are only 5 lines in Draft 1 [in a paragraph], but you added a lot more in Draft 2. You also made some changes in Draft 3. For example, "we can go to Damsen cultural park…." Why did you add this idea?

S$_9$: At first when I wrote "we can come to Damsen cutural park…", my friends commented that "we can go to Damsen culural park" because traveling from one place to another we have to use "to". So I did as they said.

Researcher: It means that you revised it based on your friend' comment. It seemed that you changed totally paragraph 3 from Draft 1 to Draft 2?

S$_9$: Yeah. I almost changed all.

Researcher: I see that you nearly changed all. Did your friends comment about it?

S9:   In Draft 3, "looking for a job", one of my friends commented that I should explain more for the idea "salary" because salary is also related to job, so I needed to explain. For example, working in the city could earn one a higher salary than that in other places. I found it true, so I changed.

Researcher: Your friends just gave simple comment, right? But they showed you the problems. They not only commented about grammar but also commented about the content. The only thing is they don't tell you how to do it. The good point here is your friends saw your problems and showed you your problems. That's why you can revise your essay better. Now we move to the conclusion.

S9:   In Draft 1, three of my peers did not mention about the conclusion. They just praised. Sometimes, I found that I had mistakes, but they didn't comment. They ignore grammar mistakes too while I comment them vey carefully.

Researcher: Maybe your friends focused more on the content because I told the class that they should focus on content more than grammar in Draft 1. Maybe they did. And about grammar, maybe they think that you write on computer, so you can correct by yourself.

S9:   About the content, they just commented on the idea of salary, and nothing else.

Researcher: As we have seen, your friends commented on the content already, and you also need to do it yourself.

S9:   My friends just said they thought like this, they thought like that but they didn't tell me how to do. I thought a lot and very carefully about my essay, but they said my essay was too short, and I should make it longer. That kind of comment didn't help me much. It made me panic with the commentors.

Researcher: Now we have a look at some praising comments. For example, "you give greatest examples to support the reasons and explain how to get a good education". It means they praise you, right?

S9:   The first one, the second one, as well as the third one does the same [praised my writing].

Researcher: So you don't like your friends to praise you?

S9:   They can praise me, but I like to be commented directly. If something was right, they could praise, but if something was not, they shouldn't praise.

Researcher: So when you commented on your friends', did you often comment about the content or grammar?

S9:   I commented very carefully from the introduction to the conclusion in details. From paragraph 1 to 2, then 3, I commented about grammar first, then content. After that I commented about word choice. I went through each part carefully.

…

Maitrangchuong (S18) stated in the writing journal that at first she felt it was hard to adjust to learning this way: writing and commenting on her friends' essays.

She also felt it was hard to provide comments on her peers' essays, except finding out some small mistakes in spellings. However, afterwards she got much better. She knew how to provide comments on the content and paid less attention to the spellings. Thanks to providing comments on her peers' essays, she was aware of her own writing in academic styles. Furthermore, she claimed that she did not like to let other people read her writing, but now she really likes to receive her friends' comments to improve her writing quality.

> At first, when I experienced this learning method, writing and commenting on my friends' essays, I feel a little unpleasant because I think that it is difficult to comment on other's essays. I don't know how to comment and I don't know how to write, what to write. Sometimes, I read their essays many many times but I cannot find any errors, I just try to find spelling mistakes. But now I feel that everything is better. I almost ignore spelling errors, I focus on the content more. Thanks to providing comments regularly to my friends, I pay attention to my essay more to make it good.
>
> I think my friends will think like me. And now they comment more enthusiastically. Sometimes they misunderstand, and they say I am wrong. Sometimes I do as they comment. Sometimes I keep my ideas and try to find the answer.
>
> Before, I don't like people read my essay. But now, from my heart, I really want them to read my essay. When they show me my errors and I agree that it's wrong, I feel extremely happy.
>
> (Đầu tiên, khi moi lam quen với cach hoc viet này_ viet bai rồi comment cho các bạn trong nhóm, tôi cảm thấy hơi khó chịu,vì tôi thấy rất khó để nhận xét bài cho người khác.tôi chẳng biết viết gì hay nhận xét gì cho các bạn.có lúc tôi đọc bai của các ban rất lâu, rất nhiều lần nhưng chẳng tìm thấy cái gì sai sót để nói.tôi chỉ biết tìm những lỗi sai chính tả. Nhưng giờ dây tôi đã cảm thấy khá lên rất nhiều. Hầu như bây giờ tôi ko quan tâm mấy đến những lỗi sai chính tả nữa, mà chú ý nhiều hơn đến nội dung. Cũng chính nhờ thường xuyên nhận xét bài cho các bạn, mà khi viết tôi cũng lưu ý để viết bài của mình sao cho đúng tiêu chuẩn.
>
> Theo tôi nghĩ, các bạn trong nhóm tôi cũng có cảm giác giống như tôi. Va bây giờ các bạn nhận xét cung khá nhiệt tình hơn.Đôi khi các bạn ko hiểu ý tôi, nên các bạn nói tôi viết sai. Có lúc tui nghe các bạn sửa, nhưng cũng có lúc tôi kiên quyết để xem mình có đúng ko.
>
> trước đây tôi ko thích ai đọc bai của mình, nhưng thật lòng mà nói bây giờ tôi lại rất thích họ đọc bài của tôi,và khi họ chỉ ra chỗ sai cho tôi và tôi cũng đồng ý là nó sai thì tôi cảm thấy rất vui.)

The students also learned how to soften their voice while giving comments on their friends' essays. Candyvan (S4) stated that "At first, I didn't know how to use the phrase 'you should'. But after reading others' comments, I learned how to be more polite about the way of speaking and thinking in order that others feel more comfortable while getting my comments. Thuytienvang (S_8) stated that "every time I comment, I usually consider my writing style. I just give them advice but not force them to do something on my own way to make them sad or displeased."

In brief, the students expected to welcome more comments on global areas from their peers in order to develop their writing quality; in return, they did focus on the content when providing responses back to their group members' essays. In addition, the mistakes or errors could be self-corrected or could be done by the computer technology. Thanks to providing comments regularly to their peers', the students learned how to provide comments on the contents (global areas) and pay less attention to the local errors. They also learned how to take care of their voices in order to maintain the harmony in the blog-based peer response activities.

4.2.3 Research Question 3: What are the ratios of students' incorporation of blog-based peer comments into revisions?

Regarding the quantitative analysis, two issues were investigated to respond to this research question. First, the level of revision (see Appendix I) was measured by punctuation, spelling, grammar, word, phrase, clause, sentence, and paragraph. Second, level of non-revision (though some revision-oriented comments were delivered, they did not trigger revisions by the student authors) during the revision stages was also explored. In terms of qualitative analysis, data from the in-depth interviews and the students' writing journals were employed to explain to what extent

the students revised their essays wholly or partly based on their peer comments, and the reasons why, if to some extents, the students did not make changes to respond to the peer comments.

Results indicated that most of the revisions made by the students on Drafts 2 & 3 were at the levels of 'word', 'sentence', 'phrase', and 'paragraph'; in specific, 21.4% of these revisions were made based on peer comments, 18.4% were partly based on peer comments, and 60.1% were made based on the author's own decisions.

Also, the results indicated that there were 353 unrevised features in 64 essays of Drafts 2 & 3 of which 33.7% were considered to be unnecessary for changing, 6% were seen to be resulted from unqualified comment deliveries, and 60.3% were ignored for unknown reasons. The three features most unrevised were at "sentence", "word", and "phrase" levels. The features unrevised for unknown reasons were explored by the in-depth interviews during the blog-based peer response sessions. Table 4.10 illustrates the essay analysis rubric for evaluating the textual revisions including examples of the student revisions.

Table 4.10 The essay analysis rubric for evaluating the textual revisions

Level	Examples (changes in bold)
punctuation	TV is useful in studying a foreign language**,** it helps us improve listening and reading skills. => TV is useful in studying a foreign language**.** It helps us improve listening and reading skills.
Spelling	The first benefit is that living in big city will give people good job **oppotunities**. => The first benefit is that living in big city will give people good job **opportunities**.
grammar	**Despite** the blaring horns and the noise of vehicle take our toll, there is a certain magic about living in a big city. => **Although** the blaring horns and the noise of vehicle take our toll, there is a certain magic about living in a big city.
Word	There they can have more **chances** to express their ability. → There they can have more **opportunities** to express their ability.
Phrase	**The second benefit** is that it is **easier for us to find a good job** with high salary in a big city. => **Beside that**, living in a big city gets us **more choices to choose a good job** with high salary.
clause	The means of transportation in the city are various and rapid. For example, there are many various busses; we can come anywhere we want. => The means of transportation in the city are various and rapid, **so we change our place easily**. For example, there are many various busses; we can come anywhere we want.
sentence	In a city, especially in a big city, there're many foreign centers and universities or colleges. **If you live in a suburb, it'll be more difficult for your study than in a big city**. => In a city, especially in a big city, there're many foreign centers and universities or colleges. **These universities have professional teacher staffs with many experiences, which give us useful skills and knowledge**.
Paragraph (added more than one sentence)	The first and the most important benefit is we have chances for better education. In a city, especially in a big city, there're many foreign centers and universities or colleges. **We can learn about much useful knowledge in these centers such as a foreign language, a new culture, a new technology or some skills which is needed for our working.** => The first and the most important benefit is we have chances for better education. In a city, especially in a big city, there're many foreign centers and universities or colleges. **If you live in a suburb, it'll be more difficult for your study than in a big city. For example, I myself live in a small town. Every day it takes me forty-five minutes to travel to my university but as I live in HCM city it just takes me five or ten minutes to ride. Furthermore, I can participate in an extra class in the evening to improve my knowledge. The educational condition in a big city is always better than in a small town.**

Quantitative Analysis

4.2.3.1 Level of revision

Thirty-two students revised 64 drafts (32 second drafts revised after receiving comments from peers of the first drafts, and 32 third drafts revised from the second drafts). Any single change from later drafts compared to the previous ones was considered and counted. A revision could be as small as adding or removing a comma or as large as changes of a paragraph or even the whole essay. Using the rubric of coding scheme for textual revision (Appendix I), Draft 1 & 2 and subsequent revisions (Drafts 2 & 3) were compared by the researcher and the two raters to identify the changes between each set of essays. There were in total 862 revision changes (Table 24) from Draft 2 compared to Draft 1 and 870 revision changes (Table 4.12) from Draft 3 compared to Draft 2. Table 4.11 presents the revisions across different levels of linguistic units of the second drafts.

Table 4.11 Revisions across different levels of linguistic units of Draft 2

Level	Based on comments Mean= 5.88; S.D = 4.21	Partly based on comments Mean= 5.25; S.D = 5.04	Non-comments Mean= 15.84; S.D = 10.36	Total Percentage Mean= 26.97; S.D = 13.66
Punctuation	1	3	65	69 (8.0%)
Spelling	19	8	9	36 (4.2%)
Grammar	15	6	15	36 (4.2%)
Word	52	32	173	257 (29.8%)
Phrase	42	26	99	167 (19.4%)
Clause	3	4	13	20 (2.3%)
Sentence	44	59	104	207 (24%)
Paragraph	19	24	27	70 (8.1%)
Total	195 (22.6%)	162 (18.8%)	505 (58.6%)	862 (100%)

- Descriptive statistics

Table 4.11 shows that there were a total of 862 revisions in which 195 of them (22.6%) were based on peer comments, 162 (18.8%) were partly based on peer comments. However, there were 505 (58.6%) revisions made without any comments. In other words, the student writers changed their texts by their own decisions more often than those based on their peer comments. On average each essay of Draft 2 saw 27 changes (Mean = 26.97; S.D = 13.66) in which 6 revisions (Mean = 5.88; S.D = 4.21) were revised based on peer comments, 5 (Mean = 5.25; S.D = 5.04) were partly based on peer comments, and 16 (Mean = 15.84; S.D = 10.36) were made without any previous comments.

The most frequent level of revision in Draft 2 revised from Draft 1 was at the 'word' level (n = 257; 29.8%), in which 20.2% changes (n = 52) were made based on

peer comments, 12.5% (n = 32) were partly based on peer comments, and 67.3% (n = 173) revisions were made by the authors' own decisions. The second most frequent level of revision was at 'sentence' (n = 207; 24.0%), in which 21.3% (n = 44) revisions were made based on peer comments, 28.5% (n = 59) were partly based on peer comments, and 50.2% of which (n = 104) were made by the authors. The 'phrase' level was the third frequent changes (n = 167; 19.4%) in which 25.1% (n = 42) were revised based on peer comments, 15.6% (n = 26) were made partly based on peer comments, and 59.3% (n= 99) of them were revised by the authors' own decisions. The fourth ranked revision frequency was at 'paragraph' (n = 70; 8.1%), in which 27.1% (n = 19) were revised based on peer comments, 34.3% (n = 24) were partly based on peer comments, and only 38.6% (n = 27) were made by the authors. Table 4.12 shows the revisions across different levels of linguistic units of the third drafts.

Table 4.12 Revisions across different levels of linguistic units of Draft 3

Levels	Based on comments Mean= 5.75; S.D = 3.64	Partly based on comments Mean= 4.03; S.D = 3.37	Non-comments Mean= 18.06; S.D = 14.28	Total percentage Mean= 27.84; S.D = 16.93
Punctuation	2	3	48	53 (6.1%)
Spelling	2	0	6	8 (0.9%)
Grammar	18	5	22	45 (5.2%)
Word	52	22	238	312 (35.9%)
Phrase	34	36	123	193 (22.2%)
Clause	4	8	15	27 (3.1%)
Sentence	49	46	75	170 (19.5%)
Paragraph	23	9	30	62 (7.1%)
Total	184 21.1%	129 14.8%	557 64.0%	870 100.00%

- Descriptive statistics

Table 4.12 revealed that there were a total of 870 revisions from 32 essays from the second round of revision (Draft 3) in which 'word' (n = 312; 35.9%) was the most frequent level of revision, followed by 'phrase' (n = 193; 22.2%), then 'sentence' (n = 170; 19.5%), and 'paragraph' (n = 62; 7.1%). It seemed that the range of frequency of those four levels of revision of Draft 3 was similar to those of Draft 2, but different in numbers.

When we look closer at the revisions affected by comments, it is apparent that out of 312 revisions made by the students at the 'word' level, 238 of them (76.3%) were made by the authors' own decisions, and 74 revisions (23.7%) were made based or partly based on the peer comments. Also, out of 193 revisions at the 'phrase' level,

123 of them (63.7%) were made by the authors' own decisions, and 70 of them (36.3%) were made based wholly or partly on peer comments. However, at higher levels such as 'sentence' or 'paragraph', the peer comments seemed to influence the revisions more. Out of 170 revisions at the 'sentence' level, only 75 revisions (44.1%) were made independently, and 95 of them (55.9%) were made based wholly or partly on peer comments. In addition, out of 62 revisions made at the 'paragraph' level, 30 revisions (48.4%) were made by the authors' own decisions, and 32 of them (51.6%) were made based wholly or partly on peer comments. This indicated that during the revision stage, at lower levels of revision, such as 'word' or 'phrase,' the authors revised by themselves rather than with help from peers. Yet, at higher levels of revision, such as 'sentence' or 'paragraph,' they depended more on help from their peers during the blog-based peer response activities.

With regards to the impacts of comments, 184 revisions (21.1%) were based on peer comments; 129 revisions (14.8%) were partly based on peer comments, and 557 of them (64.0%) were made without any comment affected. It indicated that there were more revisions made independently than revisions based on peer comments in Draft 2. Table 4.13 shows the summary of the revisions across different levels of linguistic units of Drafts 2 & 3.

Table 4.13 Summary of revisions across different levels of linguistic units of

Drafts 2 & 3

	Based on peers'		Partly based on peers'		Non-comments		Total
	n	%	n	%	n	%	n
punctuation	3	2.5	6	4.9	113	92.6	122
spelling	21	47.7	8	18.2	15	34.1	44
grammar	33	40.7	11	13.6	37	45.7	81
word	104	18.3	54	9.5	411	72.2	569
phrase	76	21.1	62	17.2	222	61.7	360
clause	7	14.9	12	25.5	28	59.6	47
sentence	93	24.7	105	27.9	179	47.5	377
paragraph	42	31.8	33	25	57	43.2	132

- Frequency

In summary, the findings indicated that though the most frequent level of revision occurred at 'word', 18.3% (n = 104) revisions were made based on peer comments, 9.5% (n = 54) partly based on peers', and 72.2% (n = 411) were revised by the authors' own decisions. Also, the second most frequent level of revision was at 'sentence,' 24.7% (n = 93) revisions were made based wholly on peer comments, 27.9% (n = 105) partly based on peer comments, and 47.5% (n = 179) were revised by the authors' own decisions. The 'phrase' level was the third frequent changes of which 21.1% (n = 76) were revised based on peer comments, 17.2% (n = 62) partly based on peers', and 61.7% (n= 222) of them were revised by the authors' own decisions. The fourth frequent revision was at the 'paragraph' level in which 31.8% (n = 42) revisions were made based on peer comments, 25.0% (n = 33) partly based on peer comments, and only 43.2% (n = 27) were made by the authors' own decisions. The findings suggest that at lower levels such as 'word' (72.2%) or 'phase' (61.7%), the student writers could revise by themselves more than with help from peers' whereas at higher levels, such as 'sentence' (52.6%) or 'paragraph' (56.8%), the

students needed more help from peers'. Figure 4.2 illustrates the impacts of peer comments on revisions.
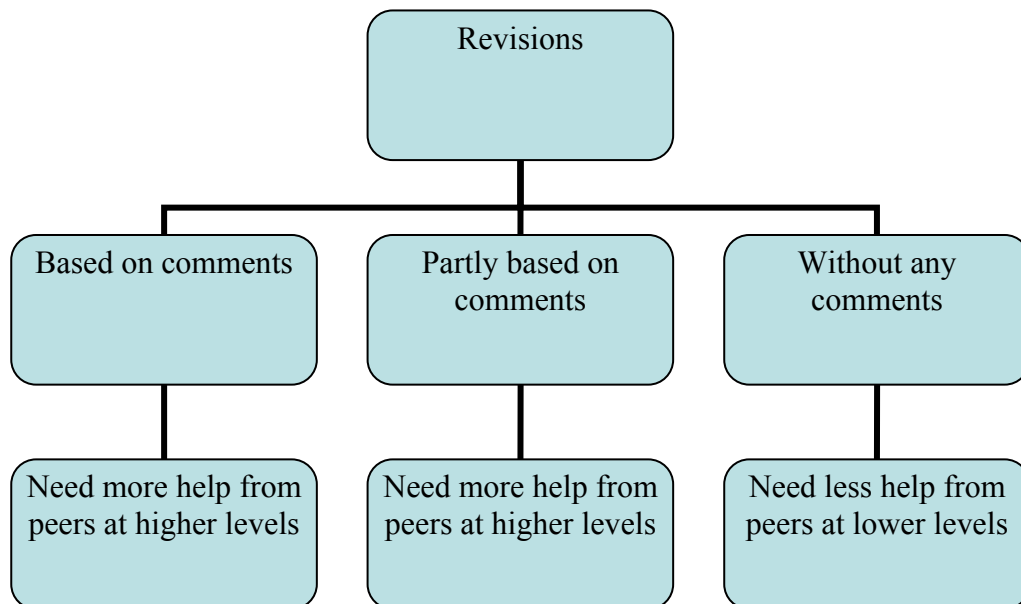
Figure 4.2 Peer comments impact revisions

4.2.3.2 Level of Non-revision

Regarding level of non-revision (some comments delivered by peers but they were not resulted in revisions), three possible reasons were investigated: (a) unnecessary (an addressed problem was not necessarily changed by the writer author), (b) incorrect (a suggested comment did not work in grammar, wording or phrasing). Yang et al. (2006) found that the most common reason for the rejection of peer feedback was that the writers did not accept the feedback for the reason that it seemed "incorrect" to them. (c) Unknown (an addressed problem was not revised by the writer). The researcher and the two independent raters held two times of discussions (2 hours each) about the issues to reach the agreements of each case in these three

categories. Unnecessary and incorrect causes were carefully considered by the three observers (raters and a researcher). Table 4.14 shows the level of unrevised features of Draft 2.

Table 4.14 Level of non-revision of Draft 2

Levels	Unnecessary	Incorrect	Unknown	Total
Punctuation	0	1	0	1 (0.7%)
Spelling	0	0	1	1 (0.7%)
Grammar	0	3	11	14 (9.8%)
Word	13	1	25	39 (27.3%)
Phrase	11	4	12	27 (18.9%)
Clause	0	0	2	2 (1.4%)
Sentence	15	1	36	52 (36.4%)
Paragraph	1	0	6	7 (4.9%)
Total	40 28%	10 7%	93 65%	143 100%

- Descriptive Statistics

As shown in table 4.14, there were a total of 143 features of Draft 2 which were not revised by the student writers. Forty unrevised features (28%) were found unnecessary for changes, and 10 (7%) were found to be resulted from unqualified comment deliveries whereas 93 features (65%) were addressed by peer comments but the writers did not incorporate in their revisions. The three features most frequently unrevised were at the 'sentence,' 'word,' and 'phrase' levels, respectively. The most unrevised feature was at the 'sentence' level (n = 52; 36.4%) of which 15 features were found of unnecessarily changes, one was of unqualified comment delivery, and 36 were unknown. The second most unrevised feature was at the 'word' level (n = 39;

27.3%) of which 13 features were found unnecessary for changes, one was found unqualified comment delivery, and 25 were unknown reasons. The third most unrevised feature was at the 'phrase' level (n = 27; 18.9%) of which 13 features were found unnecessarily changes, four were of incorrect comment deliveries, and 12 features were unknown reasons. Table 4.15 shows the level of unrevised features of Draft 3.

Table 4.15 Level of non-revision of Draft 3

Levels	Unnecessary	Incorrect	Unknown	Total
Punctuation	2	0	3	5 (2.4%)
Spelling	0	0	0	0 (0.0%)
Grammar	0	1	15	16 (7.6%)
Word	24	4	24	52 (24.8%)
Phrase	19	1	18	38 (18.9%)
Clause	1	1	0	2 (1%)
Sentence	30	3	44	77 (36.7%)
paragraph	3	1	16	20 (9.5%)
Total	79 37.6%	11 5.2%	120 57.1%	210 100%

- Descriptive Statistics

Table 4.15 also revealed that there were more unrevised features from Draft 3 than Draft 2. Total 210 revision-oriented comments in Draft 2 did not trigger revisions by the writers in Draft 3 in which 79 features (37.6%) were viewed as unnecessary to change, 11 of them (5.2%) were supposed to be resulted from unqualified comments, and 120 (57.1%) were unknown reasons. However, the percentage of the unrevised features of unknown reasons from Draft 3 (57.1%) was less than that of Draft 2

(65%). Similarly, the three features most frequently unrevised were at the 'sentence,' 'word,' and 'phrase' levels. The 'sentence' level was mostly unrevised (n = 77; 36.7%) and it was nearly the same in percentage as that in Draft 2 (36.7% vs. 36.4%). The second most unrevised feature was at the 'word' level (n = 52; 24.8%), followed by the 'phrase' level (n = 38; 18.9%). Table 4.16 presents the summary of levels of non-revision features of Drafts 2 & 3.

Table 4.16 Summary of levels of non-revision of Drafts 2 & 3

	Unnecessary		Incorrect		Unknown		Total
	n	%	n	%	n	%	n
punctuation	2	33.3	1	16.7	3	50.0	6
spelling	0	0.0	0	0.0	1	100.0	1
grammar	0	0.0	4	13.3	26	86.7	30
word	37	40.7	5	5.5	49	53.8	91
phrase	30	46.2	5	7.7	30	46.2	65
clause	1	25.0	1	25.0	2	50.0	4
sentence	45	34.9	4	3.1	80	62.0	129
paragraph	4	14.8	1	3.7	22	81.5	27

- Frequency

In summary, it was revealed that the three least incorporated levels of non-revision were at 'sentence,' 'word,' and 'phrase.' First, at the 'sentence' level (n = 129), 34.9% (n = 45) were unnecessary for changing, 3.1% (n = 4) were supposed to be resulted from unqualified comment deliveries, and 62% (n = 80) were unknown reasons. The second most unrevised feature was at the 'word' level (n = 91); 40.7% (n = 37) were unnecessarily changed by the student writers even though peer comments were made, 5.5% (n = 5) were supposed to be resulted from unqualified comment deliveries, and 53.8% (n= 49) were unknown reasons. The third most unrevised feature was at the 'phrase' level (n = 65); 46.2% (n = 30) of which were unnecessary

for revision, 7.7% (n = 5) were supposed to be resulted from unqualified comment deliveries, and 46.2% (n = 30) were unknown reasons.

These unknown reasons of Drafts 2 & 3 were explored by the in-depth interviews which were held during the revision stages of Draft 2 & 3 to learn what the students expressed their reasons. The extracts of in-depth interviews indicated two aspects: "unnecessary" and "unknown".

Qualitative Analysis

Levels of revision made based and partly based on peer comments

In the in-depth interviews, the researcher/teacher sat with the interviewees in the Lab room with the computer-on to show the interviewees' writings. The interviews were getting along with the essays to compare the differences between drafts from the introductory to the conclusion paragraphs. Any changes in drafts were asked to obtain the data for analysis. The interviews were tape-recorded for data analyses. In this part, most of the in-depth interviews were reported in the nearly whole sets in order to describe the real situations of the students during the blog-based peer responses and revisions.

Huyentrang (S_{21}) stated that she revised her essays based mostly on her peers' comments though they commented generally and did not suggest specific ways for changing. In addition, while revising based on her friends' comments about an off-topic sentence, she added another idea. Sometimes, her friends asked her to delete something, but she did not make it; instead, she added more ideas to convince readers and to make her paragraph longer. Sometimes, her friends asked her to add one transitional paragraph, she made two because she thought it was OK to have two.

Then, her friends seemed to satisfy with what she revised. She felt that her essay was much better after revision; however, it took her a lot of time to do it.

Researcher: The introduction of the second draft is different from that of the first draft. Did your friends comment or you changed by yourself?

S_{21}: My friends commented.

Researcher: When your friends commented, did they show you the way to revise your essay or they said something in general?

S_{21}: In this part, they just told me how to keep not off the topic, but they didn't tell me how to do it. Therefore, I did some changes so that the readers did not find it out of topic.

Researcher: When you did it, did your friends keep mentioning it when they commented on Draft 2 for revision of Draft 3?

S_{21}: What I have revised, they no longer paid attention. They just commented on other mistakes that I left.

Researcher: Did you make any changes in the introduction of Draft 3? Or you kept it?

S_{21}: I just corrected some small things because I used two times of the word "now" in this paragraph, and I also had some wrong spellings.

Researcher: Did you make any changes in the body?

S_{21}: Yes. As you taught us in class that each paragraph should have a concluding sentence, so I changed as you said.

Researcher: You also had one transitional paragraph that didn't appear in Draft 1?

S$_{21}$: My friends commented about it.

Researcher: Did he/she suggest the specific way for you to change or they tell you in general?

S$_{21}$: They just suggested that I should have a transitional paragraph but they didn't tell me what to do exactly.

Researcher: In Draft 2 you made a lot of changes. Did you make those based on your friends' comments?

S$_{21}$: I made those changes based mostly on my friends' comments. They said "out of topic", so I provided more examples to prove in order that they found nothing "out of topic" any more.

Researcher: So did your friends still comment again about that in Draft 3?

S$_{21}$: No.

Researcher: It means they agreed with your revision. In this part, there was something that your friends asked you to delete but you still kept it and you added more details. Why?

S$_{21}$: I wanted to make it more convincible.

Researcher: Here you have a transitional paragraph, and it is a question. Did you write it in the first draft?

S$_{21}$: No. My friends commented that I should write a transitional paragraph. But they didn't tell me where to make it, so between each paragraph, I wrote one transitional paragraph. When they

read, they said one was OK, but I thought two transitional paragraphs were also OK. So I didn't change.

Researcher: Either one or two is ok as long as you can link the ideas together to make them coherent.

S_{21}: Is it OK for me to use a question here?

Researcher: It's OK. Normally we should not use questions, but in this case it is OK. However, you can revise as "Until now we just discuss about benefits of work and schooling but entertainment is also one of the considerations" or "we should take it into account". Then, you don't need to use a question and the meaning sounds good. In paragraph 3, you added one more paragraph, right? Did your friends ask you to do or you added by yourself?

S_{21}: My friends commented about it. There was one idea here but my friends said that it was out of topic, so they told me to cross it out. When I deleted it, I found that it [this paragraph] was so short, so I added one more idea.

Researcher: So, when your friends commented, you omitted, but you added another idea to relate to the other ideas and make this paragraph united.

S_{21}: Also, to make it longer.

Researcher: I saw you made some changes in paragraph 3. Why did you have those changes?

S_{21}: In paragraph 3, my friends just provided some comments about spellings, or word choice.

Researcher: How about the conclusion paragraph?

S_{21}: In the conclusion paragraph, I wrote about my feelings, but my friends said that it was out of topic... I thought that my friends were right, so I changed my mind. For example, "I was lucky when I was born and grew up in this city, so I could enjoy many benefits when living in this city. I hope that there would be more cities so that every body could get the most benefits from these cities."

Researcher: Do you feel it better?

S_{21}: Much better.

Researcher: Did it take a lot of time for these changes?

S_{21}: Yes, I had to spend time to think a lot about it.

Researcher: There were not many changes in Draft 3. Why did you make just a few changes?

S_{21}: After my revision [the second draft] based on my friends' comments, they satisfied with it, so they just provided comments on small mistakes.

Latern (S_{10}) stated that many of her revisions were made by herself because her peers just commented on what she had written on the text. However, thanks to the comments from peers, she was responsible for her writing by thinking carefully whenever she made changes. She found that her writing lacked evidence, supportive ideas, then she added more to make her writing more persuasive, clearer, longer, more

understandable and better. However, Latern finally accepted that her revisions were based on both peers' and herself.

Researcher: … You changed and added this by yourself, "Nowadays, more and more people are attracted to flock to the big cities as they gradually realize the benefits of these places such as getting good jobs, modern technology as well as cultural exchanges"?

S_{10}: Because I found that it was too short, I added more ideas.

Researcher: When you changed this by yourself, did you find it better?

S_{10}: At first I couldn't think of this way, but I tried to think more carefully, then I revised this sentence. I found that it was suitable for my essay.

Researcher: Thinking for a long time to write this sentence. Your friends only provided one comment on the introduction. But your idea was better than your friends'. In paragraph 2, you added some more ideas. You did it by yourself or because of your friends' comment?

S_{10}: I did it by myself because I had more supportive sentences for my ideas but lacked of examples, so I added it.

Researcher: So you added an example because you found lack of it.

S_{10}: Yes, it lacked of specific examples to support this idea.

Researcher: So did you recognize it by yourself, not your friend?

S_{10}: I found it myself. My friends just commented on the existing ideas.

Researcher: What do you mean by commenting on the existing ideas?

S$_{10}$:   I think that I wrote a lot about this idea but it didn't give enough evidence to support it. I found that it was not persuasive without cities' names, so I listed names of some famous cities.

Researcher: I still don't understand about what you mean by commenting on the existing ideas.

S$_{10}$:   It means they commented on what I have written down and what they didn't understand, or on the fragment of my writing.

Researcher: So did you revise based on your friends' comments to make it more understandable, no more fragment?

S$_{10}$:   I did make it more understandable.

Researcher: It means you make some changes about the structures here?

S$_{10}$:   Yes. I made it shorter and clearer.

               ...

Researcher: What did your friend mean when he/she said it was not good enough?

S$_{10}$:   He said I should add more details.

Researcher: Your friend's suggestion was to add more details for this idea and I also found it longer. Was your purpose as adding details to make it longer or clearer in Draft 3?

S$_{10}$:   To make it clearer and better. I needed to provide enough evidence for what I said. In Draft 1, I just mentioned about ideas without specific supports, so my essay was not so good.

Researcher: It means you made this essay better by adding more examples and supporting ideas. The last paragraph of the body in Draft 2 wasn't changed?

S_{10}:   Yes I did change, but a few.

Researcher: Did your friends comment on it?

S_{10}:   Yes. I knew I lacked the summary. I knew it but I didn't revise until Draft 3. I summarized it and then added more ideas.

Researcher: Did you think that you satisfied your friends' ideas by doing like that? Your friends said you lacked of this or that idea, and you added more. Hence, did you make changes based on your friends' comments?

S_{10}:   Both based on my friends' and by myself. When I read my essay, if I found satisfied about it, so did the readers. I had to be satisfied with my writing first.

Researcher: Ok. In Draft 1, your friends commented [on some problems] but you didn't change, so did they repeat the similar comments on Draft 2?

S_{10}:   Yes, they did, but not many. They thought that they did it already, so they didn't do it again. Moreover, they saw that I didn't change, so they didn't mention.

Researcher: Most of the comments from your friends were right, do you think?

S_{10}:   Yes.

Researcher: You made a lot of changes in Draft 3, so which subsequent revision did you mostly base on your peers?

S₁₀: Both drafts. Which comment I didn't revise at first, I tried to make change in the subsequent draft. I solved new problems [comments] first, then I revised the old ones. Which comments were not reasonable, I ignored. Which ones were reasonable, I kept [for revision].

…

Suoimo (S₁₆) claimed that her peer comments were reasonable, so she revised her essays based on the peer comments.

Researcher: … I looked and compared your Draft 1 & 2, I found you changed some about the thesis statement in the introduction. Did you revise based on peer comments or did you do it by yourself?

S₁₆: Because Thuy (S₁₃) and Toan (S₁₄) gave me some comments, and I found them reasonable, so I revised based on their comments.

Researcher: In Draft 3, you changed some in the first sentence. For example, in Draft 2 you had two sentences here, but in Draft 3 you combined them. So did you base on your friends' comments or did you do it by yourself?

S₁₆: Thuy (S₁₃) gave me a comment. She said I needed to change the position of the sentence.

…

Researcher: About the paragraphs of the body, in the first paragraph, you changed some ideas to transfer to the second paragraph. So you did it by yourself or your friends commented?

S₁₆: In paragraph 1, Thuy and Toan commented. They found out some mistakes of word choice and grammar. I did as they said.

…

Hellogutbye (S$_{28}$) stated that most of her revisions were made by herself. She found her writing was too long, her ideas did not focus; she revised her writing and made it more persuadable. Although her peer comments on her essays were in general, thanks to her peer comments, she reread her essays and made a lot of changes. After revision, she found her writing quality improve a lot.

Researcher: … I see many changes in your essays. For example, you made lot of changes in Draft 2 compared to Draft 1. Did you revise your essays by yourself or based on your friends' comments?

S$_{28}$: I found that it was too long, so I revised.

Researcher: Although it was too long, if it has enough supporting sentences, supporting ideas, it was good.

S$_{28}$: The lengths of my friends' essays were average, but mine was too long.

Researcher: You thought that your essay was too long compared with your friends'; then you made it shorter. Were you not confident with your writing?

S$_{28}$: I don't think so. Two short ideas were better than three which were too long. In addition, the requirement of the essay was about from 450 to 500 words. Hence, I limited my essay. My essay had two paragraphs [body paragraphs], but it was too long. If I wrote one more paragraph about entertainment, it was good. It persuaded readers about benefits when living in a big city which had good education, and good job opportunities. If I

developed more about the entertainment which mentioned about spiritual aspects, it was good. However, it is too long.

Researcher: Did your friends say your essay was too long?

S28:   They didn't comment on it, but they said in general, it was too long. Everyone said it was too long.

Researcher: You made a lot of changes in your first body paragraph. Why? Did your friends provide comments or did you do it by yourself?

S28:   After I posted my first essay on the blog, my friends said that in general my essay was ok. Each paragraph had main ideas; however, the main ideas didn't have supporting details. So I realized that my essay had many ideas but it went around and around, did not focus. Reading it over, it sounded OK, but when reading it carefully, I found that there were not supporting details for each idea.

           …

Researcher: In general, did you see any improvement of your writing from Draft 1 to Draft 3?

S28:   It improved a lot because it was longer and had more interesting ideas. In the second draft, I wrote only two paragraphs for the body about two advantages. To the third draft, I added one paragraph about the entertainment because I wanted it to be more persuadable.

Researcher: Did you add it by yourself or based on your friends' comments?

S$_{28}$:   I did it by myself because I wanted to arrange the ideas more logically. I shortened other paragraphs, made them impact so that I could add one more paragraph.

Researcher: So you did it by yourself, not based on your friends' comments?

S$_{28}$:   My friends praised me more.

Researcher: Actually, in the learning process, everyone needs to be aware of his/her own learning. Friends are also elements to help you study. However, if your friends did not proofread your essay, you did not revise it, right? Thank to the comments from your friends, you reread it and revised it by adding more ideas?

S$_{28}$:   Yes. Thank to the comments from my friends, I reread my essay and revised.

Researcher: Therefore, your essay was richer in content, more words and longer.

S$_{28}$:   So I used the smaller size of words [laughing].

        …

Truongseo (S$_{24}$) stated that he did not follow exactly his peers' suggestions, but thanks to the comments, he edited his essay more reasonable.

S$_{24}$:   I think that all of my peers are good. My friends on the blog often showed me what my strong points as well as my unreasonable ones in my essays were. For example, they usually showed me the right ways to use more reasonable vocabulary, sentences in specific situations. I might not follow exactly my friends' suggestions, but based on those comments, I might edit my essay

more reasonable. I thought we should replace what was not unreasonable and kept what sounded appropriate and interesting. That's our right.

Level of Non-revision

Unnecessary for revision and unknown reasons for non-revision

There were two issues to be investigated in this aspect. First, with regards to the "unnecessary" for revision, many revision-oriented comments triggered revisions, but the student writers found that they were unnecessary to change or they attempted to emphasize the meanings of a word or of a sentence. They had their own reasons for not revising. In addition, the students sometimes did not change their writing if they found nothing wrong with their writing style. Second, with regards to the "unknown reasons", some revision-oriented comments addressed some writing problems that needed to be revised, but the student writers did not incorporate in revisions. The data in the in-depth interviews indicated six reasons. First, the authors found their writings did not actually need to be revised. In other words, they did not want to change when nothing wrong was found in their writing. Second, the student writers did not change an issue when they doubted a comment delivered from one peer in Draft 1, but when there were two peers commented on it on Draft 2, they revised in Draft 3. Third, sometimes the student writers defended that the peers did not understand what they meant in their writing or sometimes they wanted to emphasize something in their writing, so they did not change. Fourth, the writers sometimes did not quite understand the comments for their revisions, so they might not revise their writing. Fifth, many student writers revealed that they did not make changes of some issues on

their writing because they did not find out the best solutions for such particular issues in their writing of the second drafts, then they revised those in the subsequent drafts. Finally, the students sometimes did not revise their writing based on the peer comments because they found their ideas were better than those from the peer comments.

Baotoan (S_{14}) and Kid (S_{11}) said that if their writing was OK, they did not revise based on their peer comments. Also, they sometimes did not quite understand the comments, so they did not make changes.

Researcher: … When you received comments from your friends, did you understand all things from them?

S_{14}: I understood about 80%. If I did not understand something, I asked them directly when we were in class.

Researcher: It meant you would clarify the 20% left directly when you met your friends in class. When you asked them directly, how were your friends' reactions?

S_{14}: They are fine. Sometimes I felt that my ideas in my writing were OK, so I did not revise my drafts based on their comments. They just said, "That's your writing. It would have been better if you revised, but it's up to you. It doesn't matter." However, they felt unhappy because they spend their time and effort for my writing while I didn't revise [some issues] based on their comments.

…

Researcher: So, did you feel unpleasant when your friends commented on your essay via the blog?

S_{11}:   Before, there was only a teacher who commented on my writing, so I felt no problem. But now, when my friends commented on my writing, some comments were right, but some were not, which made me a little unpleased. But it didn't matter because some good comments help my writing better.

Researcher: You mean that good comments are more important, right? Besides, you understand your work more than anyone else. You can distinguish something right or wrong, something good or not… As usual, did you easily understand your friends' comments?

S_{11}:   Oh, only some comments were easy to understand. Some of my friends often used the abbreviate words based on their spoken styles. Therefore, sometimes I really didn't understand my friends' viewpoints.

Researcher: So, how do you like your friends to comment on your writing next time?

S_{11}:   I would like my friends to comment on part by part and write it more clearly. I mean they show me what my mistakes are and where I should edit. If they need which part to make clear, they clarify it for me to revise better.

…

Latern (S_{10}) stated two reasons about why she did not make some changes after receiving her peer comments. First, sometimes her peers did not understand what

she meant in her writing, so she did not change because her structure was right. Second, she did not change some issues in her second draft because she did not come up with the new ideas to revise. She said that adding more ideas in an essay was not easy. However, she made those changes in the third draft.

Researcher: Did your friends comment on your introduction in the first draft?

S10: Mostly not. They pointed out that this part was not parallel, but in fact they didn't understand what I meant. For example, at this point, I could use the verb "get" for these three phrases.

Researcher: "Nowadays, big cities attract more and more people as they gradually realize the benefits of these places such as getting good jobs, modern technology as well as cultural exchanges."

S10: Is it ok, teacher?

Researcher: It's ok

S10: But my friends said that it was not parallel.

…

Researcher: It meant you made a little change so that it was clearer, more understandable thanks to your friends' comments. I found that you didn't make any changes on the second paragraph?

S10: Because I didn't come up with any ideas for it at that time. I let it be until the third draft; then I revised it.

…

Researcher: That was the conclusion. What I mean is of the third paragraph, you didn't change in Draft 2 after receiving peer comments in Draft 1.

S_{10}:	My friends said the ideas were very good, but I should give more examples to make it profound.

Researcher: So why did your friends comment but you didn't change in Draft 2?

S_{10}:	Because I couldn't think it out at that time. Moreover, adding more ideas was not easy. If the ideas in mind were interrupted, they were not good, so I had to wait.

Researcher: Wait for the ideas to come out, right? Your friends just asked you to clarify some points but they didn't suggest how to do it, so you didn't change in Draft 2, but on Draft 3 you revised a lot.

…

Hellogutbye (S_{28}) also confirmed that she did not change an issue when a peer commented on the first draft. Then two peers commented on the same issu in the subsequent draft, she did revise. In addition, if a comment was good but not necessary for changing, she did not change when she wanted to emphasize on such an idea in her writing.

Researcher: Now we talk about changes from Draft 2 to Draft 3. For example, "life there" in Draft 1, your friend commented on it but you didn't change. Your friend commented on it again in Draft 2, and others also commented on it.

S_{28}:	There were two people commented about it, I finally decided to change.

Researcher: Did you agree or disagree with Thaovy's comment?

S$_{28}$:   She said that it was better for me to combine these two sentences because I wrote, "For example, for high schools in HCM city, we can see that there are many schools such as Nguyen Thi Minh Khai, Nguyen Thuong Hien, Le Hong Phong, and so on. Therefore, we can choose whatever we want to go to as long as it suitable to our level". That was good. She said I should combine them into one but I thought it was not necessary because I wanted to emphasize on the idea that we had the right to choose, we could enroll in any school that was suitable for our abilities.

Researcher: You still kept this idea because your idea had other meaning. For example, it meant giving people more choices, but your friends wanted you combine those two.

S$_{28}$:   Here, I said "living in big cities also helps students who have more chances to approach famous universities and colleges. It is widely **agreed** that most of large universities are located in big cities". I wanted to emphasize on it, so I didn't really need to change.

Researcher: I found that the verb 'agreed' made your friend confused instead of saying 'we all have known that…' The verb 'agreed' might not be appropriate. You were not wrong so you did not revise. However, sometimes it was not only right, but we needed to make it better as well.

           …

Suoimo (S_{16}) provided reasons why she did not change some issues on her writing. First, though her peers commented about her writing style (academic writing), she found that in academic writing, there were different ways of expressing Cause/effect writing style, and hers was based on one of the style in the material (cause/effect in chain organization), so she did not need to change. Second, she thought that some comments were not necessary for changing, she did not revise.

Researcher: I found that there were some you didn't change although your friends commented on those. For example, "you should make two separate paragraphs about employment and learning", but you did not change. Why not?

S_{16}: I did not change because based on the lessons we've learnt from our materials, there was a cause/effect essay in chain organization, of which one idea could lead to another. I liked to apply it for my essay. I thought these two ideas were alike, so I put them into one paragraph.

Researcher: So your friends didn't understand you. You still did as what you learned from the book. When your friends commented about the educational condition. They asked you to add some more ideas [but you didn't]?

S_{16}: Here, they didn't really understand what I meant.

Researcher: You gave just a few examples, your friends said that you should add more because they were not persuasive. Your friends also commented some other things but you didn't change. Why not?

S_{16}: I thought they were not necessary, so I didn't change.

Researcher: There are some passages that your friends commented that they were difficult to understand. Why didn't you revise?

S_{16}: Because I've already given examples and proved my ideas. I thought that it was OK. However, there were some points that I changed based on my friends' comments. In the conclusion of Draft 1, I found no mistakes, but Toan (S_{14}) provided a comment

that I should make a change. That sounded better, so I did change.

Saobac (S_{19}) and Ngoctuan (S_3) shared the same idea that after receiving peer comments, they needed to check if the comments were right, they revised based on the comments. If they found something wrong from the commments, they kept their own versions. In addition, although the comments were acceptable, their expressions in their essays were better, they did not change.

Researcher: How about reading your friends' commentaries? Did you learn something? Were the comments useful for your subsequent draft?

S_{19}: At first, I needed to spend time to read many times to understand what my friends meant. Then I had to read the mentioned points that my friends clarified [in my essay]. If there was something wrong, I needed to read again to see if my friends were right.

Researcher: So it takes time.

S_{19}: If the comment was correct, I would have my writing revised, otherwise, I did not. Sometimes, the comment was acceptable but I thought my expression was better; then I kept mine. Sometimes, I revised some ideas which went off the topic, or grammar, or structures in that paragraph.
…

S_3: If I felt the comments were suitable to my essay, I would revise based on their ideas, but if they were not good, I would keep my ideas.

Minhthuan (S_9) stated that he did not revise based on his peer comments because he was right in some cases. Also, he did not revise based on his peers' was that his peers did not understand what he meant in his writing, he wanted to emphasize an idea, but his peers misunderstood. Third, when his peers commented on the arrangement of his ideas in his essay, he satisfied with his arrangement, so he did

not change. In addition, Minhthuan provided an example he commented on his friend's essay from Draft 1, his friend did not revise until he and another peer commented it again on Draft 2, then the author made a change in Draft 3.

Researcher: There are some comments on Draft 2 but you did not change. Could you tell me why?

S$_9$: The first peer commented on my ideas about jobs and work. I thought the comment was not right, so I did not change. The second peer commented that I just mentioned on living in Ho Chi Minh City, but the topic mentioned about living in big cities. In my writing, I narrowed down my topic about living in Ho Chi Minh city only in the thesis statement. Therefore, I just focused on living in Ho Chi Minh city and I provided examples about living in Ho Chi Minh city, so I thought that I was right.

Researcher: Well, I think it is ok. There are many ways to express our ideas. Some students wrote generally about big cities, some focused on details. Take this example, you wrote about Ho Chi Minh City. Your friends commented but you thought you were right so you kept it. I think you are right when you made your essay good and appropriate.

S$_9$: There were easily recognized mistakes, but my friends could not identify. For example, I wrote AM, instead of M.A., Master Degree. But, all of them didn't tell me that M.A not A.M.

Researcher: Maybe your friends did not notice that?

S₉:	I don't think so. It is very simple, every one knows it. I found each small mistake in my friends' essays and commented on their essays. For example, I commented carefully mistakes in Tu's essay [Kid's], but he didn't care for my comments. In the first draft, I commented that "much more than" not "much than". He still kept it in Draft 2. I continually commented that mistake [in Draft 2]. Until Draft 3, Ms. Thu [Latern] commented that "much more than", at that time he decided to change.

Researcher:	Ok. Now we turn back to your essay. These were some comments from your friends but you disagreed. For example, "First of all, living in the big cities brings us two good conditions for our life." Your friends said "the way you organize your idea in this paragraph is so confused compared to other parts". Your friends say "confuse" but you disagreed. Why?

S₉:	I meant living in city brought us many "good living conditions", this included two conditions. I just mentioned good conditions in the thesis statement, but in my essay I mentioned about two good conditions and I provided examples to support them. My friends said that in the thesis statement, when I just mentioned about one idea, I should write about that idea only.

Researcher:	So you did not change as your friends' ideas when you knew that you were right. It's OK. One more thing, about the word choice, your friends said that "I think go **to** is better".

S₉:	Yes. My friend was right so I'll change it later.

Researcher: And the sentence "it seems that you are trying to advertise for the famous colleges and high school in the city not benefit of education that you get in a big city." Your friend commented that "Your idea is nice but a little confusing here, so just try to rearrange the supporting ideas here." Your friend said that your ideas were good. However, you should rearrange them. So why didn't you revise?

S9: My friends said those ideas sounded like I was advertising about the city. But I wrote about 3 universities and they were not advertising. I just wanted to provide an example to prove that living in big city had those benefits. My friends said that I shouldn't advertise too much for those schools.

Researcher: But your friends said "rearrange the supporting ideas". They might mean that you should rearrange your ideas from most important to least important or from least important to most important ideas, why didn't you change?

S9: I myself thought that this arrangement was appropriate for my essay.

Researcher: Your friends said you shouldn't advertise too much, and you should rearrange. Let me see. "First, many well-known universities" and you list out details… so you first talked about "well-known", next you wrote about "investment for equipment", third you wrote about "qualified teachers". Your friends said rearrange, maybe they meant you should write about qualified

teachers first, then equipment, next well-known universities, for example.

S9: I thought that getting along with a good school was good equipment, good equipment led to good teachers. I thought that I could arrange in the opposite way to my friend's, and it was OK, so I did not change.

Researcher: Uhm, it is OK. You are right because there are different ways of arranging ideas. Go to the conclusion paragraph, your friends said "I mean big city in general not Ho Chi Minh city, right?" and you disagree.

S9: My friend meant that I should not only write about Ho Chi Minh City, but also about other cities. However, because I wrote about Ho Chi Minh City, in the conclusion, I should mention about Ho Chi Minh City, too. Moreover, as I hav known, in the conclusion paragraph, I not only summarized the main ideas, but also expand for further thought to make my essay better.

In the writing journal, Beviandunkle (S20) stated that her group members worked very well in spending time and providing comments on her essays. Yet, some of her friends were conservative in receiving her comments because they thought that her comments were incorrect. She felt unpleasant about it.

> I felt that my friends were enthusiastic in giving me comments. Sometimes I felt sad because I didn't do my work well. I made my friends wait for me. I really wanted to say thank all my friends because they spent their time to comment on my essays. However, I also recognized that some of my friends were conservative about getting their peer comments. They thought that their peer comments were not correct and they felt unpleasant about that. I felt

unpleasant too because I spent a lot of time to comment on their writing, but they did not satisfy.

(Cam nghi cua em qua cac bai comment. Em thay cac ban rat tich cuc trong cac bai comment cho em doi khi em cung thay hoi buon vi nhan ra rang chinh minh chua hoan thanh nhiem vu that tot de cac ban phai cho doi minh. Em that cam on cac ban da bo thoi gian ra de comment bai cho em. Nhung doi khi em nhan thay rang cung co ban bao thu trong viec nhan bai comment tu nguoi khac hinh nhu ban cho rang em comment sai va ban hinh nhu cam thay rat kho chiu thi phai .Em cung thay buc minh luon tai vi em da bo ra mot khoan thoi gian phai noi la that nhieu de ma comment cho ban vay ma babn cam thay khong hai long.)

Baovy (S$_{12}$) stated that she satisfied to work with her group members and her writing skills got better. However, sometimes she was unhappy with her friends' long comments and she could not understand theirs much. Furthermore, she stated that her comments were not clear either.

To my beloved group, I am happy to have chance to express my thinking of your comments. It is wonderful to work with very enthusiastic friends and ones who have very good writing skill, of course better than mine. To tell the truth, I wrote very badly before. Thanks to all of you, I felt that "my writing career" was brighter. However, it was sometimes, well, no words to say. Thanks all of you very much. I tried my best while working with you. But, we often saw the hated word "but" in our lives. Sometimes your comments were too long, so I couldn't understand much. I didn't comment on yours clearly either. I am so sorry about that. I'll try to do better. I hope that my comments wouldn't make you feel unpleasant because we are friends. Faithfulness and truthfulness are really good, right? Wish all of you are always happy, successful in life and in work. Bye.

(Gui toi nhom 3 than iu cua minh. rat zui khi co co hoi de bay to suy nghi cua mih ve nhung comment cua cac ban. that tuyet khi duoc lam viec voi nhung nguoi ban vo cung nhiet tinh va co nhung ki nang viet rat sieu, tat nhien la sieu hon mih rui, hihi. thu that la truoc day mih viet rat te, nhung nho co cac ban ma bay gio mih cam thay "su nghiep viet" cua mih k con kho khan nhu truoc nua, no co ve suon se hon 1 chut, nhug nhieu khi van con nhung cai sai rat "k chiu noi", hix. minh cam on cac ban rat nhieu, minh se co gang het suc trong luc lam viec chung voi nhom. Nhung, vang, trong couc song luc nao cung ton tai chu "nhung" dang ghet nay. doi khi cac ban comment qua dai,vi vay ma nhieu khi minh k hieu nhung idea cua cac ban cho lam, tat nhien doi khi minh cung vay, comment cho cac ban k ro rang, i'm so sorry, minh se co gang khac phuc. hy vong la nhung y kien tren cua minh se k lam cac ban phat long ha. vi

tui minh la ban ma, thanh that va thang than thi qua tot, dung khong?!. chuc cac ban luon zui ze va thanh cong trong cuoc song va cong viec ha. bibi.)

Khoangtroirieng (S$_{22}$) stated in the writing journal that (1) sometimes she could not understand her peer comments, (2) sometimes she had a feeling that her writing was right but her peers stated that it was wrong, (3) and she sometimes did not revise her writing based on her peer comments because she found her ideas were better.

> In my group, my friends commented on my essay enthusiastically. Sometimes they forgot to comment. Some comments were so long that I couldn't understand. I was really confused. Sometimes I felt that things I wrote were right, but my friends said that this one was not good, that one was not OK. I was really sad, you know, teacher? But thanks anyway. Thanks to peer comments, I tried my best to write better. Dear teacher, sometimes my friends commented on my essays, but I felt that my ideas were better, so I kept my ideas. Didn't I respect my friends' ideas?

> (Nhóm em các bạn comment cũng nhiệt tình nhưng thỉnh thoảng các bạn quên comment bài của em hic hic .Có bạn comment dài quá em đọc hông hiểu gì hết. Em thật sự hông hiểu, nhiều lúc em thấy mình viết đúng mà có bạn lại nói là em viết cái này hông được, cái kia không xong. Em thật sự buồn ghê gớm thầy hiểu hông? NHƯNG DÙ SAO EM CŨNG CẢM ƠN, VÌ NHỜ CÓ SỰ COMMENT CỦA CÁC BẠN MA EM CÓ THỂ CỐ GẮNG VIẾT TỐT HƠN. Nói nè thầy, nhiều khi bạn đó sửa bài cho em mà em thấy ý kiến của em hay hơn em giữ nguyên ý kiến của em, như vậy có phải mình hông tôn trọng ý kiến của bạn không thầy?)

Hellogutbye (S$_{28}$) in the writing journal composed in English stated that she sometimes did not revise her writing based on her peer comments because their comments were not always right. However, she confirmed that her writing could not be better without her peer comments.

> Hi, my friends. Thank you very much for reading my writings during the past time. Thank to your comments, my writing was better time by time. I feel very happy. However, Sometimes I thought your comments were not always right, so I didn't mend my writing to follow your way, so sorry (hi hi). I think it was no problem, wasn't it? I 'm sure that you are also the same as me, aren't you?

But anyway, I have to say that my writing can't be better without your comments.

Candyvan (S$_4$) stated that sometimes she did not make changes based on her peer comments because when she wrote something correctly, her peers stated that she was wrong. Another reason for not revising based on her peer comments due to the fact that the comments from peers were just in the same ways as their peers' essays written, so if she made changes based on the peer comments, she used her friends' ideas, not her own. However, she confirmed that her group members did rather well in commenting on her essays.

> I think my friends commented on on my essays quite well. They showed me inappropriate words that I used and helped me correct grammar mistakes. They also suggested ideas that helped my essay better. When I found some good ideas from my friends' essays, I used them in my essay to make it better. Sometimes my sentence was right, but my friends said it was wrong. Then I had to check it again. And sometimes when I reread their comments I found that they used the ideas for their essays to comment on mine. That was good. However, if they used all their ideas to comment on mine, my essay would be theirs. Sometimes they commented late, so I had to wait long to write the next draft.

> (Tôi thấy bài của tôi được các bạn comment tương đối tốt. Các bạn chỉ ra cho tôi những từ mà tôi sử dụng chưa đúng và sửa lỗi văn phạm cho tôi, các bạn đề nghị thêm ý tưởng cho bài viết của tôi tốt hơn .khi tôi thấy ỳ của bài bạn hay tôi cũng chuyển ý của bạn vào bài viết của mình để bài của tôi được tốt hơn. Nhưng đôi khi tôi viết câu đó đúng, nhưng bạn nói sai. Vì vậy, tôi phải kiểm tra lại.Có lúc bạn comment bài cho tôi nhưng khi đọc lại, thì gợi ý toàn là trong bài của bạn không. Điều đó cũng tốt, nhưng nếu lấy ý hết của bạn để comment cho bài viết của tôi, thì hoá ra đó là ý tưởng của bạn chứ hổng phải của tôi,đôi khi bạn comment cho bài tôi hơi trễ ,nên tôi phải đợi để viết bài kế tiếp hơi lâu.)

In brief, there were three main reasons for not revising some features during the revision stages: (a) when nothing wrong was found in their writing, the student writers did not make changes; (b) when doubted the correctness of a comment, the writers waited to see if there was other peer who commented on the same issue in

order to decide whether to change or not; and (c) when they did not find out the best solutions for such particular problems in their writing, they waited until the later revision. The findings suggest that there are many ways to express ideas and the ways of expressing ideas are different from one to another; hence, the student writers did not need to follow exactly every comment from peers when they knew what they did was right.

4.2.4 Research Question 4: Does blog-based peer response help students improve their writing quality after training?

Quantitative data to respond to this question came from two sources. First, thirty-two first drafts (pre-test) and thirty-two third drafts (post-test) were rated by the inter-raters based on the 10-point analytic scoring rubric (see Appendix C) after names of students and other identifiers, nicknames, were removed from all papers which looked similar because they were laser printed. Second, the lengths of three essays (number of words) were compared. Qualitative data came from the semi-structured interviews and the students' writing journals.

Results indicated that the quality of students' writing was significantly improved from the first to third drafts and the essays were longer from the first to second and third drafts. Qualitatively, the students confirmed that their writing improved in both the content and the language, including the academic writing styles and the lengths of the essays.

Quantitative Analysis

4.2.4.1 Pre-test (Draft 1) vs. Post-test (Draft 3)

As described in the rating procedures, two trained raters independently rated students' essays blindly. The inter-rater correlation was significant at the .01

level (2-tailed); the inter-rater reliability of the first drafts reached .75. Also, the

correlation of Draft 3 was significant at the .01 level (2-tailed) with a reliability of

raters of .86. Discrepancies were discussed between the two raters for the first and

third drafts because there were no discrepancies higher than 1 point, the third rater

was not needed. After two discussions (2 hours each), the inter-raters agreement for

the final scores of two drafts was reached at 100%. Paired sample statistics and

matched paired tests were run to find out the significant difference between the pre-

test (Draft 1) and post-test (Draft 3). Table 4.17 shows the results of the pre-test

(Draft 1) and post-test (Draft 3) scores described by the Paired samples t-test.

Table 4.17 Pre-test (Draft 1) vs. Post-test (Draft 3)

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_test	5.891	32	.7904	.1397
	Post_test	7.063	32	.7487	.1323
Paired Samples Correlations					
			N	Correlation	Sig.
Pair 1	Pre_test & Post_test		32	.816	.000

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-test – post-test	-1.1719	.4685	.0828	-1.3408	-1.0030	-14.149	31	.000

- Pre-test refers to the first drafts and Post-test refers to the third drafts
- P < 0.05
- P < 0.01

- Paired samples t-test

Results indicated (Table 4.17) that the students' writing quality was

significantly improved from the first to third drafts. The mean score of the 32 first

drafts (pre-test) was 5.9 and that of the third drafts (post-test) was 7.1. No essays

scored less than 5 on the 10-point scale. The r = .816 indicated a high positive

correlation and seemed to provide good support for pre-test and post-test reliability.

This correlation indicated that the students who scored high on the pre-test were very

likely to score high on the post-test, and the students who scored low on the pre-test

were very likely to score low on the post-test. Paired samples t-test showed that the

improvement in mean scores of the pre- and post-test was statistically significant (P <

0.01). The findings suggest that the peer response via the blogs helped student writers

improve their writing quality through their revisions after receiving comments.

4.2.4.2 The Improvement of Drafts 1 - 3 in Length

The three essays (Drafts 1 – 3) were saved to Word Processor and

counted. Then the Pearson Correlation was run to test the correlation of the three

essays in length. Table 4.18 presents the improvement of Drafts 1 – 3 in length.

Table 4.18 The improvement of Drafts 1 - 3 in length

Descriptive Statistics			
	Mean	Std. Deviation	N
Essay1	392	122.42	32
Essay2	482.1875	162.058	32
Essay3	561.625	159.752	32

Correlations		Essay1	Essay2	Essay3
Essay1	Pearson Correlation	1	.677**	.660**
	Sig. (2-tailed)		0	0
	N	32	32	32
Essay2	Pearson Correlation	.677**	1	.886**
	Sig. (2-tailed)	0		0
	N	32	32	32
Essay3	Pearson Correlation	.660**	.886**	1
	Sig. (2-tailed)	0	0	
	N	32	32	32

**Correlation is significant at the 0.01 level (2-tailed).
Essay1 refers to Draft 1
Essay2 refers to Draft 2
Essay3 refers to Draft 3

- Correlate – Bivariate

Table 4.18 revealed that on average the students wrote about 392 words (Mean = 392) on Draft 1. However, after receiving comments from peers, they revised their writing for about 482 words (Mean = 482.2) on Draft 2, and significantly longer on Draft 3 of 561 words (Mean = 561.6). The Pearson Correlation also showed that the correlation was statistically significant at the .01 level (2-tailed). This suggests that the more the students received comments and revised, the longer their essays became.

In brief, after receiving comments and revising essays, the student writers's essays improve both writing quality and lengths.

Qualitative Analysis

Many student writers stated that their writing quality improved in four aspects. First, in terms of global content, they added more ideas and found their essays more logical. Second, in terms of local areas, their grammar and structure improve. Third, in terms of academic writing techniques, they found their writing obtained enough characteristics of thesis statement, topic sentences, controlling ideas, and conclusion. In addition, in terms of length, their essays were longer.

Huyentrang (S_{21}) confirmed that her writing quality of Draft 3 was much better. At first, she could not know how to make her writing better. But after receiving comments from peers, she could find out some mistakes that she could not make it by herself. In addition, her group members provided many good and useful comments because their purpose was to help one another improve their writing quality. Also, thanks to peer response activities, she could learn from her friends' strong points in order to apply for her writing.

Researcher: In general, do you think your essays improved a lot from Draft 1

- 3?

S₂₁: Yes, much better. There were many changes from Draft 2, and based on my peer comments from Draft 2, I revised Draft 3 much better than Draft 1.

Researcher: What do you think of your friends' comments? Did they help you write better?

S₂₁: Some of them had so good comments that when I read I didn't know how to revise. Some gave very useful comments. They read my essays carefully. Sometimes I couldn't recognize my own mistakes by myself.

Researcher: Do you ever disagree when reading your friends' comments?

S₂₁: Most of them had good comments even they read my essays more carefully than their own.

Researcher: Did you do the same thing when you commented on your friends' essays?

S₂₁: Yes.

Researcher: It means that you learned the ways your friends had done to do in return. In your viewpoint, what was the purpose of your friends when they provided comments?

S₂₁: Our purpose was to help one another progress in learning. In addition, score is partly important.

Researcher: Right. Score is also important. It might help people with motivation. Compared Draft 1 with Draft 3, what do you think?

S₂₁: Much better. I felt that my draft was not ok at first. Its ideas were not as perfect as I expected, but I didn't know how to make it

better. Then, when my friends commented, I realized my mistakes, and when I provided comments on my friends' essays, I also learned many different ways to apply to my essay.

Minhthuan (S_9) stated that in the writing process, peer comments played partly in the revision and he himself as a writer was the most important person who was in charge of his writing quality. However, thanks to the peer comments, he could find out his mistakes and make changes. In addition, thanks to the peer response activities, he could learn from his friends via looking at their mistakes in writing.

Researcher: Thanks to the blog, you received help from friends, so your essays were different. From Draft 1 to Draft 3, do you think that your essays were much better?

S_9: I found that my essays were better based on my friends' comments and myself. My friends' comments were just part of the process of revision. It was important that via the peer comments, I could see my mistakes and correct them by myself. I not only commented on my friends' essays, I could also learn from their mistakes.

Researcher: Oh, Good. I've learned one more thing that we could not see all of our mistakes, but based on our friends' comments, we could add more of our ideas to make our writing better.

S_9: My examples and reasons in Draft 1 were too short, but thanks to my friends' comments, I revised to make it longer and better.

In addition, in the writing journal Minhthuan (S_9) also stated that he satisfied with his writing: "Tuy bay gio toi khong biet bai toi co hoan hao chua nhung that su toi da hai long voi bai cua minh." (Although I am now not sure that my essay was perfect or not, I feel satisfied with it).

Latern (S_{10}) confirmed that her Draft 3 was different from Draft 1 in terms of content. She added more ideas during the revision and she found her writing was logical. Kid (S_{11}) and Hellogutbye (S_{28}) stated that their third drafts were more interesting and longer compared with the first drafts. Baovy (S_{12}) claimed that her writing quality was better and had more academic styles in terms of thesis statement, topic sentences, supporting sentences and concluding sentences. Souimo (S_{16}) stated that her writing quality improved about not only the content, but also the grammar and structures.

Researcher: So writing was completely not perfect at once. When you read your essay from Draft 1 to Draft 3, did you find any differences?

S_{10}: Yes, of course.

Researcher: What if you wrote only two drafts? For example, I gave you only one chance for revision, so did you make it as good as the third draft you did now?

S_{10}: I still revised, but it was sure not as perfect as the third one.

Researcher: So you really needed to receive comments on the three drafts. If you had the fourth rounds of comments, were there too many? Or it made your essay better? Or three times were enough?

S_{10}: It was so good.

Researcher: Do you think there are many differences from Draft 1 to Draft 3? Do you yourself feel that you write better, more fluently?

S_{10}: The introductory paragraph in Draft 1 lacked of idea. I added more ideas then I found it more logical. It controlled my essay step by step. My friends commented that I lacked of a concluding sentence for each paragraph of the body; then I wrote the concluding sentence for each one. [In Draft 1] I also didn't summarize the main ideas in the conclusion paragraph. About the content, my friends commented that the third idea [the main idea of the third body paragraph] was the best, so I tried to develop that idea.

Researcher: What do you mean by your third idea?

S_{10}: Compared with other essays that my friends read, they thought that my idea was unique.

…

Researcher: In general, did you see any improvement of your writing from Draft 1 to Draft 3?

S_{28}: It improved a lot because it was longer and had more interesting ideas.

…

S_{11}: … after this semester, I found that my work progressed more and more.

…

Researcher: … In the current course, you have studied how to post your writing and comment via the blog. In your opinion, is it useful for you?

S_{12}:   After the course, my writing skill is getting better. I know how to write an academic essay which includes a topic sentence, a concluding sentence, and the thesis statement in order to introduce the paragraphs.

Researcher: … When reading your essays from Drafts 1 - 3, do you think that your writing quality improved?

S_{12}:   Very much.

...

S_{16}:   I gave just a few examples in Draft 1. In Drafts 2 & 3, I provided more examples. I improved not only about the content but also about grammar and structures.

Followings were the data from the writing journals. Hat_a5_nhh (S_2) stated that (written in English) her essay was better because her peer comments brought her a lot of ways to revise her drafts when there was something she was unsure to perfect her writing, "After the first draft I usually felt unsure about something, but I could hardly correct it. Then I received my friends' comments; they brought me a lot of ways to improve my writing. Hence, I had a better essay after every editing. Thank my friends and my instructor because I have learned many things from these."

Sweetcandy (S_1) confirmed that her group members worked very well to help one other improve writing quality. She often felt happy whenever she read the

comments from peers for revision. She said that her friends helped her with idea development as well as grammar and structure. She also stated that she wrote better after she received comments from her peers.

> The first thing I'd like to say is that everyone in my group did their good jobs. They commented on each other's essays enthusiastically. I was really happy every time I read their comments. They all tried their best to provide comments on others'. Especially, when my ideas were not good, all of them asked me to change to make the ideas better. I felt that I wrote better after reading comments from my friends. My weak point was that I had many spelling and grammar errors. I recognized that my friends were very good at grammar. That was a good chance for me to improve my grammar and to write better. My friends had good ideas, good writing skills. I really satisfied with my peer comments.
>
> (Đầu tiên em nhận thấy rằng nhóm em comment rất tốt các bạn làm việc rất hết mình .Em cảm thấy rất vui mỗi lần đọc được được comment của các bạn .Nhóm em làm việc rất hết mình, ai cũng nổ lực giúp cho bài của nhau.Đặc biệt là khi ý của em không hay, các bạn đều phản bác và bảo rằng bạn nên thay đổi câu này theo ý này...thì câu văn sẽ hay hơn.Em cảm thấy mình có thể viết bài tốt hơn sau khi đọc được commment của các bạn.Đặc biệt là em thường hay sai về lỗi chính tả và ngữ pháp,nhóm em theo em suy nghĩ thì các bạn rất vững về ngữ pháp,đó cũng là một điều kiện thuận lợi cho em để cải thiện về grammar viết câu sẽ chuẩn xác hơn.Ý các bạn rất hay lối viết văn phong phú và chuẩn xác.Em cảm thấy rất hài lòng về những lần các bạn comment cho em.)

Kid (S_{11}) stated that he had used the blog before the training, but this was the first time he posted his writing on the blog. At first, he felt embarrassed to show his writing to his friends to provide comments. Later on, he found this method very useful because thanks to it, he found his peer comments really helpful to improve his writing quality. In addition, he stated that he liked his group members because they provided very good comments.

> This course nearly ends. In this semester, Mr. Ho has taught us with a new method, writing on the blog. In fact, I had known the blog for a long time. However, I was a little embarrassed when posting my essay on the blog. At first, I was afraid that when everyone read my essay; if it was good, no problem; but if it was bad, so embarrassed. However, after a while, I realized that this method was really useful. Thanks to it, I found that my friends'

comments help me improve my writing skill much. Thank friends in my group so much. All of you commented on my essay so well. In fact, I didn't have time to write these words to flatter all of you. Although some comments seemed not related to my writing, thanks anyway, thanks so much. There was only one essay left, wish all of you get best achievement. I love you all my friends.

(Hây dzà, dzậy là sắp xong một học kì writing rùi, kì nài Mr. Hổ cho tụi mình học theo method mới_dzít bài trên blog. Thực ra thì mình wá wen dzới blog rùi nhưng mà dzít bài trên blog xong rùi cho mọi người comment thì đúng là hơi ngần ngại. Ban đầu thì sợ pàkon xem bài mình, lỡ dzít hay thì hok sao, còn lỡ dzít dở thì wê lém. Nhưng mà wa một thời gian mới thấy là kí method nài cực kì useful hé. Nhờ có nó mà mình mới nhận ra là những comment của ngườì khác thực sự giúp mình improve writing skill của minh, nói đến đây mới nhớ lại pàkon trong group, thx 3 thành dziên trong group của Kid nhìu nha, mí bạn comment tốt lém, nói thiệt chứ ko rảnh ngồi dzít lung tung mà nịnh tụi bây đâu hè. Cho dù có một dzài comment hình như là chả concern j dzới bài writing của tui, nhưng mà dù sao cũng thx, thx nhìu lém. Thui dzậy là còn 1 bài nữa là xong kí học kì nài rùi, chúc pàkon trong group cũng như trong lớp mình đạt đc thành tích tốt nhứt hè, I love you my all friends.)

In sum, the student writers perceived their writing quality improved in both global and local areas. Also, they found their writing had enough characteristics of thesis statement, topic sentences, controlling ideas, and conclusion. Furthermore, they felt satisfied with their writing quality after the blog-based peer response activities.

4.2.5 Research Question 5: What attitudes do students express on the use of the blog-based peer response?

Triangulation method was employed to answer this research question. With regards to the quantitative analysis, the primary data sources to respond to this question were from the post-training questionnaire. With regards to the qualitative analysis, the semi-structure interviews, and the students' writing journals were the additional sources of information to answer this research question.

At the end of the academic writing course, a 20-item post- training questionnaire was administered to all 32 students. Of the 20-item questionnaire, items

1 – 5 explored the students' preferences of using the blogs for peer response in their L2 writing class, items 6 – 13 investigated the usefulness of the blogs for peer response activities, and items 14 – 20 examined the effects of the blog-based peer response for writing quality. The Cronbach's Alpha of reliability analysis reached at 0.88.

The criteria for the Likert-type scale ranged from 1 (strongly disagree) to 6 (strongly agree) and was set as following:

low evaluation: 1 – 2.66;

medium evaluation: 2.67 – 4.33; and

high evaluation: 4.34 – 6

Quantitative Analysis

Table 4.19 presents the description of the post-training questionnaire.

Table 4.19 Post-training questionnaire for the blog-based peer responses

No.	Items	Mean	S.D
Preferences of using the blogs for peer response in an L2 writing class			
1	Writing on a blog is an enjoyable way to share information with other people.	5.19	.821
2	I feel very interested in connecting and discussing with my friends about my writing via a blog.	4.75	.622
3	Using the blog enables me to get closer to my friends in order to help one another in learning.	4.97	.647
4	I enjoyed using the blog to post and provide comments on my peers' writing.	5.09	.777
5	I like my friends in my group to read and comment my writing via the blog.	5.19	.78

Table 4.19 Post-training questionnaire for the blog-based peer response (Cont.)

No.	Items	Mean	SD
The usefulness of the blogs for peer response activities			
6	I feel that learning to write an essay, revise my drafts, and comment on my peers' writing via the blog are very useful.	5.16	.628
7	The convenience of commenting via a blog is that every member of the group is able to provide comments whenever he/she has free time, not necessary to do it in the classroom.	5.09	.777
8	Thanks to the comments from my peers via the blog, I can realize that my writing has a lot of mistakes that I cannot point them out by myself.	5.31	.693
9	Thanks to the peer response activities via the blog, I understand more about the method of writing an academic essay.	4.75	.803
10	Thanks to reading my peers' essays (in order to provide comments) via the blog, I learn different writing styles and ideas from my friends'.	5.16	.808
11	Commenting via the blog, reading and providing suggestions for my friends and vice versa, help me to come up with new ideas to revise my own writing.	5.03	.782
12	Posting and commenting essays via the blog is very effective for me because it helps not only me but also my friends to improve our writing ability.	5.25	.718
13	Thanks to the peer response activities via the blog, I realize that learning activities are not only based on the teacher but also on my friends in order that every class member can help each other to improve their writing quality.	5.22	.751
The effects of blog-based peer response for writing quality			
14	Posting my writing on the blog for my friends to read and comment makes me take more care about my writing quality.	5.16	.723
15	I found that my peers' comments on my blog are very useful for my writing revision.	5.06	.564
16	Peer response activities via the blog provide me more spare time to think about my peers' opinions on my writing.	4.69	.693
17	Thanks to the peer comments via the blog, I can reorganize the ideas in my writing more logically.	4.88	.871
18	After each revision based on my peers' comments, the content of my writing is much more abundant.	4.91	.734

Table 4.19 Post-training questionnaire for the blog-based peer response (Cont.)

No.	Items	Mean	SD
19	After each revision based on my peers' comments, the vocabulary, structure, grammar, and spellings of my writing get much better.	5.06	.801
20	I prefer my peers commenting on the content and organization of my writing to spellings or grammar, or structure.	4.94	1.162

- Descriptive Statistics

Table 4.19 revealed that most of the students expressed highly positive attitudes towards the use of the blogs for peer response activities. The range of the means was from 4.69 to 5.31. First, regarding the preferences of using the blogs for peer response in an L2 writing class, most of the students strongly expressed that (1) writing on a blog was an enjoyable way to share information with other people (mean = 5.19; S.D = .821); (2) they were interested in connecting and discussing with their friends about their writing via a blog (mean = 4.75; S.D = .622); (3) the students confirmed that using the blog enabled them to get closer to their friends in order to help one another in learning (mean = 4.97; S.D = .647); (4) the students enjoyed using the blog to post and provide comments on their peers' writing (mean = 5.09; S.D = .777); and (5) they really liked their friends in their groups to read and comment on their writing via the blog (mean = 5.19; S.D = .780). These findings were supported by Ware (2004) that writing with their web-based, students perceived their views of themselves as writers, and their relative comfort level with their peers in the classroom. Hyland and Hyland (2006) also asserted that electronic feedback through peer response increases student writing output, enhances student motivation, provides a non-threatening environment, makes papers more readily available for sharing to other students.

Second, regarding the usefulness of the blogs for peer response activities, (6) most of the students felt learning to write an essay, revise their drafts, and comment on their peers' writing via the blog was very useful (mean = 5.16; S.D = .628). The finding was consistent with Roskam's (1999), Liu and Sadler's (2003), Tuzi's (2004), and Liu and Hansen's (2005) that electronic peer response is a useful tool. In addition, (7) the students highly rated the convenience of commenting via a blog that every member of the group was able to provide comments whenever he/she had free time, not necessary to do it in the classroom (mean = 5.09; S.D = .777); (8) most of students agreed that thanks to the comments from their peers via the blog, they could realize that their writing had a lot of mistakes which they could not clarify by themselves (mean= 5.31; S.D = .693); (9) many students posited that thanks to the peer response activities via the blog, they understood more about the method of writing an academic essay (mean = 4.75; S.D = .803). This finding was consistent with Berg's (1999). In addition, (10) the students highly agreed that when they read others' essays to provide comments via the blogs, they learned different writing styles and ideas from their friends' (mean = 5.16; S.D = .808); (11) and they gained new ideas to revise their own writing (mean = 5.03; S.D = .782); (12) the students asserted that posting and commenting essays via the blog was very effective for them because it not only helped them but also their friends to improve their writing ability (mean = 5.22; S.D = .751); and (13) most of the students expressed that thanks to the peer response activities via the blog, they realized that learning activities was not only based on the teacher but also on their friends in order that every class member could help one another improve their writing quality (mean = 5.25; S.D = .718).

Finally, regarding the effects of blog-based peer response for writing quality, (14) the students posited that posting their writing on the blog for their friends to read and comment made them take more care about their writing quality (mean = 5.16; S.D = .723); (15) and the peer comments via the blog were confirmed to be useful for revision (mean = 5.06; S.D = .564). In other words, students incorporated peer comments in their revisions in order to produce better products. Also, (16) the students agreed that peer response activities via the blog provided them more spare time to think about their peers' opinions on their writing (mean = 4.69; S.D = .693); (17) the students stated that thanks to the peer comments via the blog, they could reorganize the ideas in their writing more logically (mean = 4.88; S.D = .871); (18) and their writing quality improved not only the content (mean = 4.91; S.D = .731), but also (19) the vocabulary, structure, grammar, and spellings of their writing (mean = 5.06; S.D = .801) after each revision. This suggests that the students considered the comments on both global and local areas as important. One could not dominate the other. Finally, (20) the students preferred their peers commenting on the content and organization of their writing to spellings or grammar, or structure (mean = 4.94; S.D = 1.162).

In short, the students favored using the blogs for L2 writing classes and found the blogs useful for peer response actitivites. In addition, they confirmed the effects of the blogs for their writing revision in order to improve their writing quality.

Qualitative Analysis

4.2.5.1 Preferences of using the blogs for peer responses

The interviewees were in favor of the blog-based peer response activities because of five reasons. First, writing via the blogs helped them learn more about

computer literacy. Also, computer helped them edit their essay easily because they did not need to rewrite the whole essay from the beginning. Furthermore, Word Processor helped them check grammar and spellings when they composed their drafts. Second, the students liked to post their essays on the blogs because they could share their ideas with many other people, not just the teacher. Writing via the blog was a real communication in the learning process. Third, posting essays via the blog helped the student writers become more open to comments from their friends to improve the subsequent drafts. Fourth, peer responding via the blog was more convenient than that of face-to-face because during the peer response session, the students could express all what they wanted to say to their peers when they wished, and they knew how to make their peers happy by using good words in commenting. Finally, the students confirmed that the blog-based peer response was an interesting and innovative method. The more they provided comments on their peers' essays, the more progressive they became. Followings are the data obtained from the semi-structured interviews and writing journals.

Baotoan (S_{14}) did not experience using the blog before, but he stated that posting essays on the blog for friends to read and comment was very good and he felt interested in doing so because in the past, only the teacher who knew his ideas when he/she scored his paper, but now Baotoan could share his ideas with many other people.

Researcher: Have you used the blog before?

S_{14}:   No, I haven't.

Researcher: Well, you knew the blog through this course. If so, do you like to post your writing on the blog and share with your friends?

S_{14}:   I think it's very good.

Researcher: How good is it?

S$_{14}$: When I posted my own writing on the blog and my friends read and discovered my mistakes and commented on it. That was very good.

Researcher: Do you feel interested when you post your essays on the blog and share what you have done by your own effort on the blog for your friends to read and comment?

S$_{14}$: Yes I feel rather interested when I posted my writing [on the blog] for my friends to read and comment. Before, there was only a teacher who knew my writing when he/she scored it. But now, when doing it via the blog, everybody knew my ideas.

Kid (S$_{11}$) said that he had experienced blogging before this course started, but this was the first time he posted his essays on the blog to share with other people. At first, he felt embarrassed, but then when he discovered that his friends' comments were helpful, he realized that working on the blog was good and convenient.

S$_{11}$: I used to write on the blog before. But this is the first time I have written essays based on my own thinking and capability and share with other people. At first, I felt a little embarrassed and shy. However, after the first posting, I found my friends' comments were so helpful for my writing. At that time, I realized that working on blog was good and more convenient…

Hellogutbye (S$_{28}$) and Hotvit (S$_{31}$) stated that they preferred writing via the blog to hand writing because editing job seemed to be easier. They did not need to rewrite the whole drafts when they revised their essays. Also, working in front of the computer looked more professional. In addition, they could learn more computer

techniques along with her major. More interestingly, Hotvit stated that working via the blog kept her awake [not sleepy] in the learning process.

S$_{28}$:	Learning writing via blog was very good because apart from learning my major, I knew more about computers and Internet. Before I knew not much about computer, but now I did.
Researcher:	Was there anything convenient in addition to it?
S$_{28}$:	I prefered writing via the blog to hand writing.
Researcher:	Why?
S$_{28}$:	Because I could edit my writing via the blog and I didn't need to rewrite it many times. When I wrote on papers, every time I edited, I needed to rewrite from the beginning. Also, the feelings of typing were better than that of handwriting. Sitting in front of the computer looked more professional. …
S$_{31}$:	Firstly, the writing on the blogs was also a good way because we could access the Internet and learned more things on it. Secondly, as Kid's saying that it didn't take us a lot of time. We could copy the writing to our computers; we could retype it and post it onto the blog. In general, this way was so exciting rather than focusing on taking notes of what the teachers were saying. That made me sleepy. However, writing on the blog made me awake.

Similar to Baotoan, Hellogutbye, and Kid, Truongseo (S$_{24}$) was in favor of using the blog for peer response activities. He stated that first, working online helped him practice computer skills; writing on the blog helped him edit his essays easier than that on papers. Second, posting his essays online helped him receive many comments from his friends and shared his ideas with many other people. Third, based on peer useful comments, Truongseo could realize what he had written was right or wrong and made it better in the subsequent drafts. Finally, he liked this method (blog-

based peer response) very much because it was exchangeable and communicative methods.

> Researcher: Now in our academic writing course, we have studied the new method by posting our essays on the blogs and let the others comment on them. So, what do you think about this?
>
> S$_{24}$: I think it's very useful for all of us. Working online helped us practice computer skills and it seemed to be easier to edit our essays when we wrote them on the blog than writing on papers. Also, Sharing writing online is more communal than handwriting.
>
> Researcher: Uhm…
>
> S$_{24}$: when we submited our written work to the teacher, only the teacher who read it, commented and marked it. On the contrary, if we posted our essays on the blog, we would get many comments from our classmates. It was quite public. Moreover, thanks to such useful comments, I could realize what I have written was correct or incorrect and would do it better for the following time. Vice versa, I also corrected the other's mistakes. I liked to study this method very much because it s exchangeable and communicative. For friends were also the teachers for us to learn. I thought it was really useful…

Saobac (S$_{19}$) stated that working via the blog made her more active in the way she commented, and now she was used to the new methodology [blog-based peer response]. Furthermore, she could learn more about computer techniques. In addition, responding via the blog was more convenient than that of face-to-face because she could express all what she wanted to say to her friends while she could not make it in face-to-face. Besides, when responding to her friends' essays via the blog, she knew how to use good words to make her friends happy by praising.

Researcher: Could I have an interview with you now and I will record it. Do you think, when you study writing in this course, peer response activities on the blog is useful?

S$_{19}$: Yes. I think that commenting via the blog makes me more active in the way that I comment. Commenting in the past and in the present is different. I am used to the new methodology.

Researcher: What was the commenting way in the past?

S$_{19}$: In the past, we wrote on the drafts [papers], we did not use the computer. Now we work with computers and we've known more about computers.

Researcher: Why did you think computer was useful?

S$_{19}$: Because when we were not face-to-face with friends, we could express all what we wanted to say. But when we were face-to-face, we were afraid that we made our friends unpleasant when we talk [about their mistakes].

Researcher: Although we were not face-to-face, we still knew somebody's commentaries thanks to the nickname. So what do you think of it?

S$_{19}$: But we knew how to use good words to make them happy. In general we knew how to make them not upset. We also praised them. If not, it was so boring.

Suoimo (S$_{16}$) liked writing via the blog. Souimoi stated that thanks to it, she learned knowledge about the blogs and websites. Suoimo confirmed the convenience

when working on computers because the Word Processor could help her check grammar and spellings. Souimo also stated that she felt interested and attracted when using the blog-based peer response via the Internet.

Researcher: When you posted your essay on the blog for your friends to read and comment, were you feeling uncomfortable about it?

S_{16}: Although learning writing via the blog had some disadvantages, but thanks to it, I learned knowledge about websites and the blogs. In addition, when I used the Word Processor to write, it could help me check grammar and spellings, so it was very convenient. Learning via the blogs was interesting and attractive. I didn't feel bored any more.

Candyvan (S_4) stated that the blog-based peer response engaged the students to help one another improve their writing quality, "The first advantage is that we all can help one another: my friends can help me and vice versa. Then it will make our writing better". Also, she liked the method of posting her essays on the blog for her group mambers to provide comments, "I like that method because there are many readers observing it and giving comments on it," and "I really want others to read and comment on my writing after posting so that I can know whether my writing is good or not". Candyvan also stated that "using the blog is very interesting and it is good place to share good information with friends and public on the Internet".

Thuytienvang (S_8) was also favor in the blog-based peer response because she liked to welcome comments from friends, not just from the teachers.

Yes, I was happy because I made an effort to write out and post my writing onto the blogs. If any of friends had any comments, they sent these comments to me [via blog]. Thus, I knew whether [my writing] was right or wrong. I saw that if we did exercises on papers and then handed them in to our teachers, there were only the teachers who knew them without the presence of friends.

In addition, Thuytienvang stated that she often felt interested in using the blog in studying, "because of studying, I will post writings onto the blog and I am looking forward to my friends' comments. Therefore, whenever I open the blog, I feel interested."

In the writing journals, Thuytienvang (S_8) and Benjoy (S_{15}) had similar ideas in their writing journals that at the beginning of the course, they had felt unhappy with the new learning method. However, they got used to it and they liked their friends to provide comments on their essays in order that they could improve their writing quality. They also learned good ideas from their friends in writing:

> One semester passed. Now I am sitting here to write about my feeling when I study with Mr. Ho. On the first day, I felt unpleasant with my teacher's teaching method: assignments, homework, many many things. However, thanks to those I was less lazy... In addition, I liked everyone commenting on my essay so that I could improve my writing skill… (Benjoy).

> I had felt unpleasant when reading my friends' comments, but I felt happy right after that because they helped me correct my mistakes. And I also recognized my errors from my comments on my friends' essays. Sometimes I could apply some good ideas on my essays. However, I was angry when the time was nearly due and they didn't provide comments on mine on time. Sometimes time was over but I didn't get enough comments from my friends (Thuytienvang).

Latern (S_{10}) stated that learning method by using the blog was quite challenging. She improved many things, such as computer literacy, writing skills, how to provide polite comments, and how to use the blog. She realized that "writing was a developmental process". Especially, she stated that the more she provided comments

on her friends' essays, the more she progressed as well as received help from other

people.

Dear Teacher,
On the first day you introduced us about the learning method via using Internet, especially writing on the blog, I felt that it was quite challenging, but I still accepted because I knew that without difficulties, we could not make progression. In fact, I improved many things from studying the on blog such as computer ability, writing skills, how to provide polite comments, chatting, how to use the blog. I heard about blogs long time ago, but I didn't know what it was used for. Through this method I knew that "writing is actually a developmental process". The more I wrote and commented on my friends' essays, the more I could correct my mistakes and make progression "because your mistakes reflect through your friend 's [comments]." Furthermore, the more enthusiastically I commented on my friends' essays, the more I made progression as well as received help from others. "You deserve to get what you tried to." That's the truth. Thanks teacher, you guided us studying by a new and interesting method. And thanks again for giving us support fee of the Internet access. Have a nice day.

(Em chao thay.
Noi chung la tu ngay dau thay vao lop em thao luan phuong phap hoc tren internet va dac biet la hoc writing tren blog, mac du em biet no hoi mang tinh thu thach cao nhung em van chap vi biet neu khong co kho khan thi con nguoi ta khong bao gio tien bo duoc. Qua that tu luc hoc viet tren blog thi em improve duoc rat nhieu dieu: kha nang su dung vi tinh, kha nang viet lach, biet cach commment bai cho ban mot cach te nhi hon, kha nang chat cung nhu 8 cung kha len, biet cach su dung blog vi luc truoc em nghe nguoi ta noi ve blog ma khong biet no duoc su dung de lam gi. Tu phuong phap hoc nay em moi hieu duoc rang qua that "writing is actually a developmental process," cang viet em cang sua cho minh va ban minh, em cang tien bo nhieu hon cuz your mistakes reflect through ur friend 's. Va neu cang comment cho nguoi khac nhiet tinh thi minh cang tro nen tien bo va cung nhan duoc su giup do tan tinh tu nguoi khac. "u deserve to get what u tried to." That's the truth. cam on thay da huong dan tui em hoc writing theo phuong phap kha moi va interesting nhu vay. Em cung thanks again vi thay support fee of internet cho tui em. Have a nice day).

Ongbutvuitinh (S_{30}) stated that he loved his group members who helped his

writing skills better via the comments. He also highly valued his three group

members' work when they provided useful comments on his essays.

Hey my dear friends. I loved all of you so much! You knew that how happy I was when I worked with you in one group. My writing skill was much better thanks to your comments. I hope that all of us continue helping one another in study so that we could make progression together. Especially to Hoai Thuong [Vivianusa], thank very much for your enthusiastic comments; and to Ut [Chuthiut] too. Thank you very much. Although you commented so much, thanks to it I checked and rewrote my essays, and now they were much better. And to Hotvit, although you didn't provide many comments, all of your comments were very useful. Hey Truong [Truongseo], you should be more studious in commenting on our friends' essays. Your lateness affected on our group's work. Wish all of you were always happy.

(Cac ban nhom 8 oi! minh yeu cac ban lam! cac ban co bit rang minh hanh phuc khi duoc chung nhom voi cac ban khong? kha nang viet tieng anh cua minh da duoc nang cao rat nhieu khi duoc cac ban comment cho minh. minh chan thanh cam on cac ban da giup do minh trong hoc tap. minh mong rang cac ban tieptuc giup do nhau trong viec hoc. de chung ta co thecugn tien bo trong hoc tap. hoai thuong oi rieng ban minh cam on ban ve su nhiet tinh cua trong viec comment cho minh. Ut oi! minh cung cam on ban that nhieu. Mac du ban comment hoi nhieu nhung ma nho do ma minh da check bai va rewrite nen bai viet cua minh tot hon rat nhieu. Hotvit! mac du ban comment rat it cho minh nnhung ma nhung gi ban muon comment cho minh thi that su la rat huuu hieu. Truong oi! ban rang sieng nang hon trong viec comment cho cac ban nha. su cham tre cua ban lam anh huong den ca nhom do. Minh chuc cac ban that nhieu dieu vui ve va hanh phuc.)

Chuthiut (S$_{32}$) expressed her preferences about the blog-based peer response activities due to four reasons. First, she experienced of learning in a technology environment. Second, she confirmed that her group members improved their writing quality very much compared to the first drafts. Third, this learning method was very good though it cost some money because she needed to access the Internet, and it consumed much time. Finally, this method made her interested in the learning process and improved her writing skills in this academic writing course.

Hello my teacher and friends!
Since working via the blog, I and my friends in my class had more chances to approach the technological environment. I felt very happy because before I had just done my assignments on papers and handed them in to the teacher to receive feedback. Learning by this way [via the blog], I found that my peers in my group improved very much through each essay. Remembering my peers' work at the beginning when I provided comments on their essays, I found

many simple mistakes like the structures, grammar, wording, ideas, and the paragraphs.

But now through the assignments that instructor Ho gave us to write as well as to provide comments on the group members' essays, I felt that learning by this way was very good and had many benefits. However, to us the students, it cost some money because we had to access the Internet regularly and spent time to read, printed out to hand in to the teacher. However, he was so kind to support us some money for it. Teacher! Thank you very much. Your teaching method was not strict at all, even motivated us in learning. Thanks to it, we improved a lot in this academic writing course.

(Chao thay va cac ban!
Tu ngay thay cho lam bai tren blog, minh va cac ban trong lop deu co co hoi tiep xuc voi moi truong cong nghe thong tin nhieu hon.Minh cam thay rat vui.Vi truoc gio minh chi lam bai tren giay roi nho thay co sua cho minh. voi cach hoc nay, minh cam thay cac ban trong nhom minh deu tien bo rat nhieu qua tung bai viet. Nho lai nhung luc dau lam bai, minh comment cho cac ban thay sai nhieu lam(noi ko fai minh chanh dau .hi hi). Co nhung loi rat don gian nhu cau truc cau, van pham, loi van, y cua nhung chu de va doan van.

Nhung gio day qua tung bai viet ma thay Ho da yeu cau ca lop viet va comment bai cua cac ban trong nhom.Bang cach hoc nay, minh cam thay rat hay va co nhieu uu diem.Tuy nhien, doi voi sinh vien tui minh, cach hoc nhu the nay hoi ton tien 1 chut, tai vi phai len mang thuong xuyen va danh thoi gian de doc bai, in bai ra nop cho thay.Nhung ma thay de thuong va quan tam den hoc sinh cua thay lam! hihi. Thay danh tang 50 ngan cho tat ca cac ban. Thay oi! em cam on thay nhieu lam.Cach thay day hoc cho hoc sinh cua thay khong go bo chut nao ma con tao cho chung em rat hung thu khi hoc.Nho do ma da co rat nhieu tien bo trong mon academic writing nay!

Hotvit (S_{31}) expressed her thanks to her group members for spending time online commenting on her essays, especially she really liked this learning method [blog-based peer response] because it was very good and innovative. However, she stated that this learning method cost money and time.

Hello all my dear friends and my dear teacher
First of all, I'd like to say thank all of you. You were not afraid of difficulties as well as sacrifice a lot to go online to provide comments on my essays (Hotvit) (especially "big Thuong", I love you so much). Thanks to your useful comments, I drew lots of experience for my assignments. That's true. That was also due to a very new and interesting teaching method of the teacher (compared with that before).

However, blog also causes some problems because not all of us could access the Internet at home. So we had to go to the Internet café. But it didn't mean that we went to the Internet café to provide comments, and then went home. We had other things to do like chatting online, surf the web (a lot of things). As a result, it took time and money.

(Xin chao tat cac ban than iu va thay iu dau
Truoc hit xin cam on tat ca cac ban vi su nhiet tinh va da k ngai jan lao va jan kho kho cung nhu khong ngai hi sinh bao nhieu la thu. Cac ban da khong wan nhung kho khan do de len mang va comment cho Tram (hotvit) (dac biet la thuong map tao iu may nhiu lem). Nho nhung loi comment wi bau cua may ban ma Tram da rut ra duoc rat nhieu kinh nghiem trong bai tap cua minh. That do. Cung nho phuon phap cuc hay va hoi moi nay cua thay (so voi truoc day).

Tuy nhien blog cung gay ra nhiu rac roi, boi vi k phai nha ai cung noi mang hay co net. Do do phai di ra tiem net, ma moi lan ra tiem net dau phai comment xong rui ze. Phai co nhieu viec khac nua chu nhu chat online hay luot net (noi chung la nhieu vo so ke)--ton nhieu thoi gian va ton tien.)

In brief, the students favored the blogs for their writing class because (a) writing via the blogs helped them learn more about computer skills and the Word Processor helped them check grammar and spellings when they composed their drafts; (b) posting essays on the blogs was to share their ideas with other people instead of only the instructor and helped them become more open to comments from their friends to improve their writing skills; (c) blogging was convenient because the students could express all what they wanted to say; and (d) blog-based peer response was innovative to help them progressive in writing qualilty.

4.5.2.2 Usefulness of the blogs for peer response activities

The students expressed positive attitudes about the usefulness of using the blog for peer responses. First, working via the blogs was convenient because the students could do their homework at any time, not necessarily doing in class. Moreover, class time was not enough for the students to do all homework, so they could write essays at home and their friends could provide comments more easily.

Second, providing comments and revising essays via the blogs were convenient because the students did not need to get together do it. They could do whenever they were online. Furthermore, the Internet access helped break off the distance, so the peers could provide comments wherever they were. Third, blog-based peer response learning method was innovative and useful because it trained the students writing skills and improved group work ability. Finally, working via the blog helped the students become more active and closer to one another. Followings are the data from the semi-structure interviews:

Baotoan (S_{14}) stated that peer response via the blog was convenient because he did not need to do it face-to-face and he could provide comments and revise his essays directly on the blog.

> Researcher: … Do you find blog convenient that you and your friends can provide comments no matter of whenever or wherever you are? They can be at school, at home or at the countryside?
>
> S_{14}: Yes, that's right. Working on the blog doesn't need to be face-to-face all the time. We can do everything as long as we are online. Therefore, providing comments and revising essays are more easily.
>
> Researcher: More easily? What do you think is more easily?
>
> S_{14}: I mean instead of doing revision on a paper, we make it directly on the blog.

Kid (S_{11}) also stated that working via the blog was useful and convenient because he did not need to do peer response in class. Instead, he could do it any time beyong the time limit in the classroom. In addition, when reading his friends' essays, he could learn new ideas from them and avoid mistakes found in his friends' writing.

> Researcher: Okay Kid, today I would like to interview you about…uhm, there seems to have one last day for our Academic Writing course,

right? We have studied the new method including posting your writing on the blog, commenting on essays on the blog, working together… on the blog, so what do you think about this?

S11:   … working on the blog was good and more convenient. I could do homework any time, I didn't necessarily do homework in class. Moreover, class time was not enough for us to do all homework, so we could write essays at home and our friends could provide comments more easily…

…

Truongseo (S24), Saobac (S19), and Huyentrang (S21) stated that the Internet access helped the students work anywhere without limit of distance. Furthermore, when reading their friends' essays they could learn their ways of expressing ideas as well as the better ideas from their friends'.

Researcher: … Ah, before we used to comment on papers, but now we can provide comments on essays on the blogs everywhere. For instance, whether you are here or go to the countryside, you can still comment on the other's essays. Some of your friends go to Nha Trang on their vacation, they can also comment on your blogs. So, do you think it's very convenient?

S24:   Um… first I'd like to mention about the transfering from commenting on papers to that on computer, we can take advantage of the Internet without limit of distance. Nowadays, most of us can easily access the Internet everywhere. Therefore we may do several things at the same time as being online. I really like it. However, when we wrote on papers, we just paid attention to the finished product. The content had to be done in a specific time; whereas writing on the blog has no limit of time and distance. It's really useful…

…

Researcher: Do you think you learned something from your friends when reading their essays to provide comments?

S19: Yes, of course. When reading my friends' writing, I learnt their ways of expressing ideas. Everyone had his/her own writing style in general, so I learned from him/her. Besides, in writings, I had some ideas, and my friends had other ideas, and their ideas were better, so I could learn from them.

…

Researcher: … So you learnt from your friends a lot?

S21: Some from my friends', some from myself .

In the writing journal, Thienthantinhyeu (S26) listed several advantages and disadvantages about the comments via blog.

We got many benefits from comments on an essay. I would like to mention about the benefits first. Comment helped us identify mistakes that writers or I couldn't recognize, just readers could do that. Also, while writing an essay, we had some ideas but the way we expressed was not persuasive, we could not convey our meaning to readers. At that time, readers [peers] would show us sentences, or ideas that were not good. In my group, X was the person who commented most enthusiastically. He always showed friends errors and helped them correct. Others did too. About the disadvantages: when we wrote a sentence, maybe we had our own view, but our friends looked at it with their own eyes. Sometimes we used this word to refer this idea but they misunderstood and they commented on other ways. Sometimes we needed them to identify errors, but they didn't have time. Sometimes they provided so many comments, more than what we had written. And this made us confused. However, it was good.

(Noi ve comment cho 1 essay thi em thay co rat nhieu dieu loi ich cho moi nguoi. dau tien, xet ve mat loi ich. Comment giup em nhan duoc nhung loi sai ma em hay chinh nnguoi viet essay da ko nhan ra, chi co nguoi ma doc essay moi thay duoc nhung loi sai do. Khi minh viet 1 essay, minh nghi cai dieu do la nhu the nhung khi trinh bay, dien giai thi ko thuyet phuc, ko lam cho nguoi doc hieu y minh muon noi.luc do nguoi doc se noi ra nhung cau,nhung y ma minh noi ko loi cuon.trong nhom cua em, X la nguoi comment nhiet tinh nhat,ban ay luon dua ra nhung loi sai va sua lai loi sai do.nhung ban khac thi cung nhu vay! Khi comment cho ban, minh co the thu nhap them nhung idea hay va trau doi them von tu,cau truc... Xet ve mat ko co loi: khi chung ta viet mot cau hay 1 y gi do, co the minh nghi theo y nay nhung ban lai nghi theo y khac. Doi luc minh dung tu nay de noi ve y do nhung ban lai nghi y khac nen

khi comment ban dung cai tu do de noi len cai y ma ban hieu. Co nhung luc minh can ban comment de tim ra loi sai nhung ban chua co thoi gian de comment. Đoi khi ban comment trong bai minh viet nhieu wa (co the la hon bai minh viet) cung lam minh bi roi, nhung do cung la 1 dieu tot!)

Uyentrang (S$_{25}$) posited that blog-based peer response method was innovative and useful because it trained the students writing skills and improved group work ability. She also confirmed that she learned a lot when providing comments on her peers' essays. However, she felt a little panic when her comments were ignored by her friends without any notice.

> I learned a new learning method in this course. That was learning writing by using the blog. It was very useful. Besides, it helped us train our writing skills; it also helped us improve our group working ability. When we worked in a group we could help one another to rewrite our essays. From my friends'comments, I learned many things from them in my group. Especially, there was one person who wrote very well. She oftens had very interesting ideas. Her knowledge was deep and wide. I learned many useful things from her.

> However, one thing made me dissatisfied. She never rewrote her essay when I commented on hers. If she thought that my comment was not right, she shoud have sent me a message to tell about her idea so that I reconsidered my idea. That was all what I wanted to share.

> (Trong khoá học này, tôi được học một phương pháp mới, đó là môn writing trên blog. Nó rất bổ ích, ngoài việc luyện kĩ năng viết còn giúp cho chúng tôi nâng cao khả năng làm việc nhóm. Khi làm việc nhóm thì mọi người có thể giúp đỡ trong việc sữa bài lẫn nhau. Qua những comment thì tôi học được rất nhiều điều hay từ mấy bạn trong nhóm. Đặc biết trong nhóm có một người viết rất hay, cô ấy thường cung cấp những ý rất thú vị, kiến thức của cô ấy rất sâu, tôi học được rất nhiều điều bổ ích.

> Tuy nhiên còn có một điều tôi ko thích đó la việc khi comment thì người đó ko sửa, nêú thấy điều đó chưa đúng thì có thể gửi lại một tin nhắn hoặc một cái j đó tương tự nói ve cái sai cua comment để người comment còn tự sữa. Đó là tất cả những gì tôi muốn chia sẻ.)

Thaovy (S$_{27}$) stated that the blog-based peer response was very useful because it helped group members become more active and closer in the learning process. In

addition, thanks to learning via the blog for peer responses, she realized that her friends were very good; they helped her realize her weaknesses in her writing; then she tried to rewrite her drafts better. Finally, she expressed gratefulness to the instructor who gave her a chance to know the blog and helped her improve her writing skills in this course.

> In fact, learning in this way [blog-based peer response] was very useful because everyone had a chance to be closer to each other. Especially, everyone in the group had to work hard and more active. Although we were in the same level, we were in the same course; sometimes I felt that my friends were very good. I liked my friends' comments very much because it helped me realize my weaknesses in my writing and I tried to write better my subsequent drafts. I hope that after this course everyone in our class had lots of improvement in writing. Thank my teacher (Pham Vu Phi Ho), you let me know what blog was (I had never paid attention to this before), and more importantly, you helped me get lots of progression in writing. Thanks again.

> (That su thi hoc tap theo kieu nay cung rat co ich, boi vi tat ca moi nguoi deu gan ket lai voi nhau, dac biet la cac thanh vien trong nhom phai lam viec tich cuc va nang dong hon nhieu. Mac du la cung trinh do, cung hoc chung mot chuong trinh nhung doi luc minh thay cac ban rat gioi. Minh rat thich nhung bai comment cua cac ban, vi qua nhung bai comment nay minh biet cho nao minh con yeu va se co gang viet nhung bai sau tot hon. Mong rang sau khoa hoc nay thi tat ca cac thanh vien trong lop se co nhieu tien bo hon nua trong viec viet lach,hii. Thanks my teacher (Pham Vu Phi Ho), thay da cho em bit the nao la Blog (truoc day minh ko he quan tam den van de nay), minh co the bay to tat ca tren blog va hon het la thay da giup em tien bo hon rat nhieu trong mon hoc Writing, thanks again.)

In sum, the students expressed positive attitudes about the usefulness of using the blog for peer responses because (a) they students could do their homework at any time, not necessarily doing in class; (b) the students did not need to get together do the peer responses; (c) it trained the students writing skills and improved group work ability; and (d) working via the blog helped the students become more active and closer to one another.

4.2.5.3 The effects of blog-based peer response for writing quality

In addition to the effects of the writing quality investigated in the Research Question 4, the students stated that thanks to viewing other's writings, the students could learn experience from their friends' mistakes to avoid repeating those in their own essays. In addition, the students could learn from their friends' essays about vocabulary and new ideas when reading and commenting. Also, the students learned how to comment logically on the content and organization, then the language.

Kid (S_{11}) stated that when he read his peers' essays in order to provide comments, he found interesting ideas to help him improve his writing. Also, he could learn from his peers' mistakes to avoid repeating those in his own writing. In addition, he confirmed that some good comments from his peers helped improve his writing quality.

> Researcher: When you read your friends' essays, provided and received comments from your friends, did you learn anything from them?
>
> S_{11}: Yes, of course. Whenever I read my friends' essays, I found the interesting ideas to help improve my writing. In addition, I learned experience from my friends' mistakes to avoid repeating them in my own essays.
>
> S_{11}: … some good comments helped my writing become better…
>
> Researcher: … In your opinion, do you like your friends to comment on the content or on grammar, vocabulary…?
>
> S_{11}: I am not worried about my grammar, structure or vocabulary because I often write a draft before posting it on my blog. So, I like my friends to comment on the content.
>
> …

Baotoan (S_{14}) stated that blog-based peer response was a good way of learning because he could recognize his own mistakes in writing via looking at his peers' writing. Furthermore, Baotoan could learn new vocabulary during the time he provided comments on his peer essays because he had to look up the dictionary when reading their essays.

> Researcher: First, can you tell me about what you think of posting your own writings on the blog for your friends to read and provide comments as well as you commented on your friends' essays?
>
> S_{14}: I think it's a good way of learning. We can view other's writings by which we recognize our mistakes and improve our writings.
>
> Researcher: You mean that this way of learning helped you improve the content of your writings; so did you learn anything or any writing styles from your friends in this course?
>
> S_{14}: I learned from them about the word uses because sometimes my friends used new words that I didn't know. Then, I had to look up the dictionary and I learned more vocabulary.

Truongseo (S_{24}) stated that nobody was perfect, so he welcomed his peers' comments on the blog because those were very good for revising his drafts. Therefore, he really liked to get many comments from his friends.

> Researcher: … uhm…so, did you feel unhappy about your friends' comments or the ways they provided their comments on your essays?
>
> S_{24}: Since this was the first time I posted my essay on the blog, so I had to accept that I had mistakes and others did too. Furthermore, nobody is perfect. The important thing is that we are learning for our improvement. We should accept our unavoidable mistakes.

And, what our friends commented on the blogs was very good for us. At that time, we knew what our mistakes were and edited those after that. At the same time, we could also comment on our friends' mistakes, so I think it is good.

Researcher: That's why you didn't feel unhappy when your friends commented on your essays.

S_{24}:   I really liked to get many comments from my friends…

Latern (S_{10}) stated that thanks to the blog-based peer response, she learned how to provide comments logically about the content and organization first, then the language afterward.

Researcher: In terms of providing comments on the essays of your group members, did you learn any thing from your friends?

S_{10}:   I knew how to comment logically, content and organization first, then grammar, and the techniques.

In the writing journal, Thunguyen (S_6) wrote (in English) that she liked the blog-based peer response because thanks to it, she could revise her essay better, "My friends commented on my writing very well. They had many ideas that made me see my mistakes and rewrite my writing better. I like it."

Drtien (S_7) stated in English in the writing journal that the peer comments and the group work via the blog were effective for his writing quality.

 "I like the comments from my group's members. Thanks to those comments, I could find the errors of my essays. In my opinion, working in groups was very effective because it helped me improve my writing skill via peer comments. I would like to thank Mr Ho [the instructor/researcher], my beloved teacher for helping to get to know the blogs that I've never known before. My life and my career have changed so much. Thanks Mr Ho again!!"

Vivianusa (S$_{29}$) said that comments on writing [via the blog] were very effective. Thanks to peer comments, her writing was getting better though her first draft was in poor quality. When providing comments on her peers' essays, she also learned more vocabulary, and her grammar was better. However, working online was expensive and consumed much time. She also valued two of her group members' performances on her essays during the blog-based peer response activities.

> I think it was good when we wrote and our friends provided comments on ours. It helped us so much. For example, when the teacher gave us a topic to write an essay, Oh my God, I didn't understand what I was writing when I read my first essay, so how could you understood mine. Thanks to your comments, I revised it better. Providing Comments also helped me widen my vocabulary, know more about grammar. To tell the truth, providing comments on each other's essay was very good. However, it took time and money so much. I had to be online every day to post my essay and provide comments. Oh my God, I had no time for other subjects. Writing haunted me every time and everywhere. When I ate, slept, played, even when I was in class of other subjects, I also thought of my writing. Because there were so many things to do, I felt a little tired. All friends in my group provided very good comments, especially Ut [chuthiut] and Tram [Hotvit]. They always provided comments on time and they were very enthusiastic. They showed me all errors and helped me correct those.

> (Thuong nghi khi hoc writing ma chung ta comment cho nhau thi rat tot. No giup cho chung ta rat nhieu. Vi du nhu khi Thay dua ra chu de cho chung ta ve nha lam. Troi oi,cai bai dau tien do Thuong lam ma Thuong doc con khong hieu lay gi ma cac ban hieu hehhe. Nho cac ban comment ma sau do Thuong lam co kha kha len. Viec comment cung giup cho Thuong biet nhieu tu vung hon, co the biet Grammar vung hon nua. That long la Thuong thay comment cho nhau rat tot nhung phai ton nhieu thoi gian, tien qua. Ngay nao Thuong cung phai online het, nao la post bai, nao la comment. Trui ui, khong co thoi gian ma hoc cac mon khac luon. Noi chung la luc nao Thuong cung bi am anh mon writing nay het. Luc an, ngu, di choi hay dang ngoi tren lop hoc cac mon khac Thuong cung nghi den mon writing het. Tai nhieu viec phai lam qua nen hoi ngan. Trong nhom Thuong thi comment cho nhau cuc ki tot nhung UT voi TRam thi tot nhat. Ut voi Tram luc nao cung comment dung thoi gian Thay quy dinh rui nhiet tinh nua chu.Sai cho nao la Ut voi Tram chi ra lien rui con giup Thuong sua bai nua chu.)

In conclusion, the students found the blog-based peer response was effective because they could learn (a) experience from their friends' mistakes to avoid

repeating those in their own essays; (b) vocabulary and new ideas when reading and commenting; and (c) how to comment logically on the content and organization, then the language. The findings suggest that blog-based peer response had similar advantages to peer response by the traditional method (paper- pencil). However, it brought a new inspiration for students in the learning process when they expressed positive attitudes towards this kind of media.

4.2.6 Emerging Findings

4.2.6.1 Preferences of receiving comments from both peers and the teacher

Out of the effects of the blog-based peer response, when asked about the preferences of comments either from peers or teacher, the interviewees welcomed both comments from the teacher and the peers because the teacher alone who provided comments could not perfectly find out all the mistakes from all the essays from the students. Followings are data obtained from the interviewees, such as Kid (S_{11}), Baovy (S_{12}), Saobac (S_{19}), Candyvan (S_4), Thuytienvang (S_8), and Hotvit (S_{31}):

> Researcher: If I gave you two choices, number one: I commented on your work only; number two: both I and your friends commented, what would you choose?
>
> S_{11}: I certainly choose the number two.
>
> Researcher: Why?
>
> S_{11}: If only you [the teacher] commented on my work, you could miss out some mistakes on my writing because you couldn't perfectly correct all of papers at the same time. Also, I think only your comments are not enough, I would like to get more comments from my friends.
>
> …

Researcher: You mean as more comments as possible, right? More comments helped your essays better.

S_{12}: Of course I choose both [teacher and friends] because both teacher and friends support my writing to get better.

…

Researcher: Do you like only the teacher who comments on your writing or both the teacher and your friends?

S_{19}: I like both teacher and friends who provide comments because my friends and I were in similar level and they thought as I did, so they could not find all mistakes. At fiirst, my friends correct my errors, and the teacher who has the experience of our common mistakes could help us understand more. Friends and teacher had two different aspects to help my writing better.

…

Researcher: In your opinion, do you prefer your teacher or your friends to provide comments on your essays?

S_4: Both, as much as possible. It is certain that the teacher has much more knowledge than my friends. However, the more comments I get, the more advantages I have.

…

S_8: Both teachers and friends who provide comments are better. In the classroom, friends often carefully give feedback on errors. After that, the teacher would check those errors and make a final decision.

S_8: In my opinion, I will choose the comment of both teacher and friends because if compared with the comments of my friends, the comments of my teacher are better. However, the teacher sometimes does not comment everything on my drafts. In addition, whenever I open my friends' blogs, I feel exciting.

The emerging findings contradicted to those of Tsui and Ng's (2000) and Yang et al.'s (2006) that the students trusted more in the instructors' comments because the instructors were better and more professional than their peers.

4.2.6.2 Correlations between the students' language proficiency and their writing outcomes

Table 4.20 presents the correlations between the students' language proficiency and their writing outcomes after the blog-based peer response training.

Table 4.20 Correlations between the students' language proficiency and their writing outcomes

Correlations

		TOEFL scores	Pre-test	Post-test
TOEFL scores	Pearson Correlation	1	.431(*)	.488(**)
	Sig. (2-tailed)		.014	.005
	N	32	32	32
Pre-test	Pearson Correlation	.431(*)	1	.816(**)
	Sig. (2-tailed)	.014		.000
	N	32	32	32
Post-test	Pearson Correlation	.488(**)	.816(**)	1
	Sig. (2-tailed)	.005	.000	
	N	32	32	32

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).
• Pre-test refers to Draft 1
• Post-test refers to Draft 3
   • Correlate – Bivariate

Apart from the results found in the Research Question 4 that the students's writing quality significantly improved from Draft 1 to Draft 3, Pearson Correlation was also run to see if there was any correlation between the students' language proficiency based on the sample paper-based TOEFL test scores that the participants

took one week before the course began and their writing outcomes after the blog-based peer response training for L2 writing revisions. It was reavealed that there were very positive correlations between the students' language proficiency and their writing quality; that is, the students with high TOEFL scores also performed better on their writing outcomes on the pre-test (P<0.05), and particularly higher on the post-test (P<0.01). This emerging finding contributed to the validity and reliability of the blog-based peer response training of the present study.

4.3 Summary of the Chapter

This chapter presented two parts. The first part regarded with the profile information of the participants based on the pre-questionnaire at the beginning of the Academic Writing course. Thirty-two sophomore students aged from 19 to 21 were arranged into 8 groups, four members each, based on the TOEFL ITP scores. They had learned two semesters of Academic writing. Most students did not feel comfortable or confident in writing in English. In addition, many of them just 'sometimes' or 'never' work with their friends or teachers to improve the quality of their writings before submitting in their final products. Attending this course, most students expected to improve their writing skills after participating in this training program.

The second part in this chapter presented the five research questions respectively. First, the results of the Research Question 1 indicated that the interactions on the blog-based peer response activities did engage students in the learning process. The students did interact with the writing texts on the blogs, interact with the authors, or discuss about the writing problems. In addition, results indicated

that students, during the blog-based peer responses, interacted to the writer authors more than just addressed to the writing problems. The total number of interactions was greater than that of the nature of comments (revision-oriented comments). Second, the results of the Research Question 2 indicated that the students in the present study used primarily four language functions: 'suggestion/ advice', 'clarification', 'confirmation', and 'evaluation' to help one another revise their writing for better quality. Also, results indicated that comments on global areas were greater produced than local areas throughout Drafts 1 - 2. Third, the results of the Research Question 3 indicated that most levels of revisions made by the students on Drafts 2 and 3 consisted of 'word', 'sentence', 'phrase', and 'paragraph' in which 21.4% revisions made based on peer comments, 18.4% partly based on peer comments, and 60.1% revisions made by the writer author's own decisions. In addition, the results indicated that 33.7% non-revisions were supposed to be unnecessary for changing, 6% were supposed to be resulted from unqualified comment deliveries, and 60.3% were unknown reasons. Data responded to the unknown reasons from the in-depth interviews explained in four aspects: (1) the writers did not want to change when nothing wrong was found in their writing, (2) the student writers did not change an issue when they doubted a comment delivered from one peer in Draft 1, but when there were two peers commented on it on Draft 2, they revised in Draft 3. (3) Furthermore, sometimes the student writers defended that the peers did not understand what they meant in their writing or sometimes they wanted to emphasize something in their writing, so they did not change. Also, the writer sometimes did not quite understand the comments for their revisions. (4) Many student writers revealed that they did not make changes of some issues on their

writings because they did not find out the best solutions for such particular issues in their writing of the second drafts, then they revised those in the third drafts. Fourth, the results of the Research Question 4 indicated that the quality of students' writing was significantly improved from the first to the third drafts and the essays were lengthier from the first to the second and the third drafts. Finally, the results of the Research Question 5 indicated that the student participants highly expressed positive attitudes about preferences of using blog for peer response activities in this Academic writing course. In addition, the students highly evaluated the usefulness of the blog for peer response activities. Also, the students confirmed the effects of blog-based peer response for writing quality in this training course.

CHAPTER 5

SUMMARY AND DISCUSSION

This chapter provides a summary of the findings of five research questions and a discussion of the most relevant issues of the present study.

5.1 Summary of the Findings

This present study examined the blog-based peer response for L2 writing revision. Five research questions were addressed. The first question investigated how the students interacted when using the blog for peer response activities. To answer this question, the number of words of comments and the frequency of interactions made in each nature were counted. Regarding the number of words of comments on Draft 1, the results indicated that each essay received an average of 724 words from the peers of three students. This meant each of the three members of the group provided about 241 words of comments on each essay during the peer response activities in session 1. In addition, on Draft 2 each essay received 763 words of comments, that is, each group member provided about 254 words of comments during the peer response activities in session 2. This showed that the students did interact with the writing texts on the blogs, interacted with the authors, or discussed about the writing problems. In other words, the interactions on the blog-based peer response activities did engage the students in the learning process. Regarding the total types of comments compared with the nature of comments, it was found that Draft 1 received

an average of 42 and Draft 2, 43 types of comments within 28 natures of comments (revision-oriented and non-revision-oriented comments). This indicated that the students often composed more than one meaningful unit in order to clarify writing problems, or to provide more explanations, or suggest ways for further revision. In other words, the students did interact with the writers more than simply addressing the writing problems. The qualitative data reported that the peers in each group provided many good and long comments for the student writers' revisions although the comments sometimes confused them. However, the more they read the comments, the more they were interested.

The second research question examined types of comments (evaluation, clarification, alteration, suggestion/advice, explanation, confirmation, and statement) and areas of comments (global and local areas) most frequently produced by the students during the blog-based peer response activities. The results indicated that the four most frequently used types of comments were "suggestion/ advice" (27.5%), providing either general or specific ways to help student writers for better revisions; "clarification" (23.6%), pointing out problems of specific ideas, or particular word choices, phrases, sentences, or cohesions in academic writing styles, or unity of idea development in an academic essay for the writers to make changes in texts; "confirmation" (12.8%), either for revision or non-revision; and "evaluation" (12.3%), making a judgment either positively or negatively on the writing. It was also revealed that the students provided more comments on global areas (comments regarding content and organization) than on the local areas (comments regarding word usage, grammar, spelling, and punctuation) during the blog-based peer response activities. Regarding the qualitative data, the students expected to welcome more

comments on global areas from their peers in order to develop their writing quality; in return, they did focus on the content when providing responses back to their group members' essays. In addition, the mistakes or errors could be self-corrected or could be done by the computer technology. The students also asserted that commenting on global areas was not easy work. Furthermore, thanks to providing comments regularly to their peers', the students learned how to provide comments on the global areas and paid less attention to the local errors, and learned how to take care of their voices in order to maintain the harmony in the blog-based peer response activities.

The third research question explored the ratios of students' incorporation of blog-based peer responses into revision. To answer this question, the level of revision (measured by punctuation, spelling, grammar, word, phrase, clause, sentence, and paragraph) and the level of non-revision (though some revision-oriented comments were delivered, they did not trigger revisions by the student authors) were investigated. Regarding the level of revision, the results indicated that most of the levels of revisions made by the students on Drafts 2 & 3 consisted of 'word,' 'sentence,' 'phrase,' and 'paragraph.' However, during the revision stages, at lower levels of revision, such as 'word' or 'phrase,' the student writers revised by themselves rather than with the help from peers. Yet, at higher levels of revision, such as 'sentence' or 'paragraph,' the student writers needed more help from their peers. Furthermore, it was revealed that 39% of revisions (both based and partly based on peer comments) were triggered by peer comments and 61% were made by the student writers' own decisions. Qualitative data reported that the student writers revised their essays both based on peer comments and on their own decisions. Though the peer comments were in general, they made the student writers reread their writing and

revise their essays. In fact, the authors took a full responsibility in improving their own writing.

As for levels of non-revision, that is, when comments were delivered by peers but were not resulted in revisions, it was found that the three least incorporated levels were at 'sentence,' 'word,' and 'phrase', respectively. First, at the 'sentence' level (n = 129), 34.9% of them were unnecessarily changed, 3.1% were resulted from unqualified comment deliveries, and 62% were unknown of reasons. The second most unrevised feature was at the 'word' level (n = 91) of which 40.7% were unnecessarily changed by the student writers even though peer comments were made, 5.5% were resulted from unqualified comment deliveries, and 53.8% were unknown of reasons. The third most unrevised feature was at the 'phrase' level (n = 65). 46.2% of them were unnecessary for revision, 7.7% were supposed to be resulted from unqualified comment deliveries, and 46.2% were unknown of reasons. Qualitative data reported six reasons of the student writers for not revising some features: (1) the writers did not want to change when nothing wrong was found in their writing, (2) the student writers did not change an issue when they doubted the correctness of a comment, (3) sometimes the peers did not really understand what the authors meant in the writing, (4) the writers sometimes did not quite understand the peer comments, (5) the students writers sometimes did not make changes of some problems on their writing because they did not find out the best solutions for such particular problems in their writing, and (6) the students sometimes did not revise their writing based on the peer comments because they found their ideas were better than those from the peer comments.

The fourth research question examined whether the blog-based peer response helped the students improve their writing quality after the training. To answer this question, the pre-test (Draft 1) and post-test (Draft 3) scores rated by two trained inter-raters and the length of three essays were compared. The results showed that the students' writing quality was significantly improved from the pre-test (Mean = 5.9) to the post-test (Mean = 7.1). The correlation (r = .816) of the pre-test and post-test (Table 30) meant that the students who scored high on the pre-test were very likely to score high on the post-test, and those who scored low on the pre-test were very likely to score low on the post-test as well. Paired sample t-test also showed that the improvement in the mean scores of the pre- and post-test was statistically significant (P < 0.01). The findings confirmed that the peer response via the blogs helped student writers improve their writing quality through their revisions after receiving comments.

In terms of length of the essays of Drafts 1 - 3, it was revealed that the essays were longer from the first to second and third drafts. The Pearson Correlation (Table 31) also showed that the correlation was statistically significant at the 0.01 level (2-tailed). This indicated that the more the students received comments and revised, the longer their essays became. The data from the qualitative analysis also indicated that the student writers themselves perceived their writing quality improved in both global and local areas. In addition, in terms of academic writing techniques, the student writers found their writing had enough characteristics of thesis statement, topic sentences, controlling ideas, and conclusion. They felt satisfied with their writing quality after the blog-based peer response activities.

The fifth research question explored the attitudes that students expressed on the use of the blog-based peer response. An analysis of the data collected from a

questionnaire, semi-structured interviews, and writing journals revealed that the student writers expressed highly positive attitudes towards the use of blog for peer response activities. Of the 20-item post-training questionnaire, items 1 – 5 explored their preferences of using the blogs for peer response in an L2 writing class, items 6 – 13, the usefulness of the blogs for peer response activities, and items 14 – 20, the effects of the blog-based peer response for writing quality. With regards to the preferences of using the blogs for peer responses, most of the students strongly expressed that writing on a blog was an enjoyable way to share information with other people and they were interested in connecting and discussing with their friends about their writing via a blog. Also, the students confirmed that using the blog enabled them to get closer to their friends in order to help one another in learning, so they enjoyed using the blog to post and provide comments on their peers' writing as well as receiving peer comments on their writing via the blog. In addition, the qualitative data reported more findings that (a) writing via the blogs helped the students learn more about computer literacy and computer helped them edit their essay easily because they did not need to rewrite the whole essay from the beginning, (b) Word Processor helped them check grammar and spellings when they composed their drafts, (c) the students liked to post their essays on the blogs because they could share their ideas to many other people, not just the teacher, (d) writing via the blog was kind of communicative method in the learning process, (e) posting essays via the blog helped the student writer welcome useful comments from their friends to get better revised in subsequent drafts, (f) peer responding via the blog was more convenient than that of face-to-face because during the peer response session, the students could express all what they wanted the say to their peers and they knew how to make their peers happy by using good words in commenting, and (g) the students confirmed that blog-based peer

response was an interesting method. The more they provided comments on their peers' essays, the more progressive they became.

With regards to the usefulness of the blogs for peer response activities, students confirmed that learning to write essays, revise their drafts, and comment on their peers' writing via the blog was very useful, and the convenience of commenting via a blog was that every member of the group was able to provide comments whenever he/she had free time, not necessary to do it in the classroom. Most of the students agreed that the comments from their peers via the blog helped them realize that their writing had a lot of mistakes which they could not identify by themselves and that the peer response activities via the blog helped them understand more about the methods of writing an academic essay. In addition, when they read others' essays to provide comments via the blogs, they learned different writing styles and ideas from their friends' and gained new ideas to revise their own writing. Furthermore, posting and commenting essays via the blog was very effective for the students because it not only helped them but also their friends to improve their writing ability; therefore, they realized that learning activities were not only based on the teacher but also on their friends and that every class member could help one another improve his own writing. The qualitative data also reported further findings that (a) working via blog was more convenient because the students could do their homework at any time, not necessarily doing in class because class time was not enough for them to do all homework, so they could write essays at home and their friends could provide comments easier; (b) providing comments and revising essays via blog were convenient because the students did not need to be face-to-face all the time; they could do whenever they were online; (c) and the Internet access helped break off the

distance, so the peers could provide comments wherever they were; (d) blog-based peer response learning method was innovative and useful because it trained the students writing skills and improved group work ability; (e) and working via the blog helped the students become more active and closer to one another.

With regards to the effects of blog-based peer response for writing quality, the students agreed that posting their writing on the blogs for their friends to read and comment made them take more care of their writing quality, and the comments from peers were confirmed to be useful for revision. In addition, peer response activities via the blog provided them more spare time to think about their peers' opinions on their writing and to reorganize the ideas in their writing more logically; hence, the quality of their writing improved not only in terms of the content but also the vocabulary, structure, grammar, and spellings after each revision. Finally, to further improve writing quality, the students preferred their peers to comment on the content and organization of their writing. The data from the qualitative analysis showed that (a) the students learned from their friends' mistakes to avoid repeating those in their own essays; (b) the students learned from their friends' essays about vocabulary and new ideas when reading and giving comments; and (c) the students learned how to comment logically on the content and organization, then on grammar and the techniques.

5.2 Discussion of the findings

5.2.1 Research Question 1: How do the students interact when using the blog for peer response activities?

As other research has shown, computer-mediated communication (CMC) can empower students in the learning process and make writing classes more

collaborative (Warschauer et al., 1996; Warschauer, 2002). In addition, Sullivan and Pratt (1996), Braine (1997), González-Bueno (1998), Abrams (2001), Jones et al. (2006), and Olphen (2007) had confirmed the electronic medium provided greater interactivity and connectivity among the students and more opportunities for academic exchanges. One of the models for blog use in educational contexts designed by Kim's (2008) was that in order to improve the interactivity among students, students should be encouraged to allow other students to post comments on their own blogs. As a result, it is expected to increase the amount of feedback, which enhances self-motivation. The student writers in the present study did participate in the learning process via the blog-based peer response activities. Each essay received a larger number of words (comments) than the actual number of words they produced in the essay itself. The mean of number of words that the students produced in Draft 1 was 392 (Table 31), while the mean of number of words (comments) that they received from peers was 724 (three students in a group, each peer delivered about 241 words). Also, an average of 482 words was produced in Draft 2, while the student writers received an average of 763 words from their peers. This indicated that the students did interact with the writing texts on the blogs, interact with the authors, or discuss about the writing problems. One of the students, Huyentrang (S_{21}), stated in an in-depth interview that "Most of them [peers] provided better comments on others' essays than on their own writing." The findings of the present study also corresponded with Min's (2005) that the numbers of comments and words produced after the training were significantly higher. It could, therefore, be concluded that the reviewers (peers) were more engaged in peer review.

In addition, in terms of the number of types of comments and the nature of comments, the students in the current study interacted to one another through the writing tasks (drafts). The interactions from peers to the student writers were not only just text-interaction (only addressed to the writing problems), but also communication between the peer responders and the student authors when the number types of comments (Means = 42, 43) was greater than the nature of comments (revision-oriented and non-revision-oriented comments) (Means = 28, 28.7) as shown on tables 16 & 17. This indicated that during the blog-based peer response comments, the students not only pointed out the problems, but they also explained the issues, or suggested ways for further revision. The findings in the present study bolstered Lin et al.'s (2006) that a blog technology successfully enhanced interactivities among students (e.g., Top 40% active blog users shared almost 80% of the total blog entries. Besides, the active users in blog and active learners in class were significantly correlated.)

As in other L2 research that investigated the peer feedback in the CMC environment (Braine, 2001; DiGiovanni & Nagaswami, 2001; and Liu & Sadler 2003), it was found that the CMC contexts were seen as obstacles to enhance the discussions among peers during the peer response activities. Also, Huang's (1998a) and Huang's (1998b) claimed that the discussions in CMC contexts were at low rates and students tended to rush through their discussions by quickly typing out the problems they perceived in peers' writing. Similarly, Carson and Nelson (1996) found that the students were reluctant to initiate comments and, when they did, monitored themselves carefully so as not to precipitate conflicts within the group. This self-monitoring led them to avoid criticism of peers' work and to avoid disagreeing with

comments about peers' or their own writing. However, the results of the current study
contradicted to those of the aforementioned studies in that the interactions did occur
during the blog-based peer responses and the harmony was kept during the blog-based
peer responses. In the in-depth interviews, many students highly valued the comments
of peers. Baotoan (S_{14}) and Baovy (S_{12}) stated that they did not find any difficulties in
receiving peer comments:

Researcher: … Did you feel irritated by the comments?

S_{14}:   Oh no. Most of them praised me before they evaluated my work,
              so I didn't feel irritated.

Researcher: It's good to praise before evaluating other's work. How about
              their writing style in commenting? Did you feel pleased with it?

S_{14}:   That's OK. They praised first in a polite way. Then, most of them
              began with "You should" when they suggested that I change
              something in my writing, and they didn't force me to do this or
              that. They all used words reasonably.

Researcher: Hum, This made you feel good, didn't it?

S_{14}:   Yes.

              …

Researcher: When your peers commented on your essays, did they mostly
              praise your writing or give you positive critiques to help you
              write better?

S_{12}:   They just praised what they needed to praise. If there was
              something wrong, they straightly commented.

Researcher: … so do you feel annoyed by your friends' comments?

S$_{12}$: Most comments from my friends were polite, easy to understand, very enthusiastic.

Researcher: If your friends commented with a negative evaluation, were you upset?

S$_{12}$: No, because I know clearly about my abilities.

Minhthuan (S$_9$) and Hellogutby (S$_{28}$) stated, "They [my peers] were very enthusiastic in providing comments" in the in-depth interviews. Suoimo (S$_{16}$) also claimed that "Kedangghet (S$_{13}$) commented clearly and in details. She showed me my mistakes and explained what she thought. Baotoan (S$_{14}$) also gave a lot of comments…" Similarly, Latern (S$_{10}$) confirmed the comments from two members in her group were good, while one was not as good:

Researcher: Do you think your friends commented on your essays enthusiastically?

S$_{10}$: Kid [S$_{11}$] and Minhthuan [S$_9$] were enthusiastic in commenting while Baovy [S$_{12}$] commented rather simply.

Researcher: You mean she did it perfunctorily?

S$_{10}$: No. Maybe to her, it was OK.

Researcher: To her, it is ok, but how about the others? Do they think that it was ok? For example, Baovy commented a little, but did all of you comment much on her writing?

S$_{10}$: Yes.

Researcher: But I see that she just gave a short reply.

S$_{10}$: It didn't mean that she was lazy, but to her it was ok.

The positive outcomes in providing and receiving comments may come from (1) the power of the new media, Blogs, which have been widely used by the Internet users or bloggers in Vietnam; (2) the students of the present study first experienced the new technology in the academic writing classroom; and (3) the effects of the training program. The findings in the interactions of the present study were also confirmed by Chanh (2007) online that many Vietnamese people, especially students become bloggers to connect to their classmates, share information about their studies, and post their assignments on their blogs. Waterhouse (2005) stated that electronic learning promotes student-centered learning through activities that foster student interactions with each other. Therefore, when the instructor knew how to take advantages of this technological media to apply for his writing class, the learning process occurred in terms of class interactions beyond the boundary of the classroom.

5.2.2 Research Question 2: What types of comments (evaluation, clarification, alteration, suggestion/advice, explanation, confirmation, and statement) and areas of comments (global and local) are most frequently produced by the students during the peer response activities?

The findings of the present study showed that the most frequently used types of comments were "suggestion/ advice", "clarification", "confirmation" and "evaluation". The students collaboratively suggested ways for better revising texts during the blog-based peer responses. In addition, the peers helped the student writers clarify specific ideas or particular problems about word choices, phrases, or sentences or located the in-cohesive issues or un-united sentences to help the student writers with better revisions. The "confirmation" showed the respects from the peers to the writer authors to ask the authors to wash-back some particular issues in the writings or

to confirm some specific academic writing styles to encourage one another in the learning process. Furthermore, in order to keep the harmony among peers during the responses, "evaluation" was employed by the peers to praise some features in the writings. This indicated that the students took responsibilities in their responses, seriously engaged in the blog-based peer response activities. They were open-minded, respecting the writer's ideas/ decisions. The findings corresponded with those of (1) Stanley's (1992) and Pham and Usaha (2009) that pointing remarks (clarification) and advising remarks (suggestion/ advice) were favored by students during the peer response sessions; (2) Zhu (2001) that non-native speakers employed "announcing" and "questioning" (clarification) most frequently; (3) and Rodriguez (2003) that students used "advising" (suggestion/ advice) and "announcing" (clarification) when providing feedback. However, the findings in the present study differed from Liu and Sadler's (2003) in which fewer "clarification" and "suggestion" comments were generated than "alteration" and "evaluation" in the Technology Enhanced Group. Liu and Sadler (2003) and Tuzi (2004) found "evaluation" was the second most frequently used by the L2 peer feedback after "alteration" because the students were more comfortable writing "praise" comments. "Evaluation" in the current study positioned fourth in the four most favored types of comments. This indicated that the students focused more on the quality comments (revision-oriented), not just as perfunctory work.

Regarding the areas of comments (global and local areas), the results of the present study showed that students provided a greater number of comments on global than on local areas from Draft 1 to Draft 2. The findings contradicted to Liu and Sadler's (2003) which investigated the differences between the effect and affect of

peer review on L2 writing in electronic and traditional modes and found that the technology-enhanced group made more comments overall in the local areas than in the global areas. However, these were consistent with Rodriguez's (2003), Tuzi's (2004), Min's (2005), Jones et al.'s (2006) that after receiving specific trainings, the students were able to provide a greater number of comments on macro levels (global areas) than micro levels (local areas).

In the in-depth interviews, all of them expected more comments on the contents and they did not find enough global comments from their peers. Minhthuan (S_9) stated that their peers provided comments more on local at the first drafts than on global areas. However, when his friends commented on the content (global areas), he did not make all changes as recommended because he did not agree with the peer's comments.

> Researcher: Today I'd like to have an interview with you to know how your friends commented on your essays and how you revised your essay based on your friends' comments. Could I record our conversation to use as my data. I just use your nickname instead of your real name for this. Do you think they were enthusiastic in commentaries?

> S_9: They were very enthusiastic in commenting. However, in some first comments, they often provided praises. When I reread, I found that they seemed to comment on grammar and gave praises; they didn't focus on the content of my writing.

> Researcher: So in Draft 1 they didn't try their best in commentaries; how about Draft 2? Did they do better?

S_9:　　　　In Draft 2, they commented on my content, but I just revised some. There were some comments about the content that I didn't agree to revise.

To Hellogutbye (S_{28}), her peers also commented on the content but she said that it was mostly on the locals.

Researcher:　Do you think your friends were enthusiastic in commenting on your essays?

S_{28}:　　　They were often enthusiastic, but they often waited until the deadline to give comments.

Researcher:　Did they provide you with good comments?

S_{28}:　　　Not all of theirs were qualified because they often commented about grammar and structure, but rarely commented about content or ideas… My friends said that in general my ideas were good, but in detail, they were not logical, not academic. Each idea didn't have any supporting details.

Researcher:　It means sometimes you revised by yourself not based on your friends'. So do you like your friends' comments about grammar, structures or content?

S_{28}:　　　I like to be commented on the content.

Researcher: Why?

S_{28}:　　　Because each person has different ideas, they should have commented on the content. For example, if I wanted to write about one topic but I didn't have any ideas for it, then my friends

should have commented about the ideas. Ideas are always the most important. Our essays will be better if we have good ideas. It's also good to comment about grammar though. However, if I have time, I read more carefully, and I will rearrange the structures [by myself].

Researcher: Actually, do you think that your friends mostly commented on grammar or structure? When I read the comments from your essays, I saw some on the grammar. However, in this sentence you wrote: "On the other hand, there are many available foreign companies or factories if you want to find a job, especially a good position." One of your friends commented and suggested for revision which helped the meaning change, "I think its meaning has a little problem. In my opinion, you can change like this: "On the other hand, there are many foreign companies or factories which invest capital in big cities' industrial zones, so it is easy for you to find a job, especially a good position". Or you said above that 'your friends commented that in general your ideas were good, but in detail, they were not logical, not academic. Each idea didn't have any supporting details.' Those were comments made on the content.

S_{28}: They didn't tell me that my essay lacked ideas in this part or that part; they just said they didn't understand.

Researcher: That's also kind of comment on content.

S_{28}: I know it was good [meaning she agreed with the interviewer].

The findings suggested that peers should provide comments on global areas more than those on local areas because the student writers did need help from their peers to improve the quality of their products. The findings echoed the one of Yang et al.'s (2006) that students prefer feedback on meaning to feedback on surface features.

5.2.3 Research Question 3: What are the ratios of students' incorporation of blog-based peer comments into revisions?

The results of the present study revealed that, regarding the levels of revision, the most frequent revisions of both Drafts 2 & 3 occurred at the "word" level (32.9%), followed by the "sentence" level (21.8%), then the "phrase" level (20.8%), and the "paragraph" level (7.6%). They were slightly different from those of Min's (2006). Min found three most revisions were at the "sentence" (32%), the "paragraph" (20%), and the "word" (20%). Tuzi (2004) also obtained four most levels of revision, "word", "sentence", "phrase", and "paragraph" and e-feedback was more effective in encouraging changes at the sentence and paragraph levels, while Tuzi was not sure why e-feedback had a greater impact on macro-level changes than on micro-level changes.

The findings of the present study suggested that revisions at lower levels needed less help from the peers and that most of the revisions were made by the student writers' own decisions. In contrast, revisions at higher levels needed more help from the peers, and more revisions at higher levels were made based or partly based on peers. For example, 72.2% revisions at the "word" level were revised by the student writers' own decisions and only 27.8% were made based and partly based on peer comments. In addition, 61.7% revisions at the "phrase" level were made by the student writers' own decisions and 38.3% were revised based or partly based on peer

comments. On the other hand, at the "sentence" level, 47.5% revisions were revised by the student writers' own decisions, but 52.5% were made based and partly based on peer comments. Also, at the "paragraph" level, 43.2% revisions were made by the student writers' own decisions, but 56.8% were revised based or partly based on peer comments. Data from the in-depth interviews suggested that errors or mistakes at lower levels (local areas) should be given space for Word Processor and the student authors to do the job, and the roles of the peers should be pretty much on higher levels. This finding seemed to bolster those of Yang's (2010) that explored the students' reflection on online self-correction and peer review to improve writing which found that self-correction helped them detect grammatical errors (local revision) while peer review allowed them to view their own texts from others' perspectives and to make further revisions on text development, organization, or style (global revision).

The ratios of how students incorporated comments in their revision were considerable in terms of comment influences. Approximately 21.9% of revisions from Drafts 2 & 3 were based on peer comments and 16.8% of them were partly based on peer comments, while 61.3% of revisions made by the student writers without any comments provided. The findings indicated that the students took full responsibilities for their products. However, the students could not deny the fact that without peers' comments they could not have improved their writing as such. Similar to the present study's findings, Tuzi (2004) found 60% of revisions resulted from the student' own decisions, Rodriguez (2003) found 55% of revisions produced by students working on their own, Paulus (1999) found 52% of revisions resulted from neither the peer nor the teacher feedback but from some outside source. Also, Connor and Asenavage

(2002) found that the students made many revisions but that few of these were the results of direct peer group response. Rodriguez (2003), Tuzi (2004), and Yang et al. (2006) found that students appeared to be more actively involved in self-correction after they participated in peer response activities. Hyland (2000) asserted that students would be expected to take full responsibility for their own writing and to revise it on their own, using their own strategies.

Yang et al. (2006) found that students did not completely depend on the feedback they received from their teacher or peers. The more they doubted the feedback, the more likely it was that they would develop their own independent ideas they had for revision. In the present study, although only approximately 39% of revisions (both based and partly based on peer comments) were triggered by peer comments and 61% were revised by the student writers' own decision, when the total revision-oriented comments of Draft 1 & 2 (n_{1+2} = 1,381) and the total revisions of Draft 2 & 3 (n_{1+2} = 1,732) were compared, the different numbers showed that the peer response really worked. Total 698 revision-oriented comments provided by peers from Draft 1 triggered total 870 revisions from Draft 2 (revised after receiving comments from Draft 1). Also, total 683 revision-oriented comments provided by peers from Draft 2 triggered total 862 revisions from Draft 3 (revised after receiving comments from Draft 2). It means the total revisions made by the student writers were more than the total revision-oriented comments delivered by peers. However, in terms of peer comments' impact on revision, Min (2006) found that only 90% of the revisions were incorporated in revisions. The fact that more revisions were made by the students in the present study may be explained that the students took full responsibilities in the learning process. Yet, without comments, the big amount of

revisions may not be resulted. This corresponded to Min's (2006) that without peers' assistance in both ideas and language, it would be very difficult, if not impossible, for them to grapple with these two issues single-handedly. Hattie and Timperley (2007) stated that response could be used to enhance its effectiveness in classrooms and it was one of the most powerful influences on learning and achievement.

Regarding the levels of non-revision, as mentioned above, of total 698 revision-oriented comments provided by peers in Draft 1, only 93 (13.3%) of them were not revised in Draft 2 by the student writers for unknown reasons (Table 27). Also, of total 683 revision-oriented comments provided by peers from Draft 2, only 120 (17.6%) of them were not revised in Draft 3 by the student writers for unknown reasons (Table 28). The findings of the present study, in terms of non-revision, were slightly different from Min's (2006) that only 10% of the peer comments did not impact revisions. However, Rodriguez (2003) found that the participants used less than half of peer comments to revise their essays. In other words, more than 50% of peer comments were not incorporated in revisions. Similarly, Liou and Peng (2009) found that the students incorporated less than 50% of the peer comments into revision. Liu and Sadler's (2003) found only 30% revision-oriented comments were actually incorporated in revisions in the technology-enhanced group. In other words, 70% revision-oriented comments did not impact revisions. Although the percentages of non-revisions of both Drafts 2 & 3 in the present study were slightly greater than those of Min's (2006), they were much far less than the findings of Rodriguez (2003) and Liu and Sadler (2003). In addition, compared to the percentages of the total revisions as discussed earlier in this research question, there were 124.6% revisions (compared to the total revision-oriented comments from Draft 1) made by the students

writers in Draft 2 and 126.2% revisions (compared to the total revision-oriented comments from Draft 2) made by the student writers in Draft 3. The student writers made greater revisions when they revised their drafts than the percentages they did not change.

As shown in the qualitative analysis of the Research Question 3, writing was seen as a developmental process of inquiring, discovering, and problem solving rather than a single action resulting in a finished product (Wennerstorm, 2006). Hence, when the students found nothing wrong in their writing or their writing did not need to be changed, or when they doubted some comments delivered from peers, they needed to see if there was more than one person who commented on the issues, or they rather talked to the teacher to make sure what they needed to do. In addition, when the comments were on the content and the authors needed more time to think about the solutions, they could make changes in the subsequent drafts. However, when problems in Draft 1 were not solved in Draft 2, then changes were made in Draft 3. Yet, some other problems in Draft 2 were not solved in Draft 3, the student writers needed more time to make changes in the subsequent drafts. The Writing Cycle (Fig. 2) for peer response in the present study provided students more spaces to better revise their essays in the learning process in which there were two times for peer responses (drafts 1 & 2), one more time for the teacher to provide comments (Draft 3), and three times for the writer authors to revise their essays. This might result in the writing quality of the students proved in the Research Question 4. However, other researchers (Braine, 1997; Berg, 1999; Paulus, 1999; Tsui & Ng, 2000; Braine, 2001; Rodriguez, 2003; Min, 2005; Min, 2006) just provided only one round of feedback for peers and one time of revision for the writers in order to improve their writing

outcomes. Therefore, the present study suggested that there should be more than two times for peer responses and revisions in order that the students could perfect their writings.

5.2.4 Research Question 4: Does blog-based peer response help students improve their writing quality after training?

The results of the present study indicated that the writing quality of students, a comparison of the means of pre-test (Draft 1) and post-test (Draft 3), did improve and was statistically significant (P<0.01) by the Paired t-test. In other words, the students' writing improved remarkably after receiving peer comments via blogs. In addition, the lengths of the students' essays did increase from Draft 1 to Draft 3, from 392 words on Draft 1 to 482 words on Draft 2, and were significantly longer in Draft 3 of 561 words. The results echoed the conclusions reached by Sullivan and Pratt (1996), Braine (1997; 2001), and Pham and Usaha (2009) that the writing quality did improve in the computer-assisted classroom from the first to the final drafts. In addition, the findings of the present study also bolstered the results of Berg's (1999) that training students in how to participate in peer response had positive effects on revision types and writing outcomes. Recently, Fleta and Sabater (2010) found that Writing for a purpose in blogs for professional development encouraged the students to produce language more fluently. They were also more concerned on correctness which led us to consider blogs a potential tool for the development of foreign language linguistic skills.

Findings of the present study seemed to support the views of the advantages of the technology-enhanced learning of earlier research (Warschauer et al., 1996; Sullivan & Pratt, 1996; Braine, 1997; and Warschauer, 2002) that computer-mediated

communication (CMC) allowed students to take more active and autonomous roles in the learning process and fostered the approach of "student-centered". In addition, CMC could lead to better writing products and better quality peer response. Yang (2010) also claimed that self-correction and peer review enabled students to monitor, evaluate, and adjust their writing processes in the pursuit of text improvement.

There were some additional reasons indicating the improvements of the writing quality. First, the students had good interactions during the blog-based peer response activities when they provided comments on one another's essays (Research Question 1). In addition, the most common types of comments were "suggestion/ advice", "clarification", "confirmation" and "evaluation" which were considered as specific and provided lights for revisions as reduplication of earlier research. Second, as the students reported in the semi-structured interviews and their reflections in the writing journals, the process showed that the group members enthusiastically helped one another improve their writing revisions by providing effective comments. Third, the students themselves indicated that they believed their writing quality improved in content, organization and grammar/structure from Draft 1 to Draft 3 after blog-based peer response sessions. Their stated beliefs might be the basis for motivation to get them involved in the learning process. The final reason may come from the positive attitudes in using the blog-based peer response as described in Research Question 5' findings. This reason was supported by Hyland and Hyland's (2006) contention that electronic feedback through peer response increases student writing outputs, enhances student motivation, provides a nonthreatening environment, makes papers more readily available for sharing, and allows instructors greater opportunity to monitor peer response.

5.2.5 Research Question 5: What attitudes do students express on the use of the blog-based peer response?

This research question referred to the students' attitudes towards the use of the blog-based peer response in the post-training questionnaire. First, regarding the preferences of using the blogs for peer response in an L2 writing class, the present study found positive attitudes of students on the use of the blogs for peer response activities. It seemed to contradict the finding of DiGiovanni and Nagaswami (2001) who examined students' attitudes to see if online peer review could become a viable option to alternate the traditional peer review found that students preferred face-to-face peer review to online peer review (32 vs. 17) because students felt more comfortable to talk to their peer in the traditional mode than in the computer. Similarly, Tuzi (2004) claimed that the students preferred traditional peer response to e-peer response even though the e-peer response had a greater impact on revision than traditional peer response. In contrast, the findings of the present study echoed the findings of Hsu and Lin's (2008), Noytim's (2010), and Pham and Usaha's (2009) that the students had positive attitudes towards blog use, and blog was seen as ease of use and enjoyment and the enjoyment appeared to be the most significant influence on attitudes towards using blog. In addition, Halic et al. (2010) also found 55% of the participants reported that blogs enhanced their overall learning. 66% of students expressed positive attitudes regarding the potential of blogging to enhance their learning. Blogs also facilitated understanding of other points of view and sharing knowledge with peers for a high majority of respondents.

According to the "student-centered" approach, the students are considered as the central subjects in the teaching/learning process. "The goal of student-centered

learning – also called active learning – is for students to take on more of the responsibility on learning and become more actively involved in the learning process" (Waterhouse, 2005: 10). Therefore, when the instructor of the classroom obtained high degree of agreements from his/her students, he/she would have better chance of the students' collaboration in the classroom activities. Treglia (2006) stated that the methods that match a particular student's learning styles or preferences often work best.

Second, with regards to the usefulness of the blogs for peer response activities, the study found that the blog, as one of the CMC tools, was confirmed to be useful as other tools such as e-mail (Li, 1999; Rodrigez, 2003; Lightfoot, 2006), LAN (Local Area Networked) (Sullivan & Pratt, 1996; Braine, 1997 & 2001), MOO's (multi-user domains object-oriented) (Liu & Sadler, 2003), and Database-driven website (Tuzi, 2004). In addition, the blog - the asynchronous mode of the technology - provided platform for discussions without students necessarily being together. "e-Learning can ensure that no one is excluded from education by geographic, physical or social circumstances" (Holmes & Gardner, 2006: 30). In addition, the blog allowed sufficient time and space for students to compose thoughtful comments, and both group and individual interaction. Especially, it helped students accumulate messages for retrieval and response (Liu & Hansen, 2005). Lin et al. (2006) claimed that blog proved to be an effective tool that enabled students learning in an e-learning environment and also fostered the atmosphere to make these conversations happen and grow. It was observed as a very important factor for motivating students' continuous participation and to build their e-learning experience in the international distance education course.

Finally, regarding the effects of blog-based peer response for writing quality, the finding was not new because they were found in the studies by Berg (1999), Tuzi (2004), Liu and Hansen, 2005) and Min (2006) that found trained peer response to be very effective to writing revision. Yet, It was inventible compared to the findings of Chaisuriya's (2003) that the students benefited more from having chance to look at their peers' work than to look at their peers' comments because the students were not confident in giving comments to each other, and Tsui and Ng's (2000) that the students did not believe much in the peers' comments and they relied on the teacher's comments as the main sources for revisions. Recently, Noytim (2010) found that the students perceived blog as a tool for the development of their English, in terms of writing, reading, vocabulary, and recording their learning experience. The students also viewed blog as giving an opportunity and freedom for self-expression in English, writing for both a local and global audience, fostering creative, analytical and critical thinking skills, creating social interaction and good relationships between writer and reader, and supporting the learning community. The findings of the present study helped students overcome the un-confidence in giving comments and take advantages of receiving peer comments for revisions. Furthermore, the findings of the present study was seen as meaningful for Vietnamese students as revealed in the chapter 1 that the students often had only one chance to write an essay when the topic was provided by the instructor and that they had no chance for revising (Tran, 2000). Furthermore, Liou and Peng (2009) stated that blogs could serve as a suitable platform for EFL writing instruction concerning giving opportunities for interaction. Therefore, the findings of the present study would provide new light, to say the least, for Vietnamese educators who look for effective technological tools for students in their writing classes.

5.3 Summary of the Chapter

This chapter presents the summary of the findings in which the results of the five research questions were briefly summarized respectively. In addition, the findings were discussed under the lights of the earlier research to see the different or bolstering results found in different settings. Although there were some similar findings to other researchers', the findings of the present study showed the positive results of a new learning environment, the blog-based peer response activities.

CHAPTER 6

CONCLUSION, IMPLICATIONS, AND

RECOMMENDATIONS

This chapter presents the conclusion of the research, followed by implications for instruction, and recommendation for further studies.

6. 1 Conclusion

With consideration on many causes of Vietnamese college students' poor writing skills in English, the product rather than process approach instruction, problems in teaching methodology, the teachers' main responses on grammar correction, the dissatisfaction of collaborative learning, to name a few, the present study aimed to help students become better writers via the use of the blog-based peer response for L2 writing revision. It was based on three learning theories, namely cognitive learning theory, social-cultural theory, and writing process theory. The cognitive learning theory emphasizes on the active mental processes involved in language learning to help the students understand the goals of communication in writing, and to emphasize on the learner-centered and on what the learners can do for themselves, whereas the teacher becomes more of a facilitator and guide rather than a 'giver of knowledge'. The social-cultural theory which advocates collaborative learning and social interaction has been adopted to help students develop the cognitive abilities in the learning process. The writing process theory has focus on the reader-

writer approach to improve student writers' fluency rather than accuracy. In addition, the processes of generating ideas and expressing feelings are more important to individual development. Thirty-two 2nd year English major students at Nong Lam University, Ho Chi Minh City, were trained for 15 weeks to use peer response activities via blogs to help each other improve their writing quality. The research questions were asked:

1. How do the students interact when using the blog for peer response activities?

2. What types of comments (evaluation, clarification, alteration, suggestion/advice, explanation, confirmation, and statement) and areas of comments (global and local) are most frequently produced by the students during the blog-based peer response activities?

3. What are the ratios of students' incorporation of blog-based peer comments into revisions?

4. Does blog-based peer response help students improve their writing quality after training?

5. What attitudes do students express on the use of the blog-based peer response?

The findings of the present study were as follows. First, the blog-based peer response interactions did engage students in the learning process, and the students interacted with the writer authors more than just with the writing texts. This might explain the favored medium of blog which was popular used by the Vietnamese students at the time the present study was being investigated. In other words, when the

medium (blog) used by the students everyday to connect to one another was applied to the classroom as a means for learning, it certified the participation of the students in the learning process. Hence, when the participation took place, the good outcomes might include.

Second, the findings showed that the most frequently used type of comments were "suggestion/ advice", "clarification", "confirmation" and "evaluation". Two types of comments "suggestion/ advice" and "clarification" were coincided with previous researchers' findings such as Stanley's (1992), Zhu's (2001), and Rodriguez's (2003), and "evaluation" was corresponded with Liu and Sadler's (2003) and Tuzi (2004). However, "confirmation" was a new type of comment that the students in the present study used to humbly ask the writer authors to reconsider an issue when they did not know for sure its accuracy or the students used to confirm the academic writing style that the writer authors had already obtained in their essays in order to encourage the confidence of the writers with their writing skills. Besides, though other two types of comments, "alteration" and "explanation," were not as much used by the students as the other four during the per response activities, they should not be ignored. For example, a close look at the "alteration" comments in each draft showed that the students often used it for clarifying surface errors such as spellings, grammar, or subject-verb agreements because those errors often came from carelessness in typing or proofreading by the student writers, so the peers made use of "alteration" to briefly clarify the problems for fixing. Also, though "explanation" was counted less than others, each "explanation" type included the advice and ways for solving the problems; hence, the shown numbers in the types of comment tables were seen as double compared to other types. In terms of global and local areas, it was

found that peer comments were focused more on global than on local areas. The data from the in-depth interviews indicated that the student writers did expect to receive peer comments on the global more than on the other.

Third, the present study found three respective aspects related to the ratio of level of revision. In terms of level of revision, four most frequently used levels found in the present study, namely "word," "sentence," "phrase," and "paragraph," respectively, indicated that revisions at lower levels such as 'word' or 'phrase' were made based more on the authors, and that revisions at higher levels such as 'sentence' or 'paragraph' were made based more on peer comments. In other words, the student writers needed less help from peers at the local levels and more help from peers at the global levels. In terms of how peer comments affected revision, it was found that 21.9% of revisions from Drafts 2 & 3 were based on peer comments and 16.8% of them were partly based on peer comments. However, 61.3% of revisions were made by the student writers without any comments provided. This indicated that the students took full responsibilities for their own products during the writing revision. Furthermore, when the total revision-oriented comments delivered by peers on Drafts 1 & 2 were compared with total revisions of Drafts 2 & 3, the different numbers showed that the peer responses really worked. There were more revisions made by the student writers from Drafts 2 & 3 than the revision-oriented comments delivered by peers. In other words, the total revisions of two subsequent drafts were greater than revision-oriented comments, delivered by the peers. Indeed, without comments, there would not have been such big numbers of revisions. Finally, in terms of level of non-revision, 13.3% revision-oriented comments (n = 93) of Draft 1 were not revised in Draft 2 by the student writers and 17.6% revision-oriented comments (n = 120) of

Draft 2 were not revised in Draft 3 due to unknown reasons. The data from the in-depth interviews indicated that (1) when the students found nothing wrong in their writing or no changes were needed, they did not make changes, (2) when the student writers doubted some comments delivered by peers, they needed to see if there was more than one person who commented on the issues, or they rather talked to the teacher to make sure what they needed to do, they would revise in the subsequent drafts. In addition, (3) when the comments were on the content and the students needed more time to think about the solutions, they would not revise in a subsequent draft and waited to make changes in the next round of revision. In other words, some problems of Draft 1 were not solved in Draft 2; they were made in Draft 3. Yet, some others of Draft 2 were not solved in Draft 3; the student writers needed more times to make changes in the subsequent drafts. The writing cycle (Fig. 2) for peer response in the present study provided students more spaces to revise their essays in the learning process in which there were two chances for peer responses (Drafts 1 & 2), the third for the teacher feedback (Draft 3), that is, three chances for revisions in total. This may result in the writing quality of the students' essays, which was proved in the Research Question 4. However, other researchers (Braine, 1997; Berg, 1999; Paulus, 1999; Tsui & Ng, 2000; Braine, 2001; Rodriguez, 2003; Min, 2005; Min, 2006) just provided only one round of peer feedback and one revision for the writers to improve their writing outcomes. Therefore, the present study suggested that there should be more than two times for peer responses and revisions in order that the students could perfect their writings.

Fourth, it was found that the blog-based peer response helped students improve their writing quality as seen in an increase of the post-test (Draft 3) mean

score and the length of the essays after the training. Paired samples t-test showed that the improvement in mean scores of the pre- and post-test was statistically significant ($P < 0.01$). Also, the Pearson Correlation ($r = .816$) of the pre-test and post-test (Table 30) indicated that the students who scored high on the pre-test were very likely to score high on the post-test, and those who scored low on the pre-test were very likely to score low on the post-test as well. In addition to the pre-test – post-test scores, the study found that the essays were longer from the first to second and third drafts. The Pearson Correlation also showed that the correlation was statistically significant at the 0.01 level (2-tailed). Qualitatively, the data from the semi-structure interviews reported that the student writers themselves found their writing improve in content, organization, and language. Furthermore, their academic writing techniques were improved in terms of thesis statement, topic sentences, controlling ideas, and conclusion. This indicated that the more the students received peer comments and revised, the better and the longer their essays became. In other words, the blog-based peer response helped student writers improve their writing quality through their revisions after receiving comments.

Finally, the present study revealed that the students expressed highly positive attitudes on the use of the blog-based peer responses. The students showed high evaluation on the preferences of using the blogs for peer response in an L2 writing class with the mean scores from 4.75 to 5.19. The qualitative data reported that they were in favor of the blog-based peer response activities for five reasons. First, writing via the blogs helped them learn more about computer skills, editing and Word Processor advantages. Second, they liked to post their essays on the blogs because they could share their ideas with many other people, not just with the teacher. Also,

writing via the blog was a real communication in the learning process. Third, posting essays via the blog helped the student writers become more open to comments from their friends to improve the subsequent drafts. Fourth, peer responding via the blog was more convenient than that of face-to-face because the students could express all what they wanted the say to their peers when they wished, in particular outside the classroom. Finally, the students confirmed that blog-based peer response was an interesting, innovative method.

Regarding the usefulness of the blogs for peer response activities, the students rated them highly with the mean scores from 4.75 to 5.31 for two main reasons. First, working via blog was more convenient because the students could do their homework at any time, not necessarily doing in class. Moreover, class time was not enough for them to do all homework, and they could write essays at home. Also, their friends could provide comments more easily. Second, providing comments and revising essays via blog were convenient because they did not need to do it face-to-face. Instead, they could do whenever they were online. Furthermore, with the Internet access, the distance among peers was not a concerned problem, so the peers could provide comments from wherever they were.

Regarding the effects of blog-based peer response for writing quality, the students confirmed with the mean scores from 4.69 to 5.16 that the blog-based peer response activities were effective and that peer comments really affected the students' writing revisions. An analysis of the semi-structure interviews showed that they were thankful to their peers for their comments, and that they learned from peers' mistakes when viewing their' writing. They also learned new vocabulary and ideas from their essays, and how to provide comments logically on the content, organization, and the language.

All in all, with regards to the students' expectations since the beginning of attending this writing course as described in the profiles of the participants (pre-training questionnaire, item 20), the blog-based peer response training met all the expectations of the students who participated in this study because it helped them: (a) improve their writing skills, (b) feel confident in writing in English, (c) gain more experience from writing, (d) correct their mistakes, (e) get good marks, (f) learn vocabulary, (g) improve computer skills, and (h) understand English writing styles.

6.2 Implications for Instruction

The present study provides the following implications for L2 writing instruction. First, peer response is still something new to the students in Vietnam and the students do not really want to participate in the peer response during the learning process because it takes times and much effort. In addition, the Vietnamese students may not understand the values of collaborative learning. Therefore, the instructor should spend time explaining a lot to the students about the benefits the students will get from the peer response activities right at the beginning of the writing course in order to help the students collaboratively participate in the peer response activities.

Second, the instructor should select the most popular blog used by the local community for their writing class. Young people today are growing up as a part of the Internet generation and they feel at ease with the digital technology (Holmes & Gardner, 2006). As an educator, the instructor should keep abreast with this trend; otherwise, he/she is left behind the students. In addition, technology-enhanced learning is beneficial for students in the learning process. Taking advantages of blogs to promote students' learning outcomes is essential. However, despite a variety of

blogs widely provided on the Internet, the instructor should select the most popular one used by the community of the local students in order to promote the participation in the learning process. For example, in the Thai setting, the students most used the blog of http://www.hi5.com or http://www.facebook.com. In Vietnam nowadays, most students use of http://www.facebook.com, or http://my.opera.com, or http://www.wordpress.org, http://www.myspace.com, for instance, after the blog of 360^0 Yahoo! changed to Yahoo Plus! If the instructor knows how to select the popular blogs used widely by the local students, he or she will be able to encourage students to participate more in the learning process.

Finally, during class sessions, the instructor should make sure that the students are on tasks while they were online. That is, they use the computer lab for peer response activities, not for chatting, playing computer games, or simply surfing the Internet for leisure. Monitoring students' learning is essential.

6.3 Recommendations for Further Research

The following recommendations were made for further studies. First of all, further research should investigate the motivation that leads students to self-revisions. The student participants in the present study revised their essays more than the expectations for revisions from the revision-oriented comments delivered by peers, but the reasons were still unexplored. Were the students motivated by the blogs or by other factors? The results may shed lights on how to further motivate them to learn to become better writers.

Second, further research should investigate the number of revisions that the students need to solve all the unrevised features in the subsequent drafts. In the

present study, two revisions were made based on peer comments, and one based on the teacher feedback. However, the revision after the teacher feedback was not accounted in this study. Many student writers stated that some unrevised features which were not solved in the second draft were made in the third draft; hence, there might be still some unsolved features occurred in the third drafts that needed to be revised. Therefore, the number of revisions should be investigated.

Third, though four types of comments, suggestion/ advice, clarification, confirmation, and evaluation, were found to be most frequently used by peers during the blog-based peer response activities, the present study did not explore which types of comments triggered revisions most by the student writers. Further research should be conducted to find out what types of comments are most useful for L2 revisions.

Last but not least, the present study only investigated the effects of blog-based peer responses, with teacher feedback completely excluded. Further studies should explore whether there are any differences in types of comments between teacher and peers' responses, effects on revisions, and students' writing quality on the blog-based peer response activities. The results may help the L2 writing instructors reflect their performances and value the effects of the peer responses in the writing process.

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APPENDIX A

Pre-training Questionnaire

This questionnaire was designed to obtain information about you and your background knowledge of English, especially in writing, and computers. Your responses will help the researcher plan the future research in EFL/ESL writing methodologies. Please respond to each question thoroughly.

1. General Information

      Age:………..   Nationality: …………..

      Sex: ☐ Male……….. ☐ Female:…………

      Year of study:

      ☐ Freshman   ☐ Sophomore   ☐ Junior   ☐ Senior

      Major: ☐ TESOL   ☐ Business Administration in English

2. How many semesters have you studied Writing?

    ☐ one   ☐ two   ☐ three   ☐ four

3. What kinds of paragraphs have you studied about writing so far?

    ☐ Descriptive   ☐ Narrative   ☐ Cause and effect   ☐ Comparison/contrast

    ☐ Logical division of order   ☐ Argumentative

    ☐ Others …………………………………..

4. What kinds of essays have you studied about writing so far?

    ☐ Descriptive   ☐ Narrative   ☐ Cause and effect   ☐ Comparison/contrast

    ☐ Logical division of order   ☐ Argumentative

    ☐ Others …………………………………..

5. What is your favorite kind of paragraph or essay?

    ☐ Descriptive   ☐ Narrative   ☐ Cause and effect   ☐ Comparison/contrast

    ☐ Logical division of order   ☐ Argumentative

    ☐ Others …………………………………..

    ☐ Describe your reason …………………………………..

6. How comfortable do you feel when you write a paragraph or an essay in English?

☐ Very comfortable ☐ Comfortable ☐ Neutral ☐ Uncomfortable ☐ Very uncomfortable

7. How confident do you feel when you complete your writing in English?

☐ Very confident ☐ confident ☐ Neutral ☐ Unconfident ☐ Very unconfident.

Appendix A Pre-training Questionnaire (Cont.)

8. How many drafts do you usually write before handing the final product in to your teacher?

☐ One   ☐ Two   ☐ Three   ☐ Four or more

9. Before handing your writing in to your teacher, do you work with your friends or the teacher to improve the quality of your writing?

☐ Yes   ☐ No

10. Have you ever participated in peer response activities in which you read and comment on another student's writing?

☐ Yes   ☐ No

11. Please describe the peer response activities in which you participated. You can select more than one item below or describe by yourself.
☐ work in pairs or a group on a paper to correct errors

☐ discuss weak and strong points with the authors

☐ work in pairs on a paper of a different author's writing to correct mistakes

☐ look for mistakes or errors and give a score

☐ try to learn from the author's paper

☐ use the worksheet to provide comment on a paper

☐ other …………………………………………………………………………

12. Have you ever revised your writing after receiving feedback from your teacher or peers?

☐ Yes   ☐ No

If yes, how many times do you usually revise?

☐ One   ☐ Two   ☐ Three   ☐ Four or more

13. Do you often use a computer at home, at an Internet café, or at your school?

☐ Yes   ☐ No

14. How many hours do you use a computer a week?

☐ 0 – 2 hours   ☐ 2.5 – 4 hrs   ☐ 4.5 – 6hrs   ☐ 6 hrs and up

15. Do you think a computer is helpful to your writing?

☐ very helpful

☐ a little helpful

☐ not very helpful

☐ not helpful at all

16. How often do you do your writing assignments with computers?

☐ never   ☐ sometimes   ☐ often   ☐ usually   ☐ always

17. Have you ever joined discussions on some websites?

☐ Yes   ☐ No

If yes, which one have you joined?

☐ forum   ☐ Blog   ☐ Chatting   ☐ others …………

18. Do you have your own website, Blog or a forum? (You can select more than one item below)

☐ Website   ☐ Blog   ☐ Forum

If yes, please state your purpose of using it …………………………………

19. What is your level of experience with the following computer applications?

	No experience	Beginner	Intermediate	Advanced
Using word processing programs				
Searching the Internet				
Using chat programs				
Writing on a Blog				
Discussing in a Forum				
Others …………				

20. What do you expect from the training program about Academic Writing?

……………………………………………………………………………………

……………………………………………………………………………………

Thanks a lot for your cooperation!

APPENDIX B

Peer-editing Worksheet of Cause/Effect Essays

Peer editor: …………………………   Date: ………………………..

1. What kind of introduction does this essay have (funnel, entertaining story, etc.)?
   …………………………………………………………………………………
   How many sentences does it contain? …………………………………………
   Does it capture your interest?   ☐ yes   ☐ no
   Where is the thesis statement placed? ………………………………………
2. How many paragraphs are there in the body? Number: ……………..
   The topics of the body paragraphs are as follows:
   1. ……………………………….   3. …………………………...
   2. ……………………………….   4. …………………………...
   (If there are more or fewer paragraphs, add or delete lines.)
3. What kind of supporting details does the writer use in each body paragraph?
   1. ……………………………….   3. …………………………...
   2. ……………………………….   4. …………………………...
4. Check each paragraph for unity. Is any sentences unnecessary or "off the
   topic"?   ☐ yes   ☐ no
   If your answer is yes, write a comment about it (them)
   …………………………………………………………………………………
5. Check each paragraph for coherence. Does each one flow smoothly from
   beginning to end?   ☐ yes   ☐ no
   What key nouns are repeated? ………………………………………………..
   What transition signals can you find? ………………………………………..
   ………………………………………………………………………………..
6. What expressions does the writer use to link paragraphs? If there is none, write
   none. (If there are more or fewer paragraphs, add or delete lines.)
   To introduce the first body paragraph ………………………………………….
   Between paragraphs 2 and 3 …………………………………………………
   Between paragraphs 3 and 4 …………………………………………………
   Between paragraphs 4 and 5 …………………………………………………
   To introduce the conclusion: ………………………………………………....
7. What kind of conclusion does this essay have – a summary of the main points
   or a paraphrase of the thesis statement?
   …………………………………………………………………………………
   Does the writer make a final comment?   ☐ yes   ☐ no
   What is it?
   …………………………………………………………………………………..
   Is this an effective ending (one that you will remember)?
                                                    ☐ yes   ☐ no
8. In your opinion, what is the best feature of this essay? In other words, what is
   this writer's best writing skill?
   …………………………………………………………………………………..

APPENDIX C

Scoring Rubric

	Maximum score	Actual score
Content – 2.5 points		
The essay fulfills the requirements of the assignment.	0.5	___
The essay is interesting to read.	1.0	___
The essay shows that the writer used care and thought.	1.0	___
Total	2.5	
Organization – 4.5 points		
The essay follows the outline, and it has an introduction, a body, and a conclusion.	0.5	___
Introduction: The introduction ends with the thesis statement.	0.5	___
Body		
Each paragraph of the body discusses a new point and begins with a clear topic sentence.	0.5	___
Each paragraph has specific supporting material: facts, examples, quotations, paraphrased or summarized information, etc.	1.0	___
Each paragraph has unity.	0.5	___
Each paragraph has coherence.	0.5	___
Transitions are used to link paragraphs.	0.5	___
Conclusion: The conclusion summarizes the main points or paraphrases the thesis statement, begins with a conclusion signal, and leaves the reader with the writer's final thoughts on the topic.	0.5	___
Total	4.5	
Grammar and Sentence Structure-2.5 points	2.5	
Estimate a grammar and sentence structure score.		
Total	2.5	
Mechanics-0.5 points		
Punctuation: periods, commas, semicolons, quotation marks (0.3), capitalization (0.1), spelling (0.1)		
Total	0.5	
Grand Total	10	

Adapted from Oshama & Hogues (2006)

APPENDIX D

Coding scheme for language functions (Adapted

from Liu & Sadler, 2000)

Types of comments		Global Areas		Local Areas	
		Revision-oriented	Non-revision-oriented	Revision-oriented	Non-revision-oriented
Evaluation	Generally	This paragraph is too short to prove your idea.	You have clear writing, I like it.	This sentence does not make sense	I like this sentence a lot
	Specifically	Your thesis statement is not very good.	"You have 3 clear supporting sentences."	This word "…" is not clear for your meaning here	Your grammar structure of this sentence is nice
Clarification	Specific ideas	I don't understand what you mean in "For me, who have been living in a city all my life"	No example for this category	No example for this category	No example for this category
	Particular word choices, phrases, or sentences	No example for this category	No example for this category	"What do you mean by "night school"? - This sentence is wrong in grammar.	No example for this category
	Cohesive	"You say '…' How does this sentence connect to the one before?"	No example for this category	These two sentences need a transition signal.	No example for this category
	Unity	I think this part is off topic. You are talking about "chance for education", why do you talk about transportation?	Your supporting ideas are connected to the topic sentence	No example for this category	No example for this category
Alteration		Your thesis statement should be "Living in a big city brings us many benefits"	No example for this category	Change "is" to "was" "their" should be changed to "our"	No example for this category

Suggestion/ advice	Generally	In each benefit, you should give us more convincing ideas to support your writing.	No example for this category	I think when you write a paragraph or an essay you should use simple word.	No example for this category
Suggestion/ advice	Specifically	you should support for this idea, don't talk about another idea.	No example for this category	I think that you should use an adjective there as "social problems", and "electronic libraries".	No example for this category
Explanation		I think these two sentences should be reduced <u>because</u> they talk about the conveniences of computer, not about the good education in a big city.	No example for this category	You should change "Despite … into Although" (Despite + N/N phrase, Although + clause)'. 'I think "so " is used to connected two clauses.'	No example for this category
confirmation		Are you sure all people prefer living in a big city?	You have a thesis statement, and topic sentences.	"wait for you or will wait for you?"	No example for this category
Statement		No example for this category	This is just my opinion, I hope it will help you a lot. I understand what you mean.	No example for this category	No example for this category

APPENDIX E

Questions of the Semi-structured and in-depth Interviews

I will ask a few questions about the peer response activity in which you gave responses to your peers, and you received comments about your writing as well. In addition, the use of the blog for peer response is also in the consideration. Apart from my guided questions, you can provide more of your ideas if you feel necessary to express your thoughts. Please give me all your thoughts on each question.

1. Do you think that peer response via the blog is helpful to you?
2. Do you learn any thing from your peers when you read and provide comments on your peers' essays?
3. Are your peers' comments useful to you when you revised your essay?
4. What is your reaction to the peer response activity? Did you like it or not? Why or Why not?
5. What do you focus on when you write your comments?
6. What types of peer comments do you prefer?
7. What areas (global or local) do you prefer to provide comments as well as to receive comments from your peers?
8. Do you benefit from giving comments to others? If so, what are the benefits? If not, why not?
9. Would you like it if there were only peer comments but not teacher comments? Why?
10. If you have two options: (1) only the teacher who comments on your writing, (2) both the teacher and the peers, what is your choice?
11. Do you usually understand your peers' comments and corrections?
12. What do you do if you do not understand your peers' comments?
13. Does your teacher/peer give you positive or encouraging comments?
14. Do you feel that your peers' comments have helped you to succeed in this course and improve your writing? Why or why not?
15. In what way do you wish that your peers would change or improve their comments?
16. What do you think about your peer voices when they comment on your essay?
17. Is it convenient to provide comments on your peers' essay via the blog?
18. Is it motivated to post your essay through a blog for your peers to comment?
19. Is there any inconvenience when you post your essay via a blog?
20. When you finish this course, will you still make use of your blog to post your writing?

Appendix E (Cont.) Những câu hỏi để phỏng vấn sinh viên

Tôi sẽ hỏi một vài câu hỏi về hoạt động góp ý sửa bài cho các bạn trong lớp cũng như nhận sự góp ý từ các bạn. Tôi cũng hỏi bạn về việc sử dụng blog để viết và sửa bài. Ngoài những câu hỏi mà tôi đưa ra, bạn có thể cung cấp thêm thông tin theo suy nghĩ của riêng bạn nếu thấy cần thiết để bày tỏ suy nghĩ của mình. Mong bạn thành thật trả lời từng câu hỏi.

1. Bạn có nghĩ rằng việc góp ý cho bài viết trên blog là hữu ích không?
2. Bạn có học được gì từ bài viết của bạn của bạn khi bạn đọc và góp ý cho bài viết của họ không?
3. Những góp ý trên bài viết do bạn của bạn có giúp ích khi bạn sửa lại bài viết của mình không?
4. Bạn co phản ứng gì trong việc chỉnh sửa bài viết không? Bạn có thích việc chỉnh sửa này hay không? Tại sao?
5. Khi bạn viết comment cho bài của bạn mình, bạn chú trọng tới điều gì nhất?
6. Bạn thích loại comment nào hơn?
7. Bạn thích những comment liên quan tới nội dung, bố cục bài viết hay nhưng comment lien quan đến từ ngữ, văn phạm khi bạn comment hoặc nhận được comment từ bạn mình?
8. Bạn có ích lợi gì khi comment bài viết cho bạn mình không? Nếu có, thì đó là những lợi ích gì? còn nếu không thì tại sao?
9. Bạn có thích nếu chỉ cần bạn của mình góp ý cho bài viết của mình mà không có giáo viên góp ý không? Tại sao?
10. Nếu có hai chọn lựa: (1) chỉ có giáo viên góp ý, (2) có cả giáo viên và bạn của bạn góp ý thì bạn chọn cái nào?
11. Bạn có thường hiểu hết những comment của bạn của bạn không?
12. Bạn sẽ làm gì nếu bạn không hiểu comment nào đó của bạn mình?
13. Khi comment, bạn của bạn có dung lời khuyến khích động viên bạn không?
14. Bạn có nghĩ rằng những comment của bạn mình sẽ hữu ích và giúp bạn thành công trong khóa học này và giúp bài viết của bạn nâng cao về chất lượng không? Tại sao? Tại sao không?
15. Theo cách nào bạn muốn bạn của mình thay đổi hoặc cải tiến cách comment của họ?
16. Bạn nghĩ gì về lối nói của bạn mình khi comment bài viết của bạn?
17. Bạn có thấy việc comment cho bài viết của bạn mình trên blog là thuận tiện không?
18. Bạn có thực sự hứng thú khi post bài viết của mình trên blog cho bạn của mình đọc và góp ý không?
19. Bạn có cảm thấy thuận tiện khi đăng bài viết trên blog không?
20. Khi bạn kết thúc khóa học này bạn có tiếp tục sử dụng blog để đăng bài viết của ban không?

APPENDIX F

Instructions for Journal Writing

After each time of revision of writing essay, you will write four journal entries during the semester. The objective of the journal writing is to know what you think and how you feel about the comments and the impacts on your revisions. The entries of learning journals provide you opportunities to reflect on their learning experience and express their thought. In order to be easily facilitated the expressions of your feelings and ideas, you will write in English. You may write about how peers/instructor' response influences on your revision and your quality of writing.

APPENDIX G

Post-training Questionnaire

This questionnaire was designed to explore your experiences and reflections about learning Academic Writing via a blog, providing and receiving comments, revising your drafts, and to know what you think about blog-based peer response activities. Your responses will help the researcher plan the future research in EFL/ESL writing methodologies. Please respond to each question thoroughly.

Name:………..   Nick: …………..

Sex: ☐ Male……….. ☐ Female:…………   ☐ age:…………

You might evaluate each item by the following scale:

1 = Strongly disagree
2 = Disagree
3 = Slightly disagree
4 = Partly agree
5 = Agree
6 = Strongly agree

Preferences of the use of blog for Peer response in L2 Writing Class

1. Writing on a blog is an enjoyable way to share information with other people.
   ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

2. I feel very interested in connecting and discussing with my friends about my
   writing via a blog.
   ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

3. Using the blog enables me to get closer to my friends in order to help one another
   in learning.
   ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

4. I enjoyed using the blog to post and provide comments on my peers' writing.
   ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

5. I like my friends in my group to read and comment my writing via the blog.

□ 1 □ 2 □ 3 □ 4 □ 5 □ 6

The Usefulness of the blog applied for peer response activities

6. I feel that learning to write an essay, revise my drafts, and comment on my peers' writing via the blog are very useful.

□ 1 □ 2 □ 3 □ 4 □ 5 □ 6

7. The convenience of commenting via a blog is that every member of the group is able to provide comments whenever he/she has free time, not necessary to do it in the classroom.

□ 1 □ 2 □ 3 □ 4 □ 5 □ 6

8. Thanks to the comments from my peers via the blog, I can realize that my writing has a lot of mistakes that I cannot point them out by myself.

□ 1 □ 2 □ 3 □ 4 □ 5 □ 6

9. Thanks to the peer response activities via the blog, I understand more about the method of writing an Academic essay.

□ 1 □ 2 □ 3 □ 4 □ 5 □ 6

10. Thanks to reading my peers' essays (in order to provide comments) via the blog, I learn different writing styles and ideas from my friends'.

□ 1 □ 2 □ 3 □ 4 □ 5 □ 6

11. Commenting via the blog, reading and providing suggestions for my friends and vice versa, help me to come up with new ideas to revise my own writing.

□ 1 □ 2 □ 3 □ 4 □ 5 □ 6

12. Posting and commenting essays via the blog is very effective for me because it helps not only me but also my friends to improve our writing ability.

□ 1 □ 2 □ 3 □ 4 □ 5 □ 6

13. Thanks to the peer response activities via the blog, I realize that learning activities is not only based on the teacher but also on my friends in order that every class member can help each other to improve their writing quality.

□ 1 □ 2 □ 3 □ 4 □ 5 □ 6

The effects of blog-based peer response for writing quality

14. Posting my writing on the blog for my friends to read and comment makes me take more care about my writing quality.

    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

15. I found that my peers' comments on my blog are very useful for my writing revision.

    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

16. Peer response activities via the blog provide me more spare time to think about my peers' opinions on my writing.

    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

17. Thanks to the peer comments via the blog, I can reorganize the ideas in my writing more logically.

    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

18. After each revision based on my peers' comments, the content of my writing is much more abundant.

    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

19. After each revision based on my peers' comments, the vocabulary, structure, grammar, and spellings of my writing get much better.

    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

20. I prefer my peers commenting on the content and organization of my writing to spellings or grammar, or structure.

    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

Thank you!

Post-training Questionnaire (Vietnamese version)

Các bạn thân mến,

Bản questionnaire được thiết kế với mục đích để biết cảm nhận của các bạn về việc học Academic Writing trên blog, giúp nhau cùng tiến bộ trong kỹ năng viết; đồng thời để biết thêm những suy nghĩ của các bạn về việc sử dụng blog để post bài và comment bài viết cho nhau. Những câu trả lời của các bạn sẽ giúp cho Nghiên Cứu Sinh biết rõ hơn về phương pháp giảng dạy cho các khóa học sau. Mong các bạn tận tình trả lời các câu hỏi.

Name:……………………………………..   Nick: ………………

Sex: ☐ Male………..   ☐ Female:…………   ☐ age:…………

Các bạn có thể đánh giá mỗi câu theo mức độ sau đây:

> 1 = Hoàn toàn không đồng ý
> 2 = Không đồng ý
> 3 = Hơi không đồng ý
> 4 = Hơi đồng ý
> 5 = Đồng ý
> 6 = Hoàn toàn đồng ý

Yêu thích sử dụng blog cho lớp học Viết

1. Viết bài trên blog là một cách rất hay để chia sẻ thông tin với mọi người.

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

2. Tôi cảm thấy rất thú vị khi liên lạc và nói chuyện với các bạn về bài viết của mình trên blog.

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

3. Sử dụng blog giúp tôi gắn kết với bạn bè hơn để giúp nhau trong việc học.

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

4. Tôi rất thích dùng blog để post bài và viết comments cho các bạn.

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

5. Tôi thích được các bạn trong nhóm đọc và comment bài viết của mình trên blog.

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

Những hữu ích của việc áp dụng blog để góp ý cho bài viết

6. Tôi thấy cách học viết và sửa lỗi, góp ý cho các bạn trên blog rất hay và bổ ích.

    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

7. Việc thuận lợi khi comment trên blog là mọi người có thể làm bất cứ lúc nào khi có thời gian, không nhất thiết là phải làm trong lớp học.

    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

8. Nhờ vào việc các bạn góp ý cho bài viết của mình trên blog mà mình nhận ra bài viết của mình còn rất nhiều thiếu sót, tự mình khó có thể nhận ra.

    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

9. Nhờ vào việc comments bài viết trên blog mà tôi hiểu hơn về phương pháp viết theo Academic Writing.

    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

10. Nhờ vào việc đọc bài của các bạn (để comment) trên blog mà tôi học biết được nhiều cách viết và ý tưởng khác của các bạn.

    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

11. Cách comment trên blog - mình sửa lỗi và góp ý cho các bạn, và các bạn cũng sửa lỗi và góp ý cho mình - giúp mình có thêm những ý tưởng mới để điều chỉnh lại bài viết của mình.

    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

12. Học Viết theo phương pháp comments trên blog mang lại lợi ích rất nhiều cho những người học viết vì có thể vừa giúp mình, vừa giúp bạn mình cải tiến cách viết của riêng mỗi người.

    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

13. Nhờ vào việc comment của các bạn mà tôi nhận ra rằng việc học của tôi không phải chỉ dựa vào thầy mà còn dựa nhiều vào các bạn trong lớp nữa để mọi người cùng giúp nhau tiến bộ.

    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

Ảnh hưởng và hiệu quả về chất lượng của bài viết trên blog

14. Việc post bài viết trên blog để các bạn đọc và góp ý kiến khiến tôi phải quan tâm rất nhiều về chất lượng bài viết của mình.

    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

15. Tôi thấy rằng comment của các bạn trên blog rất hữu ích cho việc sửa lại bài viết của mình.

   ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

16. Việc góp ý trên blog giúp tôi có nhiều thời gian hơn để suy nghĩ về các góp ý của các bạn và về bài viết của mình.

   ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

17. Nhờ vào việc comment trên blog mà tôi có thể sắp xếp lại bài viết của mình một cách logic hơn.

   ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

18. Sau mỗi lần sửa bài dựa trên những comments của các bạn mà nội dung bài viết của tôi phong phú hơn rất nhiều.

   ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

19. Sau mỗi lần sửa bài do những comments của các bạn mà từ vựng, ngữ pháp và chính tả trong bài viết của tôi khá hơn rất nhiều.

   ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

20. Tôi thích các bạn trong nhóm tôi góp ý về nội dung của bài viết hơn là góp ý về lỗi chính tả hoặc lỗi văn phạm.

   ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

Cám ơn các bạn rất nhiều!

APPENDIX H

School of English
Institutes of Social Technology
Suranaree University of Technology
III University Avenue
Tambon Suranaree, Muang District,
Nakhon Rachasima 30000, Thailand

Information for People Who Take Part in Research Studies

The following information is being presented to help you decide whether or not you wish to be part of a research study which aims at helping you to improve your writing in English using blog-based peer response activities.

Title of Study: Blog-based peer response for L2 Writing Revision
Researcher/teacher: Pham Vu Phi Ho
Study Location: Nong Lam University, Ho Chi Minh City, Vietnam

General Information about the Research Study
The study will take place during the last 5 weeks of the 2nd university semester. One genre of the writing tasks of the course will be used to obtain information about how you provide comments to your classmates, how you use the comments provided by your peers, and your perceptions on the use of blog for peer response activities. Sufficient funding for computer use and Internet access will be provided.

Plan of Study
The information for the study will be collected at several points during the semester. First you will be asked to complete a questionnaire on your experience with writing in English and computers. Then, for the writing task you will write a 500-word essay in English, read 3 drafts of an essay written by 3-4 of your classmates, and provide comments to help your classmates improve their writing quality. Also, you participate in an individual 45-minute interview conducted by the teacher in one of the classrooms. The interview will be audio-recorded for further analysis. You will also write three entries for a learning journal about your learning experiences during the revisions of your essays, namely your insights, problems, and concerns.

Benefits of Participating
By taking part in this research study, you may increase our overall knowledge of the advantages and disadvantages of blog-based for peer response activities. Also, you

will learn how to work collaboratively with your classmates and help one another improve the writing quality.

Confidentiality of Your Records
Your privacy and research records will be kept confidential for the research purposes only. Your real name will not be used for data analyses. The results of this study may be published. If so, it will not include your name or any other information that would in any way personally identify you.

Your decision to participate in this research study is completely voluntary. You are free to participate in this research study or to withdraw at any time. If you choose not to participate, or if you withdraw, there will be no penalty or loss of benefits that you are entitled to receive in the course. Your class grade will not be affected in any way from your decision to participate or not to participate in the study.

Questions and Contacts
If you have any questions about this research study, contact Pham Vu Phi Ho at the email phamvuphiho@yahoo.com, or telephone number: (84) 989970050

☐ I agree to participate in the study
☐ I do not wish to participate in the study

.…………………………………..
Signature ………………………………. Pham Vu Phi Ho
(Write your name ………………………) Researcher/teacher
Date: ………………………………... Date: ……………………………

APPENDIX I

Coding scheme for textual revision

The essay analysis rubric for evaluating the revisions

Level	Examples (changes in bold)
punctuation	TV is useful in studying a foreign language**,** it helps us improve listening and reading skills. => TV is useful in studying a foreign language**.** It helps us improve listening and reading skills.
Spelling	The first benefit is that living in big city will give people good job **oppotunities**. => The first benefit is that living in big city will give people good job **opportunities**.
grammar	**Despite** the blaring horns and the noise of vehicle take our toll, there is a certain magic about living in a big city. => **Although** the blaring horns and the noise of vehicle take our toll, there is a certain magic about living in a big city.
Word	There they can have more **chances** to express their ability. → There they can have more **opportunities** to express their ability.
Phrase	**The second benefit** is that it is **easier for us to find a good job** with high salary in a big city. => **Beside that**, living in a big city gets us **more choices to choose a good job** with high salary.
Clause	The means of transportation in the city are various and rapid. For example, there are many various busses; we can come anywhere we want. => The means of transportation in the city are various and rapid, **so we change our place easily**. For example, there are many various busses; we can come anywhere we want.
Sentence	In a city, especially in a big city, there're many foreign centers and universities or colleges. **If you live in a suburb, it'll be more difficult for your study than in a big city**. => In a city, especially in a big city, there're many foreign centers and universities or colleges. **These universities have professional teacher staffs with many experiences, which give us useful skills and knowledge**.
Paragraph (added more than one sentence)	The first and the most important benefit is we have chances for better education. In a city, especially in a big city, there're many foreign centers and universities or colleges. **We can learn about much useful knowledge in these centers such as a foreign language, a new culture, a new technology or some skills which is needed for our working.** => The first and the most important benefit is we have chances for better education. In a city, especially in a big city, there're many foreign centers and universities or colleges. **If you live in a suburb, it'll be more difficult for your study than in a big city. For example, I myself live in a small town. Every day it takes me forty-five minutes to travel to my university but as I live in HCM city it just takes me five or ten minutes to ride. Furthermore, I can participate in an extra class in the evening to improve my knowledge. The educational condition in a big city is always better than in a small town.**

APPENDIX J

School of English
Institute of Social Technology
Suranaree University of Technology

Letter for Validating Pre-training Questionnaire

Dear Experts,

I am constructing a pre-questionnaire to obtain (1) students' general information, (2) students' writing knowledge that they have learned, (3) students' perceptions about their own writing skills, (4) students' use of response in the classroom writing activities, (5) students' use of computer and Internet applications, and (6) students' expectations from the training program. To avoid ambiguity and difficulties for the respondents, the 2nd year English major students, I would like to get your kind help to check for the clarity of each item. Any suggestions for changes from you to improve the questionnaire items are highly appreciated.

The clarity of each item should be ranged from – 1 to + 1 (e.g. -1, 0, +1).

- 1 means ambiguous in meaning or difficult for the respondents; then it will be omitted.

0 means relatively ambiguous or difficult for the respondents; then it will be revised.

+ 1 means clear and appropriate for the respondents.

Please rate each item from – 1 to + 1 on the right blank of the attached file.

Thanks a lot for your considerable help!

APPENDIX K

School of English
Institute of Social Technology
Suranaree University of Technology

Letter for Validating the Post-training Questionnaire

Dear Experts,

      I am constructing a questionnaire to investigate students' perceptions on the following areas of L2 Writing: (1) the usefulness of response; (2) the usefulness of peers' written comments; (3) the usefulness of teacher's written comments; (4) students' incorporation of peer and teacher comments into their revisions; (5) Aspects of their writings improved after the revisions; (6) the Collaborative learning in peer response; (7) and finally the use of technology (via Blog) for peer response activities. To avoid the ambiguity and difficulties for the respondents, the 2nd year English major students, I would like to get your kind help to check for the clarity of each item. Any suggestions for changes from you to improve the questionnaire items are highly appreciated.

      The clarity of each item should be ranged from – 1 to + 1 (e.g. -1, 0, +1).

      - 1 means ambiguous in meaning or difficult for the respondents; then it will be omitted.

      0 means relatively ambiguous or difficult for the respondents; then it will be revised.

      + 1 means clear and appropriate for the respondents.

      Please rate each item from – 1 to + 1 on the right blank of the attached file.

                Thanks a lot for your considerable help!

APPENDIX L

Types of comments during the peer responses in session 1

		Types of comments that students received from their peers during the peer response in session 1						
	evaluation	clarification	Alteration	suggestion/ advice	explanation	Confirmatio n	statement	Total Mean = 38.28; SD = 14.30
students	Mean = 4.31; SD = 1.71	Mean = 9.31; SD = 5.95	Mean = 4.00; SD = 6.89	Mean = 10.25; SD = 6.38	Mean = 2.47; SD = 1.92	Mean = 4.69; SD = 4.18	Mean = 3.25; SD = 2.11	
S_1	5	11	4	27	5	2	3	57
S_2	4	12	0	20	6	5	2	49
S_3	3	5	1	25	4	1	3	42
S_4	3	7	1	15	6	3	4	39
S_5	5	4	9	9	0	1	2	30
S_6	5	12	2	11	0	3	2	35
S_7	4	12	0	9	2	3	2	32
S_8	6	14	6	9	5	5	5	50
S_9	7	1	0	3	1	2	0	14
S_{10}	7	8	0	6	0	4	2	27
S_{11}	3	7	0	1	6	4	0	21
S_{12}	4	14	1	8	0	2	1	30
S_{13}	6	6	1	9	0	1	4	27
S_{14}	7	14	0	14	3	8	5	51
S_{15}	5	13	0	22	2	8	6	56
S_{16}	2	4	1	12	2	5	2	28
S_{17}	3	8	5	7	2	3	1	29
S_{18}	5	5	0	4	1	3	0	18
S_{19}	1	4	5	5	1	3	2	21
S_{20}	3	18	0	13	1	4	2	41
S_{21}	5	0	4	2	2	0	5	18
S_{22}	2	13	28	15	2	0	5	65
S_{23}	3	1	22	4	3	1	5	39
S_{24}	5	12	0	4	5	2	4	32
S_{25}	6	2	18	14	2	10	5	57
S_{26}	7	10	0	7	3	7	3	37
S_{27}	3	6	6	11	2	6	5	39
S_{28}	3	7	12	5	3	3	3	36
S_{29}	6	17	0	12	0	16	9	60
S_{30}	1	10	0	8	2	6	1	28
S_{31}	4	29	2	8	3	12	7	65
S_{32}	5	12	0	9	5	17	4	52
Total	138	298	128	328	79	150	104	1225
	11.27%	24.33%	10.45%	26.78%	6.45%	12.24%	8.49%	100%

Appendix L Types of comments during the peer responses in session 2 (Cont.)

	Types of comments that students received from their peers during the peer response in session 2							
students	evaluation Mean = 5.41; SD = 2.80	clarification Mean = 9.28; SD = 4.33	Alteration Mean = 3.09; SD = 4.61	suggestion/ advice Mean = 11.44; SD = 5.34	explanation Mean = 2.41; SD = 2.24	Confirmation Mean = 5.44; SD = 4.33	statement Mean = 3.50; SD = 2.36	Total Mean = 40.56; SD = 12.00
S_1	2	12	1	15	0	1	0	31
S_2	6	7	5	22	9	7	3	59
S_3	3	3	0	20	5	2	2	35
S_4	1	6	1	17	5	6	2	38
S_5	5	8	0	14	1	2	2	32
S_6	9	15	1	19	2	4	8	58
S_7	10	10	1	13	1	7	2	44
S_8	13	13	1	14	2	2	4	49
S_9	5	12	1	9	1	12	3	43
S_{10}	4	10	1	3	4	7	2	31
S_{11}	2	9	0	4	4	0	0	19
S_{12}	6	13	5	7	5	3	2	41
S_{13}	7	9	6	4	2	1	2	31
S_{14}	6	3	0	16	1	5	4	35
S_{15}	6	22	2	15	1	13	4	63
S_{16}	10	2	1	14	0	5	5	37
S_{17}	3	8	0	1	2	3	3	20
S_{18}	1	8	0	12	1	4	2	28
S_{19}	4	5	1	6	1	2	3	22
S_{20}	5	11	0	9	1	6	2	34
S_{21}	5	9	4	15	0	1	2	36
S_{22}	3	5	16	11	0	3	4	42
S_{23}	5	8	17	3	0	1	5	39
S_{24}	4	10	0	8	3	8	10	43
S_{25}	7	3	6	11	3	2	4	36
S_{26}	4	7	14	10	5	8	4	52
S_{27}	3	7	4	9	3	5	2	33
S_{28}	7	14	7	10	2	8	6	54
S_{29}	9	7	2	9	0	5	10	42
S_{30}	3	16	0	20	1	8	2	50
S_{31}	7	11	0	12	6	14	5	55
S_{32}	8	14	2	14	6	19	3	66
Total	173 13.33%	297 22.88%	99 7.63%	366 28.20%	77 5.93%	174 13.41%	112 8.63%	1298 100%

APPENDIX M

Level of revision and comment affected from Draft 1 to Draft 2

Level of revision and comment affected from Draft 1 to Draft 2				
Students	Based on peers' Mean= 5.88; S.D = 4.21	Partly Based on peers' Mean= 5.25; S.D = 5.04	Non-comments Mean= 15.84; S.D = 10.36	Total Mean= 26.97; S.D = 13.66
S_1	12	9	23	44
S_2	5	5	32	42
S_3	10	5	7	22
S_4	12	9	23	44
S_5	5	7	5	17
S_6	6	4	7	17
S_7	11	12	18	41
S_8	5	10	34	49
S_9	4	0	31	35
S_{10}	1	0	10	11
S_{11}	2	0	7	9
S_{12}	4	1	25	30
S_{13}	6	1	42	49
S_{14}	5	1	7	13
S_{15}	5	1	3	9
S_{16}	7	3	13	23
S_{17}	6	9	18	33
S_{18}	3	5	17	25
S_{19}	4	1	18	23
S_{20}	5	5	6	16
S_{21}	3	18	13	34
S_{22}	13	20	22	55
S_{23}	0	0	0	0
S_{24}	3	8	21	32
S_{25}	16	5	3	24
S_{26}	6	3	17	26
S_{27}	6	3	1	10
S_{28}	3	7	24	34
S_{29}	10	4	22	36
S_{30}	2	3	15	20
S_{31}	14	0	7	21
S_{32}	1	3	14	18
Total	195	162	505	862

Appendix M Level of revision and comment affected from Draft 2 to Draft 3 (Cont.)

Students	Based on peers' Mean= 5.75; S.D = 3.64	Partly Based on peers' Mean= 4.03; S.D = 3.37	Non-comments Mean= 18.06; S.D = 14.28	Total Mean= 27.84; S.D = 16.93
S_1	7	2	30	39
S_2	15	3	3	21
S_3	12	4	47	63
S_4	7	2	30	39
S_5	5	7	10	22
S_6	10	10	3	23
S_7	3	3	2	8
S_8	11	9	13	33
S_9	2	0	27	29
S_{10}	10	4	42	56
S_{11}	6	1	15	22
S_{12}	7	5	31	43
S_{13}	2	2	26	30
S_{14}	5	4	16	25
S_{15}	2	1	8	11
S_{16}	4	2	18	24
S_{17}	4	2	3	9
S_{18}	5	3	29	37
S_{19}	2	4	23	29
S_{20}	1	4	9	14
S_{21}	8	10	9	27
S_{22}	4	7	11	22
S_{23}	12	14	33	59
S_{24}	2	2	21	25
S_{25}	6	1	3	10
S_{26}	8	6	20	34
S_{27}	7	3	14	24
S_{28}	5	9	40	54
S_{29}	2	0	5	7
S_{30}	3	1	1	5
S_{31}	0	1	8	9
S_{32}	7	3	7	17
Total	184	129	557	870

APPENDIX N

Pre-test (Draft 1) vs. Post-test (Draft 3)

Students	Pre-test (Draft 1) Mean = 5.89; SD = 0.79	Post-test (Draft 3) Mean = 7.06; SD = 0.75
S_1	6.0	7.0
S_2	7.5	9.0
S_3	6.0	7.0
S_4	6.0	7.0
S_5	6.0	7.0
S_6	6.5	7.5
S_7	7.0	8.5
S_8	5.0	6.0
S_9	6.5	7.5
S_{10}	7.5	8.0
S_{11}	7.0	8.0
S_{12}	5.5	6.0
S_{13}	4.0	6.5
S_{14}	6.0	7.0
S_{15}	5.0	6.5
S_{16}	6.5	7.5
S_{17}	5.0	7.0
S_{18}	5.0	6.0
S_{19}	6.0	7.0
S_{20}	5.5	7.0
S_{21}	5.0	6.5
S_{22}	5.0	6.0
S_{23}	5.0	6.5
S_{24}	6.0	7.0
S_{25}	5.5	6.0
S_{26}	6.0	7.0
S_{27}	6.5	7.0
S_{28}	6.0	8.0
S_{29}	6.5	8.0
S_{30}	6.0	6.5
S_{31}	5.5	7.0
S_{32}	6.0	7.5

Appendix N Pre-test vs. Post-test

APPENDIX O

The number of words produced in Drafts 1 - 3

Students	Draft 1 Mean = 392; SD = 122.42	Draft 2 Mean = 482.19; SD = 162.06	Draft 3 Mean = 561.63; SD = 159.75
The number of words produced in Drafts 1 – 3			
S_1	711	1013	977
S_2	580	767	813
S_3	463	693	865
S_4	482	514	650
S_5	225	330	543
S_6	327	356	479
S_7	307	662	661
S_8	285	339	475
S_9	295	703	702
S_{10}	296	340	516
S_{11}	588	593	559
S_{12}	253	354	289
S_{13}	417	549	646
S_{14}	265	328	416
S_{15}	272	335	426
S_{16}	483	493	610
S_{17}	294	329	359
S_{18}	414	477	656
S_{19}	312	308	379
S_{20}	249	414	517
S_{21}	330	393	488
S_{22}	418	475	423
S_{23}	645	465	700
S_{24}	446	408	489
S_{25}	404	430	518
S_{26}	541	636	680
S_{27}	394	463	598
S_{28}	367	664	783
S_{29}	408	409	454
S_{30}	266	330	331
S_{31}	404	422	419
S_{32}	403	438	551

Appendix O The number of words produced in Drafts 1 – 3

APPENDIX P

Patterns of the Blog

Writing entries

Ho Anh Thu

Top Page | Blog | Friends |
Lists | Groups

Hồ Anh Thư, 19
Schenectady Vietnam
School: Argriculture & Forestry

Ho Anh Thu is your Friend.
(Remove)

Offline IM

Send Message

Add to Messenger
Ignore this person (What's this?)
Report for abuse

Being with my sweet heart brings me the wonderful time. Reply

1 - 5 of 15 First | < Prev | Next > | Last

Ho Anh Thu's Blog Full Post View | List View

BENEFITS OF LIVING IN BIG CITIES 3

Nowadays, the population distribution, which is not equal at each area, is the problem not only in Vietnam but also in all countries on the world. Most of population concentrates on big cities and there are few people live in the rural areas. For example, in our country, Ho Chi Minh City is the place gathering almost people from many areas in our country as well as all over the world. According to the research, there are about 1.1 millions people live in Ho Chi Minh City now, as the result, it is considered as the most crowded city and the economical leading organ of Vietnam. This aspect comes from many reasons but I want to point out just three main reasons: good schools, good jobs and many amenities can be easily found in big cities.

Now, we begin with first reason: big cities are the location of good schools. There is great competition between schools in big cities such as Le Hong Phong and Tran Dai Nghia high schools or Khoa Hoc Xa Hoi Nhan Van, Kinh Te and Bach Khoa universities, each school have experienced teachers and modern equipments, thus, finding good schools with high quality in both learning and teaching is so easy in big cities. As the result, the requirement of almost parents wanting their children be well educated can be satisfied. The children will be well taught by good teachers who are trained carefully in our country or even abroad. They always get the newest way of teaching to help their students study well. Besides, most of schools in big cities have modern equipments to help the students receive their lessons in the best way throughout lively pictures as well as experimental practices. Therefore, the students can easily understand and remember the theories on papers, which are not so interesting. With the hope about next generation's bright future, every people have a tendency to living in big cities.

If we stop with just one benefit above, we can hardly see how great advantage you will receive from the life in big cities. Therefore, we continue with other benefits.

The second reason is that big cities can offer good jobs for many people who are well educated or not. As we know, big cities are locations of big and famous companies because there is a great labor coming from many areas. Therefore, more and more opportunities are created for everyone to have good jobs with good conditions and high salary. Moreover, big cities are also main market for foreigners to invest. If you work with them, you can have chances to open your knowledge outside the world or improve

---

ngoctuan

Top Page | Blog | Friends |
Lists

ngoctuan is your Friend.
(Remove)

Offline IM

Send Message

Add to Messenger
Ignore this person (What's this?)
Report for abuse

View page without theme
Make this theme mine

Last updated Mon Mar 03, 2008
Member since January 2008

I only know one thing, that is I know nothing. ??? Reply

1 - 5 of 10 First | < Prev | Next > | Last

ngoctuan's Blog Full Post View | List View
I love everybody

HIGHLIGHTED POSTS
HOW TO WRITE A
PARAGRAPH?

The benefits of living in big cities 3

Nowadays, we are living in a society which is developing quickly. More and more people leave their countryside to live in big cities, especially the young. The main reasons for them to emigrate are the benefits that come with living in the big cities. They are opportunities for job, good education, medical services, and entertainment.

First of all, living in a big city can bring you good education. All of parents always want their children to get a good education. It is difficult to do that when living in countryside where there are only some schools and even do not have a high school. On the other hand, in a large city, there are many options for good schools and colleges that have the resources, technology, and staff to support the needs of a decent education. In addition, the teachers are trained well in their countries as well as over sea. Most of them have got M.A degree or PhD degree. Therefore, the city residents can acquire the best education at great schools and colleges or universities with educated teaching staff as well as excellent facilities in suitable learning conditions. We know for a fact that most famous and prestigious colleges and universities are located in developed cities. For example, there are many famous schools in Ho Chi Minh City such as Le Hong Phong Specialized School, Nong Lam University, University of Technology and so on. Living in big cities is really a good way to access to good education.

The second thing is medical services. There are modern hospitals in big cities where specialists are available to take care of your health with the new and improved methods of healthcare. Consequently, it is easy for the city dweller to make frequent visit to the doctor to examine and to treat patient's illnesses or any health issues that need immediate attention to their health. The fact also shows that many people who live in the countryside usually go to the cities to be examined and be treated medically when they are involved in serious life-threatening health problems or involved procedures that need consistent follow-up attention. Mr. Nam comes from countryside, a patient in Cho Ray Hospital, is an example. After an accident, he was sent to Cho Ray

Appendix P
Writing entries

Patterns of the Blog

Entry comment

You should use "In this situation" not "In the situation"
You have a mistake is verb and subject agreement: he/she do
Wednesday March 12, 2008 - 10:16pm (EDT)

ngoct...
Offline

The sentence "When a pedestrian is too rash to pass the pavement" is not clear, you should review the structure "...too...+ ...to...".
Wednesday March 12, 2008 - 10:16pm (EDT)

ngoct...
Offline

The word "after an accident" is unnecessary in the sentence "traffic accidents usually cause people complications after an accident such as they can"
Wednesday March 12, 2008 - 10:19pm (EDT)

ngoct...
Offline

Compose a comment for this post

Comment:

4000 characters left.   No HTML, please.

Post Comment

Appendix P (cont.)

Entry comment

Patterns of the Blog

Quick comment

Appendix P (Cont.)
Quick comment

APPENDIX Q

School of English
Institute of Social Technology
Suranaree University of Technology
III University Avenue
Tambon Suranaree, Muang District
Nokhon Ratchasima 30000

Letter for validating the translation of the post-training questionnaire

Dear ………….

I am conducting a study titled "The Blog-based peer response for L2 writing revision" at the English Department of Nong Lam University, Ho Chi Minh City, Vietnam. In order to validate the translation of English/Vietnamese of the post-questionnaire, I am seeking your opinions on the clarity and exactitude in lexical meaning of the translation between English and Vietnamese versions as following:

Please put a tick (✓) if the item is matched or an (✗) if it does not match in lexical meaning in the column (Matched) responding to your opinion. In case that an (✗) was input, a revision of the item (translation) should be employed. Your additional comments/suggestions for revisions are highly appreciated.

No.	English version	Vietnamese version	Matched
I	**Preferences of the use of blog for Peer response in L2 Writing Class**	**Yêu thích sử dụng blog cho lớp học Viết**	
1	Writing on a blog is an enjoyable way to share information with other people.	Viết bài trên blog là một cách rất hay để chia sẻ thông tin với mọi người.	
2	I feel very interested in connecting and discussing with my friends about my writing via a blog.	Tôi cảm thấy rất thú vị khi liên lạc và nói chuyện với các bạn về bài viết của mình trên blog.	
3	Using the blog enables me to get closer to my friends in order to help one another in learning.	Sử dụng blog giúp tôi gắn kết với bạn bè hơn để giúp nhau trong việc học.	
4	I enjoyed using the blog to post and provide comments on my peers' writing.	Tôi rất thích dùng blog để post bài và viết comments cho các bạn.	
5	I like my friends in my group to read and comment my writing via the blog.	Tôi thích được các bạn trong nhóm đọc và comment bài viết của mình trên blog.	
II	**The Usefulness of the blog applied for peer response activities**	**Những hữu ích của việc áp dụng blog để góp ý cho bài viết**	
6	I feel that learning to write an essay, revise my drafts, and comment on my peers' writing via the blog is very useful.	Tôi thấy cách học viết và sửa lỗi, góp ý cho các bạn trên blog rất hay và bổ ích.	
7	The convenience of commenting via a blog is that every member of the group is able to provide comments whenever he/she has free time, not necessary to do it in the classroom.	Việc thuận lợi khi comment trên blog là mọi người có thể làm bất cứ lúc nào khi có thời gian, không nhất thiết là phải làm trong lớp học.	
8	Thanks to the comments from my peers via the blog, I can realize that my writing has a lot of mistakes that I cannot point them out by myself.	Nhờ vào việc các bạn góp ý cho bài viết của mình trên blog mà mình nhận ra bài viết của mình còn rất nhiều thiếu sót mà tự mình khó có thể nhận ra.	
9	Thanks to the peer response activities via the blog, I understand more about the method of writing an academic essay.	Nhờ vào việc comments bài viết trên blog mà tôi hiểu hơn về phương pháp viết theo Academic Writing.	

No.	English version	Vietnamese version	Matched
10	Thanks to reading my peers' essays (in order to provide comments) via the blog, I learn different writing styles and ideas from my friends'.	Nhờ vào việc đọc bài của các bạn (để comment) trên blog mà tôi học biết được nhiều cách viết và ý tưởng khác của các bạn.	
11	Commenting via the blog, reading and providing suggestions for my friends and vice versa, helps me to come up with new ideas to revise my own writing.	Cách comment trên blog - mình sửa lỗi và góp ý cho các bạn, và các bạn cũng sửa lỗi và góp ý cho mình - giúp mình có thêm những ý tưởng mới để điều chỉnh lại bài viết của mình.	
12	Posting and commenting essays via the blog is very effective for me because it not only helps me but also my friends to improve our writing ability.	Học Viết theo phương pháp comments trên blog mang lại lợi ích rất nhiều cho những người học viết vì có thể vừa giúp mình, vừa giúp bạn mình cải tiến cách viết của riêng mỗi người.	
13	Thanks to the peer response activities via the blog, I realize that learning activities is not only based on the teacher but also on my friends in order that every class member can help one another improve.	Nhờ vào việc comment của các bạn mà tôi nhận ra rằng việc học của tôi không phải chỉ dựa vào thầy mà còn dựa nhiều vào các bạn trong lớp nữa để mọi người cùng giúp nhau tiến bộ.	
III	**The effects of the writing quality via the blog**	**Ảnh hưởng và hiệu quả về chất lượng của bài viết trên blog**	
14	Posting my writing on the blog for my friends to read and comment makes me take more care about my writing quality.	Việc post bài viết trên blog để các bạn đọc và góp ý kiến khiến tôi phải quan tâm rất nhiều về chất lượng bài viết của mình.	
15	I found that my peers' comments via my blog are very useful for my writing revision.	Tôi thấy rằng comment của các bạn trên blog rất hữu ích cho việc sửa lại bài viết của mình.	
16	Peer response activities via the blog provide me more spare time to think about my peers' opinions on my writing.	Việc góp ý trên blog giúp tôi có nhiều thời gian hơn để suy nghĩ về các góp ý của các bạn và về bài viết của mình.	
17	Thanks to the peer comments via the blog, I can reorganize the ideas in my writing more logically.	Nhờ vào việc comment trên blog mà tôi có thể sắp xếp lại bài viết của mình một cách logic hơn.	

No.	English version	Vietnamese version	Matched
18	After each revision based on my peers' comments, the content of my writing is much more abundant.	Sau mỗi lần sửa bài dựa trên những comments của các bạn mà nội dung bài viết của tôi phong phú hơn rất nhiều.	
19	After revision based on my peers' comments, the vocabulary, structure, grammar, and spellings of my writing get much better.	Sau mỗi lần sửa bài do những comments của các bạn mà từ vựng, ngữ pháp và chính tả trong bài viết của tôi khá hơn rất nhiều.	
20	I prefer my peers commenting on the content and organization of my writing to spellings or grammar, or structure.	Tôi thích các bạn trong nhóm tôi góp ý về nội dung của bài viết hơn là góp ý về lỗi chính tả hoặc lỗi văn phạm.	

Respectfully yours

Pham Vu Phi Ho

APPENDIX R

School of English
Institute of Social Technology
Suranaree University of Technology
III University Avenue
Tambon Suranaree, Muang District
Nokhon Ratchasima 30000

Letter for validating the translation of the interviews

Dear ………….

      I am conducting a study titled "The Blog-based peer response for L2 writing revision" at the English Department of Nong Lam University, Ho Chi Minh City, Vietnam. In order to validate the translation of English/Vietnamese of the interview questions, I am seeking your opinions on the clarity and exactitude in lexical meaning of the translation between English and Vietnamese versions as following:

      Please put a tick (✓) if the item is matched or an (✗) if it does not match in lexical meaning in the column (Matched) responding to your opinion. In case that an (✗) was input, a revision of the item (translation) should be employed. Your additional comments/suggestions for revisions are highly appreciated.

No.	English version	Vietnamese version	Matched
1	Do you think that peer response via the blog is helpful to you?	Bạn có nghĩ rằng việc góp ý cho bài viết trên blog là hữu ích không?	
2	Do you learn any thing from your peers when you read and provide comments on your peers' essays?	Bạn có học được gì từ bài viết của bạn của bạn khi bạn đọc và góp ý cho bài viết của họ không?	
3	Are your peers' comments useful to you when you revised your essay?	Những góp ý trên bài viết do bạn của bạn có giúp ích khi bạn sửa lại bài viết của mình không?	
4	What is your reaction to the peer response activity? Did you like it or not? Why or Why not?	Bạn co phản ứng gì trong việc chỉnh sửa bài viết không? Bạn có thích việc chỉnh sửa này hay không? Tại sao?	

No.	English version	Vietnamese version	Matched
5	What do you focus on when you write your comments?	Khi bạn viết comment cho bài của bạn mình, bạn chú trọng tới điều gì nhất?	
6	What types of comments do you prefer?	Bạn thích loại comment nào hơn? (lời khuyên, giải thích, ra lệnh, chỉ rõ vần đề…)	
7	What areas (global or local) do you prefer to provide comments as well as to receive comments from your peers?	Bạn thích những comment liên quan tới nội dung, bố cục bài viết hay nhưng comment lien quan đến từ ngữ, văn phạm khi bạn comment hoặc nhận được comment từ bạn mình?	
8	Do you benefit from giving comments to others? If so, what are the benefits? If not, why not?	Bạn có ích lợi gì khi comment bài viết cho bạn mình không? Nếu có, thì đó là những lợi ích gì? còn nếu không thì tại sao?	
9	Would you like it if there were only peer comments but not teacher comments? Why?	Bạn có thích nếu chỉ cần bạn của mình góp ý cho bài viết của mình mà không có giáo viên góp ý không? Tại sao?	
10	If you have two options: (1) only the teacher who comments on your writing, (2) both the teacher and the peers, what is your choice?	Nếu có hai chọn lựa: (1) chỉ có giáo viên góp ý, (2) có cả giáo viên và bạn của bạn góp ý thì bạn chọn cái nào?	
11	Do you usually understand your peers' comments and corrections?	Bạn có thường hiểu hết những comment của bạn của bạn không?	
12	What do you do if you do not understand your peers' comments?	Bạn sẽ làm gì nếu bạn không hiểu comment nào đó của bạn mình?	
13	Does your peer give you positive or encouraging comments when they comment?	Khi comment, bạn của bạn có dung lời khuyến khích động viên bạn không?	
14	Do you feel that your peers' comments have helped you to succeed in this course and improve your writing? Why or why not?	Bạn có nghĩ rằng những comment của bạn mình sẽ hữu ích và giúp bạn thành công trong khóa học này và giúp bài viết của bạn nâng cao về chất lượng không? Tại sao? Tại sao không?	
15	In what way do you wish that your peers would change or improve their comments?	Theo cách nào bạn muốn bạn của mình thay đổi hoặc cải tiến cách comment của họ?	

No.	English version	Vietnamese version	Matched
16	What do you think about your peer voices when they comment on your essay?	Bạn nghĩ gì về lối nói của bạn mình khi comment bài viết của bạn?	
17	Is it convenient to provide comments on your peers' essay via the blog?	Bạn có thấy việc comment cho bài viết của bạn mình trên blog là thuận tiện không?	
18	Is it motivated to post your essay through a blog for your peers to comment?	Bạn có thực sự hứng thú khi post bài viết của mình trên blog cho bạn của mình đọc và góp ý không?	
19	Is there any inconvenience when you post your essay via a blog?	Bạn có cảm thấy thuận tiện khi đăng bài viết trên blog không?	
20	When you finish this course, will you still make use of your blog to post your writing?	Khi bạn kết thúc khóa học này bạn có tiếp tục sử dụng blog để đăng bài viết của ban không?	

Respectfully yours

Pham Vu Phi Ho

PhD candidate

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APPENDIX S

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Letter for Validating the Clarification of Peer Comments

Dear …………..

I am conducting a study titled "The Blog-based peer response for L2 writing revision" at the English Department of Nong Lam University, Ho Chi Minh City, Vietnam. In order to validate the instrument for data analysis, I am seeking your opinions on the classifications of peer comments as attached. Each type of comments must be mutually exclusive. Based on the literature reviewed, peer comments could be categorized 6 types, each exemplified with direct quotes from the students', as follows:

1. Evaluation: (Stanley, 1992; Tuzi, 2004)

The peers valuated some parts of the writers' essays, or some sentences or phrases or some ideas. The evaluation could be positive or negative. However, in some cases, praise was used to reduce the tension because some students might not feel comfortable in critiquing other's writing for fear that the writer might not receive their criticism as well (Liu & Hansen, 2005). Therefore, positive evaluations were encouraged. Students could evaluate the writing:

- Generally: "This is really good", "I like this paragraph"

- Specifically: "This is a great thesis statement"

2. **Clarification:** (Stanley, 1992; Zhu, 2001; Min, 2005)

Peers identified or located a particular problem in order to help the writer realize and revise his/her essay. They may clarify their points of view or ask the writer to clarify his decision. They could point to:

- Specific ideas: "Where you say… what do you mean?", "Could you explain your thesis statement in more details?"

- Particular word choices: "What do you mean by …?",

- Cohesive gaps: "You say '…' How does this sentence connect to the one before?"

- Unity of the paragraphs: "Do you think this sentence or phrase is related to the main idea of this paragraph?", "Do you think this sentence '………….' directly explains or proves the main idea?"

3. **Alteration:** (Tuzi, 2004; Liu & Hansen, 2005)

Peers provided comments in an imperative tone instead of advice.

"I try to break the door down → tried to break." or "Change your thesis into X"

4. **Suggestion/ advice:** (Zhu, 2001; Tuzi, 2004; Min, 2005)

Peer readers suggested ways to change words, content, and organization of essays. The advice could be general or specific:

- Specific advice: "Your thesis statement should be explained more clearly", "You might include an example/fact/statistic here", "You should change this transition signal '……….." to"…….." to show the contrast idea.

- General advice: "You should introduce your introduction paragraph in the form of a funnel, or historical background, or surprising statistics, or dramatic story", "You need more ideas on this paper", "You should write more reasons to support your opinion".

5. **Explanation:** (Zhu, 2001; Min, 2005; Tseng & Tsai, 2007)

Peers explained why they thought a given term, idea, or organization was unclear or problematic, which should or should not be used in the essay. This step included specific advice and clearer information for the problems.

"You should change 'Despite … into although' (Despite + N/N phrase, although + clause)", "I think you should remove these two sentences because they talk about the convenience of computer, not about good education in a big city."

6. **Confirmation:** (Zhu, 2001)

Peers tried to confirm the information of a particular feature either for revision or non-revision. However, there was no suggestion for revision. In the case of questioning, the peer readers might not be sure about a particular feature for revision; so they asked the writer to reconsider a specific feature to see if he/she needed to change.

- Reconsideration: "Are you sure all people prefer living in a big city?", "*will wait* for you" or "*wait* for you?"

- Confirming information: "Each paragraph has a topic sentence, supportive sentences, and a conclusion."

The peer comments could also be considered as global areas (comments with regards to idea development, audience, and organization of the essay) and local areas (comments with regards to techniques such as wording, grammar, sentence structure, and mechanics) (Stanley, 1992; Liu & Sadler, 2003; Tuzi, 2004). In addition, the nature of comments could be looked at revision-oriented or non-revision-oriented. Please put a tick (✔) in the column responding to your opinion. Your additional comments/suggestions for revisions are highly appreciated.

Respectfully yours

Pham Vu Phi Ho
PhD candidate
School of English

APPENDIX T

Sample of Peer Comments on a Student's Essays

BENEFITS OF LIVING IN BIG CITIES (Draft 1) (S$_2$)

Nowadays, the population distribution which is not equal at each area is the problem not only in Vietnam but also in all countries on the world. Most of population concentrates on big cities and there are a few people live in the rural areas. For example, Ho Chi Minh city now is considered as the crowded one and it is also the economic leading organ in Vietnam. We can easily meet people from various areas in Vietnam as well as foreigners from all over the world. This comes from many reasons but I want to point out just three main reasons: good schools, good jobs and many amenities can easily be found in big cities.

Now we begin with first reason: big cities are the location of good schools. At here, the requirement of most of parents wanting their children be well educated can be satisfied. In big cities, we can easily find good schools with high quality in both learning and teaching. Your children will be well taken care of by good teachers who are trained carefully in our country or even abroad. They always get the newest way of teaching to help their students study well. Besides, most of schools in big cities have modern equipments to help the students receive their lessons in the best way throughout lively pictures as well as experimental practices. They help the students easily understand and remember the theory which is not so interesting.

The second reason is that big cities can offer good school for many people who are well educated or not. As we know, big cities are locations of big and famous companies so you can easily find jobs with good conditions and high salary here. Moreover, big cities are also main market for foreigners to invest. If you word with them, you can have chances to open your knowledge outside the world or improve your available skill throughout abroad training courses. Do not worry if you have not been trained in any classes, you can find a simple job in many companies with suitable salary for your life.

Now we come to the last reason: big cities have many amenities for their citizens. Big cities offer museums, dance halls, restaurants, movie theaters and cultural events that appeal to many people especially the young ones. These are places to help you relax and get happiness with your friends and your family after working hard. For example, you will be happier if you got to the movies theaters with friends at weekend in stead of staying at home and watching television alone. Sometimes, you can go to the restaurants with your family to change your flavor in stead of having the same dishes day by day. There are many cultural events in holidays in big

cities so you should come and enjoy your time, I think they are very helpful and interesting.

In conclusion, as everything I have just pointed out above, we can see that there are many benefits of living in big cities such as: good schools, good jobs and many amenities which are not easy to find in rural areas. However, this is still the dream of many people now because finding a place in a big city is not easy and the cost of the location is so expensive. If you are not rich you can not make your dream become true. Satisfy with everything you are having when you are living in a big city.

Peer comments:

S₁'s comment 1:

Best study will open to me better in the future. In addition, living in abig city, we will have many chances to widen our knowledge. Nowadays, many language schools and centres open in town. We can go to an evening classes to improve our foreign languages such as French, Russian, German, Japanese,and Chinese. Experienced teachers and professors are ready to provide us with what we want to know. Besides that, we can go to public libraries or English speaking clubs to broaden our knowledge and drill our English speaking skill. There are public libraries to read and research books. You know, small cities are not well equipped facilities about school. In small cities, people have to work and have no choices. But in big cities there are many schools and have choices to study in the best school. The system of Universities and colleges are more and more developing so many pupils can choose any kinds of schools which they want to study after finishing their learning in the high school.

S₁'s comment 2:

I think that in your paragraph number3 is limited by your topic sentence .The best way you should change your topic sentence "The second reason is that big cities can offer good school for many people who are well educated or not" by" Secondly, another reason for our propensity is that job is important for many people like me".From that you can expand your ideas by many ways.You should give some examples to make your paragraph become clearly."For example, in Ho Chi Minh CiTy,there are many companies invest their stock into a big city,so more and more opportunities are created for everybody to find their the best job.

S₁'s comment 3:

I agree with your ideas, but I think you should add some ideas to make your (paragraph2) become better such as"you can change your topic sentence according to another way such as" the second reason for us to live in a big city is to have a good education."From that you can add some ideas such as
Best study will open to me better in the future. In addition, living in abig city, we will have many chances to widen our knowledge. Nowadays, many language schools and centres open in town. We can go to an evening classes to improve our foreign languages such as French, Russian, German, Japanese,and Chinese. Experienced

teachers and professors are ready to provide us with what we want to know. Besides that, we can go to public libraries or English speaking clubs to broaden our knowledge and drill our English speaking skill. There are public libraries to read and research books. You know, small cities are not well equipped facilities about school. In small cities, people have to work and have no choices. But in big cities there are many schools and have choices to study in the best school. The system of Universities and colleges are more and more developing so many pupils can choose any kinds of schools which they want to study after finishing their learning in the high school" to expand your topic sentence.

S₁'s comment 4:

In paragraph 4 you can add some ideas to make your paragraph become clearly because I think that it is lack of some ideas such as"there are many large shopping centers , markets, supermarket,and so on. It does not take you much time to do shopping.If you are lack of food, you could go to the shopping centers to buy some. Therefore, we can buy many things that we want to get very easily". Besides that , you can add some example such as"in HCM city,there are many famous supermarkets where always make people in my country and other countries in the world feel satisfied whenever they come to such as Coopmart, BigC, Maximax, Thuan Kieu Plaza , An Dong Plaza, and so on".

S₁'s comment 5:

In your conclusion.You should write one sentence in the final part of the concluding sentence such as" I think living in a big city is a way of enriching our lives, so I am sure that living in there must be wonderful.
goog luck to you!

S₃'s comment 1:

In general, you have a good paragraph
You know how to use transition signal.
The organization is ok
However, you also have some mistakes. If it is possible, you should add a transition paragraph and some cause and effect signal words.
In introduction, You should add "there" in "We can easily meet people from various areas in Vietnam as well as foreigners from all over the world" to make your sentence clear. "This come from" "this" replace for what? Is it "many people in HCM" or "we can see many people"? You should review it.

S₃'s comment 2:

In the first reason, You should add "the" in "first reason". "At here, the requirement of most of parents wanting their children be well educated can be satisfied." This sentence is vague, is like speaking, you should write it in another way, for example, "Most of parents want their children to be well educated. Their requirement can be satisfied if they live in big cities."

S₃'s comment 3:
In the second reason: "big cities can offer good school for many people who are well educated or not" this sentence conflict with your idea, you should use "good jobs" instead of "good schools"

S₃'s comment 4:

In the last reason: "There are many cultural events in holidays in big cities so you should come and enjoy your time, I think they are very helpful and interesting." Is off the topic. And in conclusion, "If you are not rich you can not make your dream become true. Satisfy with everything you are having when you are living in a big city." Is also off the topic. You should focus one idea. Good luck!

S₄'s comment 1:

In paragraph 1: your idea is good enough. I think that your ideas connect together. However, "amenities can easily be found in big cities": your sentence lacks of subject, so you need to have "that" before "can".
"there are a few people live in the rural": you should use "few" instead of "a few".

S₄'s comment 2:

In paragraph 2: your idea is smooth, logical. However," They always get the newest way of …" you should use "find" in stead of "get", it makes more clearly.
Besides, when you use "their children", you should only use" their children " not "your children", if not your ideas are confused.

In paragraph 3 : "The second reason is that big cities can offer good school for many people who are well educated or not": you should edit " good school" into "good job". Besides, you are sure: when people are not well educated, they can find a good job, please check your idea again.
"As we know, big cities are locations of big and famous companies so you can easily find jobs with good conditions and high salary here": I think your sentence gets off because sentence must support for "well educated" not "high salary". You should rewrite it.
I think that all of sentences support for another aspect such as "invest of foreigners", "high salary" not "well educated", please change your topic sentence in order to make sentences connect together. .furthermore, you should add some details because the paragraph is shorter than others.

S₄'s comment 3:

In paragraph 4 : "many amenities for their citizens": I think you should delete " their" it is not necessary.
Beside that, your topic sentence write about "big cities have many amenities for their citizens" ,and it consists of 2 ideas : firstly : "Big cities offer museums, dance halls, restaurants, movie theaters": you should support for your ideas become more clearly

by some examples, and secondly :" cultural events": you can support and rewrite "There are many cultural events in holidays in big cities so you should come and enjoy your time, I think they are very helpful and interesting" into "many cultural events in big cities are interesting, helpful and attractive people during holidays, so you can enjoy a good time." ,or the ideas you like, it makes your ideas be better.

In your conclusion is discussing about "as everything I have just pointed out above, we can see that there ……are not easy to find in rural areas" and it is the topic sentence, is it right?.
However, you have the sentence getting off topic "cost of the location is so expensive", please check you idea, again.
In addition, the sentence "However, this is still the dream of many people now because finding a place in a big city is not easy", why finding a place in a big city is not easy, you can some details to support for it by answering the question: why finding a place in a big city is not easy, I think it become more clearly…..I hope your essay become more beautiful…good luck..!
Appendix T Sample of Peer Comments on a Student's Essays (Cont.)

BENEFITS OF LIVING IN BIG CITIES (Draft 2) (S_2)

Nowadays, the population distribution, which is not equal at each area, is the problem not only in Vietnam but also in all countries on the world. Most of population concentrates on big cities and there are few people live in the rural areas. For example, now, Ho Chi Minh City is the place gathering almost people from many areas in our country as well as all over the world. Acording to the research, there are about 1.1 milions people live in Ho Chi Minh City now, as the result, it is considered as the most crowded city and the economical leading organ in Vietnam. This comes from many reasons but I want to point out just three main reasons: good schools, good jobs and many amenities can be easily found in big cities.

Now we begin with first reason: big cities are the location of good schools. There is great competition between schools in big cities, every school have experienced teachers and mordern equipments, thus, finding good schools with high quality in both learning and teaching is so easy in big cities. As the result, the requirement of almost parents wanting their children be well educated can be satisfied. The children will be well taken care of by good teachers who are trained carefully in our country or even abroad. They always get the newest way of teaching to help their students study well. Besides, most of schools in big cities have modern equipments to help the students receive their lessons in the best way throughout lively pictures as well as experimental practices. They help the students easily understand and remember the theory, which is not so interesting. With the hope about next generation's bright future, every people have the tendency on living in big cities.

If we stop with just one benefit above, we can hardly see how great advantage you will receive from the life in big cities. Therefore, we continue with other benefits.

The second reason is that big cities can offer good jobs for many people who are well educated or not. As we know, big cities are locations of big and famous

companies because there is a great labor coming from many areas. Therefore, more and more opportunities are created for everyone to find good jobs with good conditions and high salary. Moreover, big cities are also main market for foreigners to invest. If you work with them, you can have chances to open your knowledge outside the world or improve your available skill throughout abroad training courses, after these coures, your salary will be higher and you can easily get the promotion in your job. On the other hand, do not worry if you have not been trained in any classes, you can find a simple job such as arranging, carrying or observing goods in many companies or shops with suitable salary that can your life's requirement.As everything I have just pointed above, living in big cities brings us the assurance in our life thoughout stable career.

Until now, we discuss just about work. How about the entertainment in big cities?

Now we come to the last reason: big cities have many amenities for their citizens. In oder to meet the requirement of many people especially the young ones, big cities offer museums, dance halls, restaurants and movie theaters. These are places to help you relax and get happiness with your friends and your family after working hard. For example, you will be happier if you get to the movies theaters with friends at weekend to have large selection of films instead of staying at home and watching television alone. Sometimes, you can go to the restaurants with your family to change your flavor instead of having the same dishes day by day. When you feel bored, you can invite your friends to go to dance halls for dancing and listening to music. The life will be meaningful if you know how to enjoy it and big cities are the places you need.

In conclusion, as everything I have just pointed out above, we can see that there are many benefits of living in big cities such as good schools, good jobs and many amenities, which are not easy to find in rural areas. I am so lucky because I was born and lived in Ho Chi Minh City until now. Therefore, I can receive all these benefits in my life. I hope that in the future more and more big cities will be established in our country so more people can live in better condition and their life become better.

Peer comments:

S₁'s comment 1:

You have some mistake "you should change" acording" by "according" in paragraph number 1.beside "milions"by" millions".

In paragraph 2 You should change "mordern" by" modern".I think that after" want " you cannot add "ing". I think tendency + prep is "to" not "on".

I think that in your paragraph 3 you ahould add some example such as "After graduating, many student decide to live in HCM City to find a suitable job for them instead of returning to their hometown.

You have two mistakes. You should rewrite "coure" by "course" and Thoughout" by "throughout". "In oder to " you should rewrite "in order to".

I agree with (transitional sentence), but you also rewrite this sentence by" Until now, we discuss just about work. Therefore, in my point of views, living in a big city is a good chance to find better jobs, but besides that there is another problem we should care about .It is how about the entertainment in big cities

In general, you lesson is rather enough.I like it. I hope you will write better after reading my comments.Gook luck to you!

S₃'s comment:

In general, you have a good idea and good organization. However, there are some points you should review. I think only one transition paragraph is enough (you use two)
In introduction, you should not repeat the "now", "have a tendency to do something"(not 'the").The sentence "Ho Chi Minh City is the place gathering almost people from many areas in our country as well as all over the world" is unrealistic. The way you introduce likely you are going to discussing about the reason why "HCM city is considered as the most crowded city and the economical leading organ in Vietnam" not "the benefits of living in big cites" you should rewrite it.
"Now, (need a comma) we begin with first reason: Big (capitalize) cities are the location of good schools. There is a (need an article) great competition between schools in big cities, every school has (singular) experienced teachers and modern (without 'r') equipments" you should give the reason why "There is a great competition between schools in big cities, every school has experienced teachers and modern equipments" to support you idea. You should use a transition signal in front of the sentence "They help the students easily understand and remember the theory". "Every people have the tendency on living in big cities" should be rewritten "every people has a tendency to live in big cities". I think you should change your topic into "good education" is better than "the location of good schools" because the main content of this paragraph you mention much about "good education".
In the second reason: "As we know" just use in speaking, not in writing. "Locations of big and famous companies because there is a great labor" use should replace 'because' by 'so'. The sentence "If you work with them, you can have chances to open your knowledge outside the world or improve your available skill throughout abroad training courses" is out of the topic.
The last benefit is ok. I have no idea. You have a mistake in the last sentence of the conclusion "I hope that in the future, (comma) more and more big cities will be established in our country so that (not 'so') more people can live in better condition and their life become better.

S₄'s comment 1:

In paragraph 1: your ideas are ok. However, you should edit some details.
"For example, now": I think "now" is not really necessary because you write "Ho Chi

Minh City now".

"as the result, it is considered as" : I think you should use "therefore" in stead of "as the result", it make your sentence more clearly.

S₄'s comment 2:

in paragraph 2: it is good¸ you should rewrite some words.
"the children will be well taken care of by good teachers": you should rewrite " well taught " in stead of "taken care of", I think it is more suitable.
"even abroad. They always": between 2 sentences you should use " therefore" to connect them together, it makes your ideas more smooth.
"the theory, which is not so interesting.": you should write plural "theories, which are not so interesting".
"With the hope about next generation's bright future, every people have the tendency on living in big cities": you should rewrite " parents always hope their children's future become brighter, so they have tendency on living in big cities", I think it make your ideas more clearly

S₄'s comment 3:

You should put "if we stop with just ……. Other benefits. " with paragraph 3 because your sentences are not really a paragraph, yet.
In paragraph 3:the sentence " big cities are locations of big and famous companies because there is a great labor coming from many areas": I think you should use "so" in stead of "because", it makes your idea more reasonable.
"suitable salary that can your life's requirement": you should add "answers" before "can".
"to find good jobs with good conditions": you should use "have" in stead of " find" because "find" is really unreasonable in this case.
Some ideas I want to tell you that when a person is not trained in any classes, they can find a simple job such as arranging, carrying. Well, I agree with you, but how they can find those jobs .i think you should write some details to support for your topic sentence

S₄'s comment 4:

The sentence "Until now, we discuss …. in big cities? ": I think you should put with the paragraph 4, too. You know that it is still a paragraph, yet.
In paragraph 4: "These are places to help you relax": you should rewrite "these places help you relax", it make your idea better.
"to have large selection of films " : you should use "enjoy" in stead of "have".
" and big cities are the places you need.": I think you should rewrite "and big cities are the places where there are many amenities answering your requirements.", it makes your sentence more clearly.

S₄'s comment 5:

your conclusion I think it is good enough. However, the sentence "I was born and lived in HCM" you should write "live" because you are still living on the earth until now,not in the past time
"big cities will be established in our country so more people can live in better condition" I think you should rewrite "big cities will be established in our country in order to create conditions for people 's life to make better and more comfortable ", or the sentence you like…. Hope your writing more beautiful…good luck!!!

APPENDIX U

Samples of Good Students's Essays (Drafts 3)

BENEFITS OF LIVING IN BIG CITIES (S₂)

Nowadays, the population distribution, which is not equal at each area, is the problem not only in Vietnam but also in all countries on the world. Most of population concentrates on big cities and there are few people live in the rural areas. For example, in our country, Ho Chi Minh City is the place gathering almost people from many areas in our country as well as all over the world. According to the research, there are about 1.1 millions people live in Ho Chi Minh City now, as the result, it is considered as the most crowded city and the economical leading organ of Vietnam. This aspect comes from many reasons but I want to point out just three main reasons: good schools, good jobs and many amenities can be easily found in big cities.

Now, we begin with first reason: big cities are the location of good schools. There is great competition between schools in big cities such as Le Hong Phong and Tran Dai Nghia high schools or Khoa Hoc Xa Hoi Nhan Van, Kinh Te and Bach Khoa universities, each school have experienced teachers and modern equipments, thus, finding good schools with high quality in both learning and teaching is so easy in big cities. As the result, the requirement of almost parents wanting their children be well educated can be satisfied. The children will be well taught by good teachers who are trained carefully in our country or even abroad. They always get the newest way of teaching to help their students study well. Besides, most of schools in big cities have modern equipments to help the students receive their lessons in the best way throughout lively pictures as well as experimental practices. Therefore, the students can easily understand and remember the theories on papers, which are not so interesting. With the hope about next generation's bright future, every people have a tendency to living in big cities.

If we stop with just one benefit above, we can hardly see how great advantage you will receive from the life in big cities. Therefore, we continue with other benefits.

The second reason is that big cities can offer good jobs for many people who are well educated or not. As we know, big cities are locations of big and famous companies because there is a great labor coming from many areas. Therefore, more and more opportunities are created for everyone to have good jobs with good conditions and high salary. Moreover, big cities are also main market for foreigners to invest. If you work with them, you can have chances to open your knowledge outside the world or improve your available skill throughout abroad training courses, after these courses, your salary will be higher and you can easily get the promotion in your

job. On the other hand, do not worry if you have not been trained in any classes, you can find a simple job such as arranging, carrying or observing goods in many companies or shops with suitable salary that can meet your life's requirement because these jobs just require the labor which available to every one not any working skill. As everything I have just pointed above, living in big cities brings us the assurance in our life throughout stable career.

Until now, we discuss just about work. How about the entertainment in big cities?

Now we come to the last reason: big cities have many amenities for their citizens. In order to meet the requirement of many people especially the young ones, big cities offer museums, dance halls, restaurants and movie theaters. These are places to help you relax and get happiness with your friends and your family after working hard. For example, you will be happier if you get to the movies theaters with friends at weekend to have large selection of films instead of staying at home and watching television alone. Sometimes, you can go to the restaurants with your family to change your flavor instead of having the same dishes day by day. When you feel bored, you can invite your friends to go to dance halls for dancing and listening to music. The life will be meaningful if you know how to enjoy it and big cities are the places you need.

In conclusion, as everything I have just pointed out above, we can see that there are many benefits of living in big cities such as good schools, good jobs and many amenities, which are not easy to find in rural areas. I am so lucky because I was born and lived in Ho Chi Minh City until now. Therefore, I can receive all these benefits in my life. I hope that in the future, more and more big cities will be established in our country so that more people can live in better condition and their life become better.

BENEFITS OF LIVING IN A BIG CITY (S₇)

People may have different opinions about country and city life. Most people have always found country life most enjoyable. Meanwhile, the city where they visit occasionally is only a place for business; it is not an ideal place for permanent residence. People may say that city can provide you with the best that life can offer; therefore, with the development of modern industry, more and more people are now flowing into big cities because of three main benefits: the latest scientific achievements, many entertainments, important convenience such as schools, hospitals and supermarkets.

The first and most important benefit is that people can enjoy the advantages of the latest scientific achievements in a big city. They are easily able to travel by planes, cars, or buses and saves the nuisance time of walking upstairs by taking a lift. When they want to go to other cities in the shortest time, they can telephone the airline agents for booking tickets or flights whenever they like. Moreover, by using a

computer and an ADSL (Asynchronous Digital Subscriber Loop), people from home can communicate with others outside easily and quickly. For example, a person can get online to discuss his or her interests and problems with others who have similar interests and problems via a computer from home. Consequently, living in a city with such scientific achievements makes us more comfortable.

Nowadays, along with the improvement of scientific achievements, the demand for a variety of entertainments is growing rapidly, too.

The second benefit is that the city also offers us many entertainments. There are plenty of cinemas, coffee shops and karaoke rooms. The cinema is a great attraction for most people. Some people prefer films in which they can see their favorite stars. Others prefer newsreels or plays. For example, my friend, Trung often goes to Le Loi cinema in central downtown along with his girl friend every weekend. They enjoy the films that they like best as well as their favorite stars. They said that they really loved living in a big city liked Ho Chi Minh city because they not only had a lot of cinemas but also enjoyed coffee shops along the streets of Sai Gon central. In coffee shops, they also may both enjoy music and drink coffee whenever they like. In addition, they can go to karaoke rooms along with their friends in order to show off their singing's talent and enjoy relaxation after hard working. Perhaps, the entertainment is a requirement which can not be lacked in such a big city.

The final benefit is that they are easy to enjoy important conveniences such as schools, hospitals and supermarkets in big cities. Today there are many schools of all levels and school libraries where they can enter freely to widen their knowledge; therefore, the people here find that it is very easy to send their children to schools whenever necessary. There are also night schools in almost every city. If people are busy with their work all day, they can also attend school at night. Besides, there are more modern hospitals where experts are available to take care of all kinds of illnesses. Doctors and nurses are willing to give their patients a better care as home. In supermarkets, almost every kind of daily necessity is available and placed on shelves, so they can choose whatever they want on their shopping list and take the items to the checkout counters easily. Many supermarkets stay open until late at night and provide large parking spaces. As a result, most people believe that it is the important conveniences that help them to have a better life in the future.

In short, for all these benefits, living in a big city is very convenient and more exciting; it is a good chance for our lives afterward. These are also important and necessary benefits for developing our young generation in the future. To me, Living in a big city is a great fortune.

APPENDIX V

A Sample of a Rather Good Student's Essay (Draft 3)

BENEFITS OF LIVING IN A BIG CITY (S$_{14}$)

In statistics from HCM city article 2008, from now on to 2010, population will increase to 7, 2 million in HCM city because many people leave for HCM city. In my opinion, many people want to live in big cities because they want to receive high quality services for their living such as: good conditions for buying products, good conditions of education and good conditions of health care.

It cannot be denied that the first benefits of city are good conditions for buying products. People just step out to shops and markets to buy products because they are available everywhere. For example, supermarket system Metro has eight branches which are located in every district in HCM city. In big city, there are good products, which are supplied by many companies, in abundance. In addition, goods of the highest quality always appear on economic market because they are manufactured with developed system. Moreover, producer want to compete with each other by reducing price so buyers can get goods with reasonable price.

The second benefit of big city is goods conditions of education. There are many prestigious universities, colleges and schools in big city. For example, university of Pharmacy, teacher's training college and Polytechnic University... are the famous universities in HCM city. Almost of them have foreign training program and graduate program. All universities have good teacher with a doctor or a master degree. These schools are equipped with the modern technology for updating knowledge by using libraries, projectors or internet services. Moreover, city is a crossroad of many different cultures or knowledge in the world. It can help people expand their knowledge

The last important benefit is that there are many modern hospitals and good doctors in big city such as Cho Ray hospital and Hung Vuong hospital in HCM City. Most of them are equipped updated medical equipments. The doctor can have a correct diagnosis in order to treat patients well. In addition, there are many excellent doctors whom are trained from foreign countries such as Doctor Tran Dong A. Patients will feel assured when they are cured by those doctors

In conclusion, big cities provide many good services for city-dwellers such as good conditions for buying products, good conditions of education and good conditions of health care. More and more people choose their life in big cities because they want to enjoy good living standard in big cities. If they want to get good conditions in big cities, they will work hard to get those

APPENDIX W

Samples of Average Students's Essays (Drafts 3)

BENEFITS OF LIVING IN A BIG CITY (S$_{18}$)

Nowadays, living in a big city is a wish of many people; especially suburbanites. More and more people move from the countrysides to the cities. Most of them think that living there is a best chance for them to have a better life because they can get lots of benefits when living in a big city. In my opinion, some of the most benefits are in studying, job, and services.

The first benefit of living in a big city is that we will have many chances to study and approach to the high technology to serve for our studying. For example, in Ho Chi Minh City, there are many schools, colleges, universities that offer a lot of different courses with different levels. We can choose one of them that suit for our ability to study. In addition, there are also many centers which can satisfy every our demand of studying in variety of fields such as languages, technology, accounting, etc. Beside many opportunities to study, we can also approach to the high technology, and apply it to serve our studying. It is easy to find any information that is helpful for our studying through the internet. With the development of information technology, even we can still study without going to school, we just stay at home, and learn via internet.

Secondly, living in a big city also helps us have many job opportunities, and even we can get a good job with high salary there. At present, there are a lot of domestic and foreign companies in big cities. Those companies often offer lots of jobs with different positions. We can easily find a job that suit for our ability. In addition, the industrial zones are usually located in big cities. They always need a large of employees, so it is easy to have a job there. As mention above, there are many foreign companies that usually have good working condition and pay high salary invest in big cities. If we have enough condition and ability to work there, we also can get high salary surely. My sister, Vy is an example. She is now working as accountant for Canadian company. She gets at least five hundreds dollar per month. From that example, we can see that living in big cities brings us a lot of good chances for job.

From two benefits above, we have to admit that urban life is really ideal for us. It satisfies us every demand from studying to working. Besides offering those benefits, urban life also helps us reduce stress after studying and working hard, and enjoy life through good services.

Therefore, the final benefit of living in a big city is that we can get good services, especially good services in entertainment and medical care. In a big city, there are a lot of places to relax or reduce stress after studying and working. We can go to the movie where often shows a lot of attractive movie with different kinds, and enjoy some of them. In addition, the restaurants, coffee shops and bars are always available all day to satisfy every our demands. In other service such as medical care, there are also many big hospitals in a big city. They are often equipped with modern medical equipment to serve treatment. Besides the modern equipment, professional doctors and nurses are always ready to treat and take care of our health. Moreover, some private surgeries often open all day to serve us. It will be very convenient for us if we have any problems at over working hours. We will also get good treatment like in the hospital.

To sum up, let's see again benefits when we live in a big city. There are many benefits as living there, and studying, job, and good services are some of the most ones for us. Enjoying and making use all of those benefits will make our life better and more comfortable.

BENEFITS OF LIVING IN A BIG CITY (S$_8$)

Human beings tend to not satisfy what we are own. For example, when we have no cell phone, we would like to buy the one. However, once we already get it, we want others which can take photograph, shoot a film, or listen to music. This implies that our need is unlimited. The more modern society is, the more our requirement of living is. To satisfy these requirements, cities are marvelous coming-place. It is not only dense and active place but also developed economy. Therefore, many people move to cities because of three benefits: education, employment, and public transportation.

First of all, education in cities is good. In cities, there are many experienced and professors. Almost they themselves would like to live in cities where they have comfortable life. When they are in cities, they can go abroad to widen their knowledge easily. Thus, they may approach with modern teaching methods in the world. Besides, schools in cities are equipped for studying. There are many schools, so there is now intense competition between schools to attract students. As a result, they have to get equipment such as pictures, models, laboratories, and computers and so on to help their students study more efficiently.

Besides education, we can find employment opportunities easier. There are many industrial parts and export processing zones such as Song Than, Linh Xuan, My Phuoc, Amata, Long Binh, Nhon Trach and so on. Each one contains a lot of companies or factories which need thousands of labors. We can send application forms for a job. In addition, restaurants, hotels or bars have been being built everywhere. All of them want to act, the bosses must hire employees. Thus, we have

more opportunities in getting job; therefore cities play an important part in solving employment.

Good education and employment opportunities don't deny in the cities. However, public transportation is also a considerable problem.

Lastly, the public transportation in cities is convenient. There are many kinds of means of transport, so we can choose which we like. If we prefer to view landscapes, we may go with pedicabs. We are busy person; we can buy tickets and flight whenever we want. If not we may also take a bus to save money. For example, we spend just 3000 VND on going from Thu Duc to Cho Lon. It is useful for us to live in cities.

All in all, cities offer many good things that make our life more comfortable. These benefits that cities bring us are essential conditions to get a beautiful live. For me, I have been studying in Ho Chi Minh City for three years; I feel how interesting it is to live in cities. Active environments in cities help me improve my abilities. I think I may get a stable job as well as happy life in cities in the future.

CURRICULUM VITAE

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