

Peer vs. Teacher corrective feedback and its effect on grammar

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Abstract

CF is a useful tool to learn English as a foreign language (EFL) (Bitchener, 2008). Data from several studies suggest that students highly benefit from teacher feedback as well as from peer feedback (Ellis, Loewen & Erlam, 2006; Bitchener, 2008; Bitchener & Knoch, 2008). Many studies have investigated the benefits and effects of peer feedback, and the effectiveness of teacher vs. peer feedback. However, very few have been conducted in secondary schools and even fewer have been carried out with students with low proficiency levels.

The present study aims to compare the effects of peer and teacher feedback on secondary-level EFL students in the north of Spain. Two tests were simultaneously conducted and corrected either by peers or by the teacher in parallel groups following a different order. Both had been preceded by a pre-test and followed by a post-test. With the aim of investigating the relative effectiveness of peer feedback vs. teacher feedback on grammar accuracy, the results of the post-tests were compared.

Findings of the present study indicate that both peer and teacher feedback are effective teaching tools to use in the classroom. Moreover, results indicate that peer feedback may be slightly more effective than teacher feedback. It seems that specific circumstances such as the age, socioeconomic status and proficiency level of the participants may have influenced the results.

Keywords: peer feedback, teacher feedback, corrective feedback, grammar accuracy, secondary schools

1. Introduction

In the global society we live nowadays, learning languages, especially English, is becoming more and more important. English is required not only for academic or working purposes, but also for common activities, such as listening to music or surfing the net and leisure activities, such as traveling. It is a part of our daily lives, and people are starting

to acknowledge the importance of being able to communicate in this language and to look for effective ways of learning.

In this constant search for methods to fasten and enhance the learning process, many learning strategies are being analyzed. The aim is to identify effective teaching tools and to implement them in our schools, in order to ease and benefit the learning of the language. One of the tools most commonly employed in our English classrooms is corrective feedback: students are corrected, usually by the teacher, when they make a mistake when producing output in the target language.

Corrective feedback is a topic which has always attracted the attention of researchers as well as teachers involved in English as a foreign language (henceforth, EFL). According to Ellis (2009), corrective feedback relates to a number of controversial issues since it constitutes one type of negative feedback. It is a response to an error made by a student. Some studies opposed CF because they identified it with punishment and, thus, they argued that it could discourage learning. However, studies on CF in EFL learning processes have demonstrated that it is an effective tool for language learning (Bitchener, 2005; Sheen, 2006; Bitchener & Knoch, 2008).

In 2008, Bitchener stated that the impact of receiving CF is an essential part of the acquisition process, and, thus, discovering which type of CF works better as a learning tool should be fundamental for EFL teaching. Research about the effectiveness of CF has shown that it is effective and that its effects are maintained over time (Li, 2010). Teachers are aware of the effectiveness of CF for EFL teaching, but seem somehow unaware of the different options they have in order to exploit this tool. Furthermore, very few studies have been conducted in order to compare the impact of CF, depending on its source, that is, depending on whether it comes from the teacher or from a peer student, in secondary school students. Even fewer have focused on its impact on grammar accuracy. To the best of my knowledge, there are no studies analyzing the effect of CF on the grammar knowledge of students with very low proficiency levels, and that is why this study was carried out.

Taking into account the studies carried out so far, this study tries to fill a gap in research by analyzing the effect of explicit CF provided by the teacher vs. the effect of explicit CF provided by peers in the subsequent grammar productions of secondary school students with a very low proficiency level of English.

Explicit feedback was chosen as the focus of this study mainly due to the low level of the students, since implicit feedback requires some knowledge of the language to identify mistakes and to identify feedback. When students have a very low level of English competence, it will be complicated for them to provide such feedback and it will also be very unlikely that they identify implicit feedback if provided to them (Schmidt, 1990). Consequently, to facilitate both the provision and the noticing of the feedback, explicit feedback was selected for this study.

Explicit feedback is often accompanied by a metalinguistic explanation. However, this procedure was dismissed for this study for the same reasons stated before, due to the low proficiency level of the participants: their command of the language was not good enough so as to understand a linguistic explanation and to be able to internalize the provided information.

An additional interest of this study is to find out if teenager's specific psychological characteristics can somehow interfere in the way they uptake feedback. Teenagers are going through a moment when they reject anything coming from adults or any figure of authority, as can be a teacher, but take into consideration anything a peer would say. I hypothesize that the combination of a low proficiency level together with some teenager specific psychological characteristics, such as peer pressure or rebellion against adult authority, might create the perfect environment in order to compare the effectiveness of teacher vs. peer feedback.

This study includes, first, a review of previous studies on CF dealing with the benefits of CF, types of CF, explicit CF, peer feedback and peer vs. teacher feedback. Secondly, the methodology employed in order to collect data from our participants will be explained. Thirdly, the results of the study will be presented, analyzed and discussed. After this discussion, the conclusions of the study will be presented.

2. Literature review

For the purpose of this study, several fields of research regarding CF were revised. An overview of the state of the art of the factors affecting the effectiveness of CF is provided below.

2.1 Effectiveness of corrective feedback

Investigating corrective feedback in English as a foreign language has been an ongoing concern for language scholars. Many studies have been conducted in order to investigate the effectiveness of corrective feedback. However, not all of them have concluded that CF is an effective means for acquiring a foreign language.

According to Ellis (2009), “CF is a complex phenomenon. This complexity is reflected in the controversies that surround such issues as whether to correct, what to correct, how to correct and when to correct” (p. 16).

Students have access to two types of input: positive evidence and negative evidence. Positive evidence informs the learner of what is acceptable to say in the target language. Negative evidence, in contrast, provides the learner with information about the incorrectness of an L2 form or utterance and is often realized through the provision of CF in response to the learner’s nontargetlike L2 production” (Gass, 1997, p. 36).

In this same line of argument, Ellis (2009) stated that CF constitutes a type of negative feedback in the form of a response to a learner utterance containing a linguistic error, and revised the controversies regarding CF. According to him, controversy centers on a number of factors, including whether CF contributes to language acquisition. He concluded that CF is beneficial for both accuracy and fluency and recommended it as a tool to be used in English language teaching (ELT).

Studies carried out by Bitchener (2005) and Sheen (2006) showed that students who received CF outperformed students who didn’t receive any CF whatsoever. Moreover, Bitchener and Knoch (2008) carried out a study with university students, which proved that students receiving CF largely improved their accuracy in grammar between the pre-test and the post-test, whereas the control group (who didn’t receive any CF) showed no significant changes. This study also compared the willingness to attend to CF depending on whether they were EFL learners or English a second language (ESL) learners.

Russell and Spada (2006) also conducted a meta-analysis of studies that have investigated the effects of different CF strategies on acquisition. This analysis demonstrated that CF is effective in promoting acquisition, but they were unable to reach any conclusion regarding the relative effectiveness of different strategies.

On the other hand, Krashen (1982, p. 74) considered error correction “a serious mistake”, which put the student on the defensive and assisted only “learned language” and not “acquired language”. Later on, although he maintained that it was not useful for other aspects of language learning, he did admit that CF should be used in order to address errors in morphology or grammar, features that are simple and portable.

Additionally, factors such as the social and personal context of students should be taken into account when deciding whether to use CF or not. Hyland and Hyland (2006) stated that “it is difficult to draw any clear conclusions and generalizations from the literature as a result of varied populations, treatments and research designs” (p. 84), which implies that contextual factors influence the extent to which CF is effective.

For example, Dekeyser (1993) carried out a study in a high school in Belgium with the aim of finding out whether CF was beneficial for students or not. Participants studied French as a second language (L2). The experimental group received explicit corrections as frequently as needed, whereas the control group did not receive CF at all. Results showed that error correction did not have an overall effect on student proficiency in L2, but that it did interact with learner variables: students with low extrinsic motivation did better in oral tasks after CF, whereas students with high extrinsic motivation did better on oral tasks without CF. The study highlighted how the use of CF can interact with learner characteristics and context circumstances in complex ways.

Finally, teacher’s and students’ perceptions and expectations about CF are also important.

Differences in teacher and student expectations in terms of written corrective feedback may cause misunderstanding or misinterpretation in the value of the feedback, so both teachers and learners need to have similar perceptions about the reasons of corrective feedback. If teachers explicitly explain to their students their expectations from them at the start of the courses, learners can benefit from the feedback better in their assignments” (Atmaca, 2016, p. 179).

2.2 Types of corrective feedback

Regarding types of CF, Ellis (2006) established the following classification for strategies for providing CF:

1. Explicit or direct feedback: The teacher provides the student with the correct answer.
2. Implicit or indirect feedback: The teacher indicates an error that exists but does not provide the answer.
 - a. Indicating and locating the error.
 - b. Indication only
3. Metalinguistic feedback: The teacher provides some kind of metalinguistic clue as to the nature of the error.
 - a. Use of error code: teacher writes a code in the margin.
 - b. Brief grammatical descriptions: teacher numbers errors in text and writes a grammatical description for each numbered error at the bottom of the text.
4. The focus on the feedback: This concerns whether the teacher attempts to correct all (or most) of the students' errors or selects one or two specific types of errors to correct.
 - a. Unfocused CF is extensive.
 - b. Focused CF is intensive.
5. Electronic feedback: The teacher indicates an error and provides a hyperlink to a concordance file that provides examples of correct usage.
6. Reformulation: This consists of a native speaker's reworking of the students' entire text to make the language seem as native-like as possible while keeping the content of the original intact.

According to Bitchener and Knoch (2008), "explicit or direct CF may be defined as the provision of the correct linguistic form or structure by the teacher to the student above or near the linguistic error" (p. 105). In this study, direct and indirect feedback types were compared. Previous studies they analyzed had not provided conclusive results about the most effective type of CF (direct or indirect). Some studies (Lalande, 1982; Ferris & Helt, 2000) reported an advantage for implicit feedback. However, another study (Chandler, 2003) reported explicit CF to be more effective. Other studies (Ronn, Ross & Shortreed, 1986; Semke, 1984) reported no difference between the two CF types. Bitchener and Knoch also reported no significant difference between the two CF types. These varied results proved there is not an agreement when it comes to deciding which type of CF has a stronger impact on students.

Lyster and Ranta (1997) suggest that the choice of feedback technique has an effect on the type of repair that follows, so it is important to carefully choose the type of corrective feedback most convenient for the expected results. For example, explicit CF often leads to successful repair, but does not allow student-generated repair.

Ellis et al. (2006) concluded that both implicit and explicit feedback assist acquisition, suggesting that explicit feedback was generally more effective than implicit. In the same study, they concluded that a metalinguistic explanation improved the effect of CF.

The result of these studies seem to suggest that, rather than a more effective type of CF, what exists is a more adequate type of CF depending on the characteristics of the students or the language aspect in question. Several factors have to be taken into account.

2.3 Explicit corrective feedback

In his study on written CF, Bitchener's aim was to "(1) investigate whether targeted corrective feedback on ESL writing results in improved accuracy in new pieces of writing over a 2-month period and (2) to investigate whether there is a differential effect on accuracy for different corrective feedback options" (2008, p. 103).

According to this study, explicit CF could include the crossing out of an unnecessary word/phrase/morpheme or its insertion, or the provision of the correct form or structure. Ellis (2009) defines explicit CF as when "the corrector indicates an error has been committed, identifies the error and provides the correction" (p. 9). Results showed that there was no significant difference between the different CF options.

On the other hand, according to Ferris and Roberts (2001) and Robb, Ross and Shortreed (1986), implicit CF indicates that there has been an error by underlining or circling it, signaling in the margin the number of errors or using a code to show where the error is and what type of error it is. Lalande (1982) and James (1998) (cited in Bitchener, 2008) explain that implicit feedback is very effective, but students must first "notice" that there was a mistake. This seems to suggest that proficiency level plays an important role when it comes to choosing the most effective type of CF for students. Lyster and Ranta (1997) point out that it is important to acknowledge the need for teachers to carefully take into account their students' level of proficiency when making decisions about feedback. Since

students with a higher level are more likely to realize any mistake committed in the target language, this might mean that implicit feedback could work best for advanced students.

Following this same line of reasoning, Ferris and Roberts (2001) claimed that explicit feedback could result in a clearer and quicker uptake of the corrected mistake, since it reduces the confusion when identifying errors. This is why, given the low proficiency level of the participants in this study, we chose explicit CF rather than implicit CF.

Ellis (2009), based on Krashen's (1982) and Ferris' (1999), suggested that "CF should be directed at marked grammatical features or features that learners have shown they have problems with" (p. 6). Based on this assumption, it was decided for the present study to compare teacher and peer feedback on grammar points, as suitable areas for a comparison between both types of CF's effectiveness.

In 2010, Li carried out a meta-analysis on CF. The reason why this study was carried out was that, "due to the rapid increase in empirical research in the last decade, the accumulation of research in this field necessitated a research synthesis investigating the effectiveness of CF across studies and investigating the variables impacting its effectiveness" (p. 310). Therefore, Li's meta-analysis sought to "present a more thorough and comprehensive investigation of the effects of CF by adopting a different set of inclusion/exclusion criteria" (p. 310).

Li took into account the following variables: research setting, research context, task type, mode of delivery, outcome measure, publication time, length of treatment and age of participants. A total of 33 studies published between 1998 and 2007 were included.

Regarding the effectiveness of CF, the results of the study showed that CF in general did have a medium effect on L2 acquisition. As a relevant finding of this study, explicit CF showed substantially larger immediate effects than metalinguistic feedback and recasts. Explicit feedback showed to be effective for grammar acquisition, and to work better than implicit feedback on both immediate and short-delayed post-tests.

Bitchener and Knoch stated in 2008 that "direct CF may be accompanied by a metalinguistic explanation (the provision of grammar rules and examples at the end of a student's script with a reference back to places in the text where the error has occurred)" (p. 411). According to Bitchener, Young and Cameron (2005), "a metalinguistic explanation accompanying any kind of CF could be a crucial factor in facilitating error

reduction” (p. 415). In their study, one group out of three groups received a metalinguistic explanation together with explicit CF, and outperformed the other two groups. However, as Bitchener himself stated in 2008, this is a very limited body of evidence so further research is required in order to support the conclusion his study reached.

2.4 Peer feedback

Literature on peer feedback is extremely vast. A few research studies have focused on the effects of the different means of feedback delivery (Guerrero & Villamil, 2000; Lin & Yang, 2011; Tuzi, 2004); on peer feedback focused on language switching from L1 to L2 in peer comments and the factors that influenced those switches (Yu & Lee, 2014); on peer and group interaction between students (Zhu, 2011; Zheng, 2012); on gender-related patterns in teacher-directed and student-directed groups (Sommers & Lawrence, 1992) or the effects of training on peer assessment (Saito, 2008). This is how heterogeneous literature on peer feedback is.

Taking into consideration this variety of approaches and the focus of our study, only some of those factors will be revised, namely, beneficial effects and possible weaknesses of peer feedback in the learning process, perception of peer feedback or its implementation in the English classroom.

Regarding the benefits of peer CF, Sato and Lyster (2012) tried to “teach learners how to provide CF” and “to assess the effects of peer interaction and CF on second language development” (p. 591). The study was conducted in Japan with university students. Four groups of students received different treatments: two of them received CF (one with prompts and the other one with recasts), a third group participating in only peer-interaction activities and a fourth serving as a control group. The results of this study showed that peer feedback has positive impacts on accuracy and fluency, since all of the treatment groups outperformed the control group. Although effects were larger in accuracy, both fluency and accuracy were improved by peer feedback. According to the authors, “the finding that teaching CF to L2 learners is effective and feasible is encouraging especially for foreign language settings in which students do not have much chance to either interact in the target language or benefit from the effects of CF provided by teachers” (p. 617).

Moreover, Yu and Lee (2014) recorded that students tried to write more clearly and put more effort in not making mistakes when they knew their exercises would be corrected by their classmates, since they knew that it would be more difficult for them to understand it. This fact seems to indicate that writing for peer feedback motivated students to pay more attention to the readability of their writings.

Not only receiving but giving feedback has been proved to have a positive effect on students. Cho and MacArthur (2011) conducted a study with university students which focused on peer reviewing of written production. The study tested the learning-by-reviewing hypothesis that students will learn about writing from the experience of rating and commenting on papers written by their peers. “This experimental reviewing condition was compared with a reading condition in which students read peers’ papers without comment and a no-treatment control condition. Students in the reviewing condition wrote higher quality papers on a new topic than students in both other conditions”. (p. 78)

Regarding the perception of students about peer feedback, according to Tulung’s (2008) findings, students feel more comfortable and self-confident when carrying out communicative tasks with other students than when doing it with the teacher. Yoshida (2008) agreed with this theory, but found that the student’s level of satisfaction could also interfere on peer interaction, since peer feedback could be rejected when students were unsatisfied with their learning process.

Sato (2013) investigated learner’s beliefs regarding peer feedback. Based on some authors’ (Borg, 2003; Grotjahn, 1991) hypotheses that supported the idea that research on learner’s beliefs can eventually lead to more efficient teaching methods, Sato tried to find out “how learners perceived peer CF from their classmates” (p. 613). The participants were university students which were trained to provide their classmates with different types of CF. Apart from this treatment, a questionnaire was administered to the students in all classes before and after the treatment. Excerpts from the questionnaire were extracted after the treatment in order to know the students’ feelings regarding peer feedback. From those excerpts, Sato concluded that “learners enjoy peer interaction activities to some extent. They are afraid of making errors with teachers, but this filter is lowered when they interact with peers, they feel that they don’t need to worry about making errors when interacting with their classmates” (p. 619). Also, students expressed that “their feeling toward peer interaction depends on whom they interact with” (p. 620).

However, although peer feedback is said to enhance the learning process (Falchikov, 2001) and it is often perceived as an unexploited tool that could help in the learning process, peer feedback also has weaknesses, as identified by Sato and Lyster (2012) “First, learners often avoid negotiation and solely focus on task completion. Second, their feedback is usually made up of simple segmentations of their partner’s erroneous utterances. This is not quality feedback because it lacks a corrective force. Last, learner’s perceptions of one another may hinder the effectiveness of peer interaction” (p. 597). This argument is supported by Liu and Carless (2006), “some students may feel that their classmates are not qualified to provide insightful feedback” (p. 7).

Although peer feedback has proved to be effective to benefit some aspects of the learning process, it has showed to have the opposite effect on some others. A study conducted by Xie, Ke and Sharma (2008) tested peer feedback effect on students’ reflective process. The study was carried out with university students who had their reflective thinking tested both by writing a journal and by giving and receiving peer feedback about it. The results showed that “peer feedback did not promote students’ reflective thinking skills with journaling”. There could be several reasons for this result, and the main one could be that “journaling is a self-introspective process. Thus, when students were journaling, they could be distracted by the fact that their writings would be examined by other students”. Also, another important reason could be the quality of peer feedback. “Students can benefit from interacting with more capable peers, but in the case of journaling with peer feedback it is inevitable that students may interact with less able or less motivated peers”. According to these results, it seems rather possible that peer feedback is not appropriate in order to favor deep thinking processes.

The evidence obtained from all the above studies may suggest that peer feedback is effective in some aspects of the learning process, but can be counterproductive in others. The findings may also suggest that the effectiveness of CF varies depending on the context. Taking into account the circumstances surrounding the participants of the present study, it was considered that peer feedback may constitute a useful tool for teachers to implement in the classroom when trying to improve the uptake of grammatical nuances.

2.5 Peer feedback vs. teacher feedback

Teacher and peer feedback have been compared in several studies in order to compare their effectiveness and to differentiate their potential uses. According to Miao, Badger and Zhen (2006) “the research broadly indicates that teacher feedback has a much greater impact than peer feedback, though with considerable variation, but that peer feedback can contribute to learning development” (p. 182). Connor and Asenavage (1994) explored the effect of peer and teacher feedback on 8 ESL students from different countries in a university in the USA. They found that teacher feedback had a much more significant effect than peer feedback. Paulus (1999) investigated the impact of peer and teacher feedback on 11 ESL students and found that results favored the effectiveness of teacher feedback again, showing that 87% of teacher comments produced a change in their production compared to 51% of peer feedback. Villamil and De Guerrero (1997) conducted a study in Puerto Rico which showed that “peer feedback had a beneficial effect on the quality of writing and also led to more learner autonomy” (p. 508).

A few studies have investigated the effect of peer feedback as it could offer a possible solution to lack of teacher feedback due to time constraints (Yang, 2006). The results of these studies were similar and suggested that teacher feedback was more likely to have an impact on students than peer feedback.

Miao, Badger and Zhen (2006) compared peer and teacher feedback in written production. The study concluded that “the students adopted more teacher feedback than peer feedback. 90% of teacher feedback was incorporated as against 67% of peer feedback”. In this study factors such as students’ perception of peer feedback were taken into account. “Students said that the teacher was more professional, experienced and trustworthy than their peers. Often peer feedback was not accepted by the writer for the reason that it seemed incorrect to them” (p. 189).

In this same line of reasoning stands Zhao (2010). To the question of whether peer or teacher feedback was more likely to be included in students’ revisions, the question of which type of feedback was better understood was added. Results showed that, whereas teacher feedback triggered more revisions than peer feedback, “only 58% of teacher feedback instances were found to be used with a real understanding of their necessity” (p. 14). The study showed as well that teacher and peer feedback provoke different attitudes, teacher feedback was taken as a requirement and peer feedback as a suggestion. “Students viewed teacher feedback to be more important and trustworthy than peer feedback” (p. 18). The study concluded that “learners integrated a larger percentage of teacher feedback

than peer feedback without full understanding”. Teacher feedback proved to be more effective once again, but “this indicates that if a similar amount of teacher feedback and peer feedback was incorporated, learners would acquire more knowledge from peer than from teacher feedback” (p. 18).

Wu (2006) carried out a study with adult students in order to investigate the learners’ reactions to peer review and teacher feedback in EFL composition class. The study showed that peer and teacher feedback yielded very similar results when it came to writing. “Teacher comments did not seem to influence students’ revisions. Due to the students’ level (low-intermediate) they might have had a hard time making positive revisions even if they understood teacher feedback” (p. 135). Apparently, the main obstacle for clear conclusions was the combination of aspect of learning (writing) and the level of students (low-intermediate): students were not ready to provide feedback or to uptake the received feedback and turn it into a change of their composition. This study suggests that, in order to draw clear conclusions when comparing peer and teacher feedback, the area and the level of the students have to be taken into account.

Although teacher feedback has proved to be more effective than peer feedback in several situations, peer feedback has also proved to be useful and to have its advantages over teacher feedback in some contexts. According to Yang et al. (2006), “peer feedback, though it has less impact than teacher feedback, does lead to improvements and appears to encourage student autonomy, so it can be seen as a useful adjunct to teacher feedback”. (p. 193)

Gibbs (2009) claims that one of the advantages that peer feedback has over teacher feedback is that students would receive more feedback from peers and more quickly than when academics are providing comments. Also, students learn from both giving and receiving feedback.

Another possible advantage from peer feedback vs. teacher feedback is that “learning is likely to be extended from the private and individual domain, to a more public domain (to one or more peers)” (Lui & Carless, 2006, p. 4). This, together with the fact that the participants of our study are teenagers and really care about their peers’ opinion can make peer feedback a stronger tool than expected.

Most of the studies on peer feedback have been carried out with university students. To my knowledge, only Tsui and NG (2000) examined the impact of peer and teacher

feedback in secondary school students in Hong Kong, finding out that teacher feedback was more likely to be transformed into uptake than peer feedback. Taking into account the characteristics of teenagers (strong influence and pressure of the peer group, rebellion against adult's rules...), more studies should be carried out among secondary school students because those characteristics may influence results and, thus, the findings in such context may vary. A similar study carried out with 14-year-old students with low proficiency levels in a secondary school of a working-class neighborhood in the north of Spain may show different results.

Thus, I consider there is a gap in the existing literature that needs to be filled. Therefore, I carried out a study comparing the effectiveness of peer feedback vs. teacher feedback on secondary school students with a low proficiency level, with the aim of finding out if CF is more effective for improving grammar accuracy when it comes from the teacher or from a peer student.

3. Research questions and hypothesis.

The research questions which guided this research were the following

1. Does the provision of CF improve the grammatical accuracy of EFL students?
2. Does teacher feedback improve the grammatical accuracy of EFL students?
3. Does peer feedback improve the grammatical accuracy of EFL students?
4. Which one of the above improves the grammatical accuracy of EFL students more?

Taking into account the results of existing studies in the field, I predicted that teacher feedback would be more effective and have a stronger impact on student's grammatical accuracy. However, as it has already been stated, given the extremely different circumstances surrounding this study and its participants, chances could be that students' uptake might be equal or even slightly better after peer feedback. However, should teacher feedback still be more effective than peer feedback in this particular case, I expect the difference to be minor.

4. Methodology

4.1 Project

This research study sought to measure the impact of CF on grammar accuracy and to compare its effectiveness depending on whether it comes from a peer or from the teacher.

It was conducted in IESO Berriozar, a secondary state school located in Berriozar, Navarre (Spain). Berriozar is a working neighborhood in the outskirts of Pamplona. There is a high immigration rate and its economic level is average-low compared to the mean in Navarre.

The student body is highly diverse. The school has 439 students (224 males and 215 females) from 19 different nationalities. Most of them live in Berriozar, and the rest live in adjoining neighborhoods. There are many students with major social and economic problems in their families, and hence highly unmotivated. There is also a notable presence of students coming from ethnic minorities with severe integration problems.

IESO Berriozar is a modest school facing some coexistence problems. Although its academic results are a little bit under the average of Navarre, it has satisfactory results when it comes to promotion, as 90% of its students graduate.

English is taught at IESO Berriozar as a foreign language (EFL). Students have three hours of EFL per week.

4.2 Participants

The study was conducted in the English subject in two 1st of E.S.O., the first year of the four mandatory school years in secondary education in Spain. Students were 13 years old. Most of them were native Spanish speakers, except for a few Moldavian and Bulgarian students. Those, however, had been living in Spain for a long time and had a great command of Spanish.

The study was simultaneously conducted in two different groups of the same characteristics. There were 14 students in group A and 13 students in group B (students

who missed one or more tests were cast aside). It should be noted that groups are smaller than usual for the English subject due to the group's organization in IESO Berriozar. Classes are split into two in order to get smaller groups for a more personalized monitoring of the learning process.

It should be pointed out that participants in this study showed reluctance to increase their knowledge and were satisfied with what they had acquired during primary school. It is important to take this fact into account when analyzing the elicited data, since there are big differences in the results of those few students that care about the subject and the rest.

Their level of English is low compared to the rest of secondary schools in Navarre. The exercises chosen for the tests are consequently very simple and relate to the most basic contents established by the LOMCE for 1st of ESO. The study had to adapt its format and expectations to this circumstance.

For the object of this study, it is important to highlight that participants were early teenagers: peer group pressure and rebellion against adults may have an effect on the impact of CF depending on whether it comes from a peer student or from the teacher. We will be analyzing the results under this perspective further on.

4.3 Data collection

Data was elicited from students in six sessions during six weeks. Two exercises, each one of them organized in a pre-test, a main exercise and a post-test were carried out to compare the effectiveness of CF depending on whether it came from the teacher or from a peer student.

All exercises were carried out at the end of a lesson. The individual pre and post-tests took around 10-15 minutes, while those exercises that implied peer correcting took 20-25 minutes. All the students knew about the exercise, so they were supposed to have studied the required grammar. The instructions for each exercise were carefully explained to the students right before the execution of the exercise.

The procedure was equally and simultaneously carried out in both groups.

4.4 Instruments

In order to prepare the instruments for this study, the syllabus for 1st of ESO courses was taken into account. All the tests were designed in order to match the contents being learnt in the subject in that moment, and functioned as a part of the teaching unit they were studying.

The instruments used were the following:

Comparatives (Comp Pre-test, Comp Test and Comp Post-test)

For the first exercise, the chosen topic was comparatives. Students had been revising the rules for the formation of comparatives and superlatives in English, and it was a simple enough grammar topic to use in order to test the effectiveness of teacher vs. peer CF. It was the first time that they studied the formation of comparatives and superlatives in English.

First, they did Comp Pre-test 1, which consisted in writing the comparative and superlative form of several common adjectives (see Appendix 1). Comp Pre-test was made up of three exercises: the first exercise consisted in the formation of the comparative form of 16 adjectives. The second exercise followed the same structure but it consisted in the formation of superlatives; and the last one consisted of a cloze exercise composed of 15 sentences, in which the students had to choose between the comparative or superlative form of the adjective in brackets.

The next step was Comp Test (see Appendix 2). Comp Test followed the same structure as Comp Pre-test: three exercises, one for formation of comparatives, another one for superlatives and the third one for writing the right form in a sentence, a comparative or a superlative form.

Comp Post-test (see Appendix 3) was the last step for the comparatives part, and it followed exactly the same structure as Comp Pre-test and Comp test.

Irregular verbs (Verbs Pre-test, Verbs Test, Verbs Post-test)

The grammar topic chosen for Exercise 2 was irregular verbs. The topic on the syllabus was the Past Simple, and it was the first time that these students studied the traditional

irregular verb's table. We thought it could be a good grammar topic in order to measure the effectiveness of both types of CF.

Verbs Pre-test (see Appendix 4) consisted of a list of 20 irregular verbs, and students had to write only the Past Simple for each verb (not the past participle).

Verbs Test (see Appendix 5) was a table with 20 irregular verbs. The Present and the Past Participle were given, and they had to fill in the gaps with the Past Simple forms.

Finally, Verbs Post-test (see Appendix 6) consisted of two exercises. The first one was a list of 10 irregular verbs and students had to write the Past Simple; and the second one was a cloze exercise with sentences and a given verb into brackets, students had to change each verb into its Past Simple form.

4.5 Procedure

The procedure was organized so that both comparative and irregular verbs' tests would be teacher and peer corrected: this way, the results could not be attributed to the difficulty of the grammar point being studied.

The table below explains the order and mechanics that the study followed in order to elicit data from students.

Table 1. *Procedure for the development of study*

	GROUP A	GROUP B
Comparatives and superlatives	Comp Pre-test	Comp Pre-test
	Comp Test Corrected by the teacher	Comp Test Corrected by a peer student
	Comp Post-test	Comp Post-test
Irregular Verbs Past Tense	Verbs Pre-test	Verbs Pre-test
	Verbs Test Corrected by a peer student	Verbs Test Corrected by the teacher
	Verbs Post-test	Verbs Post-test

Session 1:

Groups A and B carried out Comp Pre-test (see Appendix 1). I gave them the exercise at the end of the class, instructing them to do it individually and in silence. Both exercises were corrected by me (teacher correcting) and returned to them on their next English class.

Session 2:

Both groups carried out Comp Test (see Appendix 2). For Group A, I collected the exercises and corrected them myself (teacher feedback). I returned them on the next class so that they could check their mistakes. Group B was instructed to perform a peer correction exercise. Their exercises were collected, mixed up and distributed again so that they would receive the exercise of a classmate. The rules for the formation of comparatives and superlatives were on the board; this means they had the right answers and only had to apply them to correct their peers' exercises. Once they finished correcting, the exercises were given back to their owners, and they had a few minutes to check their mistakes.

Session 3:

On week three, both groups did the Comp Post-test (see Appendix 3). The test was done in the last few minutes of their English class, they had to complete the exercise individually and give it back to me. It was returned to both groups in their next English class.

Session 4:

Verbs Pre-test (see Appendix 4) was done in week 4. Both groups had to carry out the exercise individually at the end of their English class and hand it over to me. The correction of the exercises was returned to them on their next English class.

Session 5:

In week 5, we did the Verbs Test (see Appendix 5). Group B just did the exercise at the end of the class and handed it to me, and received their exercises corrected by teacher in

the following class. It was Group A's turn for peer correcting this time. Once they finished the exercise, I collected them and randomly distributed them again so that they would get a classmate's exercise. They were provided with the answers, since they were allowed to check the irregular verbs' table at the end of their book. Once they had corrected the exercises, they were returned to their owners so that they could check their mistakes.

Session 6:

In the last week, we carried out Verbs Post-test (see Appendix 6). Students from both groups completed the exercise individually and handed it over once they were finished. The exercises were teacher-corrected and returned to them on their next English class.

Students always knew in advance that they were going to do an exercise they would have to hand over. They received instructions to simply complete the exercise and deliver it as if it was any other exercise they could do in their English class.

When it was the group's turn for doing peer correcting, I carefully instructed them on how to correct their classmate's exercise. I collected all of their exercises and then randomly distributed them again in the class, so that each student would receive an exercise carried out by one of their peers. There was a risk we were taking, and it was having the students giving the wrong corrections to their classmates, which could affect their results at the post-tests. In order to avoid this drawback, I guided them on how to correct the exercises by providing them with the right formation of the words (explicit feedback).

For group B, peer correcting Comp Test, I went through the rules for the formation of comparatives and superlatives on the board. They had to follow them in order to correct their classmates. For group A, peer correcting Verbs Test, I let them check the back of their book, where they had the table with the irregular verbs. The idea was to get them correcting the exercises properly. This would diminish the possibility of students making mistakes in their corrections that could affect their post-tests scores due to an erroneous correction.

4.6 Data analysis

Once all the tests were completed, all the results were recorded and organized in tables. In order to analyze the data, the grades of the students in each test were recorded and the mean of each group in each test was calculated. The aim was to compare those means and extract possible differences amongst them depending on whether the test had been corrected by the teacher or by a peer student.

After the means were compared, two t-test were run in order to compare each group's results in each grammar test. Furthermore, two bar-charts were created in order to analyze and compare the average results of teacher corrected tests vs. the average results of peer corrected tests.

Continuing with the analysis, students grades in each post-test were recorded and classified, three groups were made for each type of correction:

Teacher feedback:

1. Students who improved after the feedback.
2. Students who worsened after the feedback.
3. Students who remained the same after the feedback.

Peer feedback:

1. Students who improved after the feedback.
2. Students who worsened after the feedback.
3. Students who stayed the same the feedback.

This way we could work out whether teacher or peer feedback had been more effective. Afterwards, percentages were calculated in order to obtain the percentage of students who had improved or worsened after peer or teacher feedback. Percentages were compared for conclusions.

Descriptive statistics to obtain means, and t-test for related samples comparison of means were carried out using the program SPSS. Also, statistic data were extracted, and the obtained figures were analyzed.

5. Results

5.1 Group comparative

Table 1. Comparison of averages for Group A and Group B

	Comp Pre-test	Comp Test	Comp Post-test	Verbs Pre-test	Verbs Test	Verbs Post-test
Group A	5,94	7,71	6,49	1,96	5,29	6,5
Group B	6,36	7,97	8,00	5,54	6,73	7,19

Table 1 compares the averages of both Group A and Group B.

As can be seen in Table 1, where peer feedback is signaled in bold, Group A received peer feedback in Verbs test. In the pre-test they obtained an average result of 1.96. Then, they did the test and obtained an average result 5.29, so there was a difference of 3.33 between Verbs Pre-test and Verbs test. The result in the post-test was 6.5 so, after being peer corrected, their mean raised 1.21.

Group B received peer feedback in Comp Test. They obtained 6.36 in the pre-test and rose 1.61 in the test, where the average result was 7.97. The average result in the post test was 8. This means they also improved 0.03 after peer correction.

As for teacher feedback, students from Group A obtained 5.94 in Comp Pre-test. They improved 1.77 from Comp Pre-test to Comp Test, where they obtained an average result of 7.71. The average result of the post test was 6.49, this means that their mean went down 1.22 after teacher correction.

Group B scored 5.54 in Verbs pre-test. They received teacher feedback in Verbs test and the average result was 6.73, so their mean improved 1.19. After being teacher corrected, their mean improved 0.46; the average result of the post test was 7.19.

For more detailed information, individual results for Group A are specified in appendix 7 and individual results for Group B in appendix 8.

Figure 1. *Comparison of means in Comparative tests*

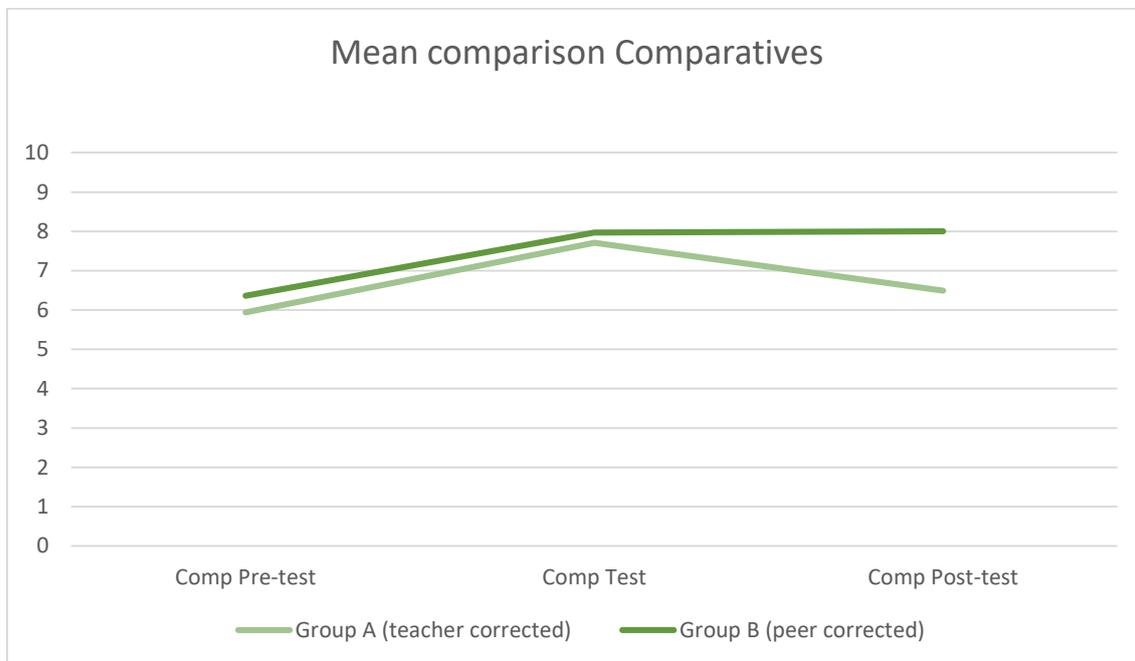


Figure 1 compares the mean of both groups in Comparative tests. In Comp Test, Group A was teacher corrected and Group B was peer corrected.

Group A experienced an improvement of 1.77 from Comp Pre-test to Comp Test, but after teacher correction their mean went down 1.22. On the other hand, Group B experienced an improvement of 1.61 from Comp Pre-test to Comp-test, and continued improving in 0.03 after peer correction.

Group A, teacher corrected in Comp Tests, showed statistically significant differences between the Comp Pre-test and Comp Test ($t(13) = -2.502$, $sig = 0.26$). Between Comp Test and Comp Post-test, their average results were significantly lower ($t(13) = 2.380$, $sig = .033$). This means they did not maintain in Comp Post-Test the improvement they made on the Comp-Test. The difference between Comp pre-test and Comp Post-test was not significant ($t(13) = 1.235$, $sig = .239$). Group B, peer corrected in Comp Tests, also showed statistically significant differences between Comp pre-test and Comp test ($t(12) = -2.939$, $sig = .012$) and between Comp Pre-test and Comp Post-test ($t(12) = -3.357$, $sig = .006$), but showed no significant difference between Comp Test and Comp Post-test ($t(12) = -.055$, $sig = .957$). This shows they achieved a progress between Comp Pre-test

and Comp Test that they were able to maintain in the Post-test, after giving and receiving peer feedback.

Figure 2. Comparison of means in Irregular Verbs tests

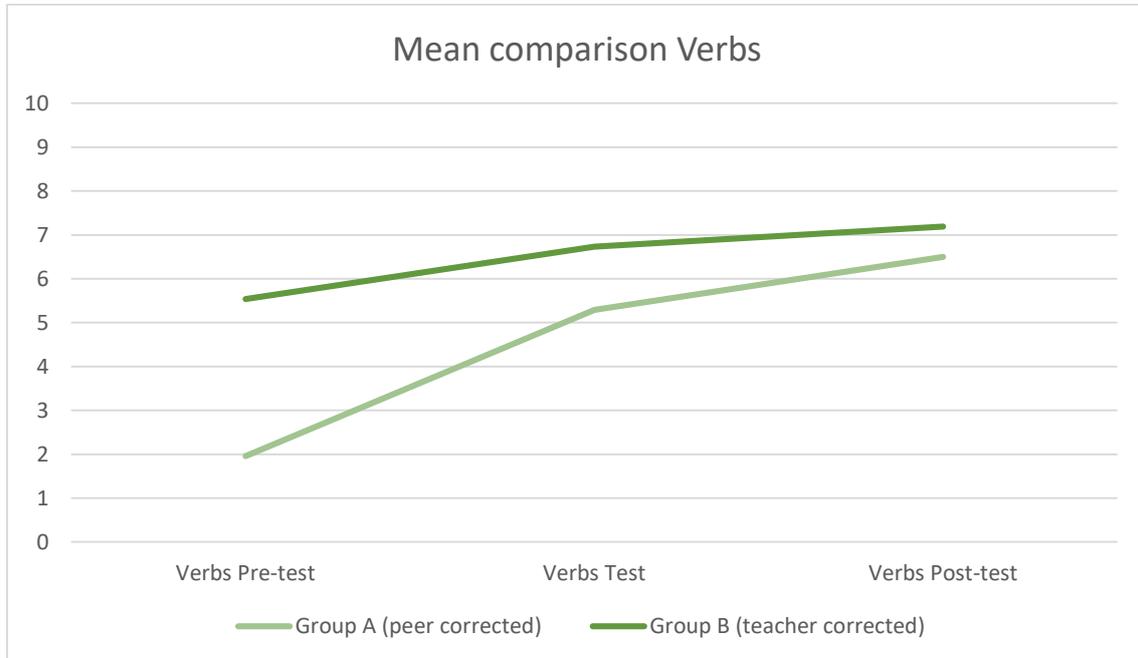


Figure 2 compares the mean of both groups in Irregular verbs tests. In Verbs Test, Group A was peer corrected and Group B was teacher corrected.

As shown in Table 2, Group A improved 3.33 between Verbs Pre-test and Verbs test. Then, after being peer corrected, their mean also raised 1.21. As for Group B, their mean improved 1.19 from Verbs Pre-test to Verbs Test. After being teacher corrected, their mean improved 0.46.

Group A, performing peer feedback in Verbs tests, showed statistically significant differences between Verbs Pre-test and Verbs Test ($t(13) = -7.193$, $sig = .000$), as well as between Verbs Test and Verbs Post-test ($t(13) = -5.090$, $sig = .000$). They experienced a notable improvement between Verbs Pre-test and Verbs Post-test ($t(13) = -9.588$, $sig = .000$). Group B, teacher-corrected in Verbs tests, also showed statistically significant differences between Verbs Pre-test and Verbs test ($t(12) = -3.938$, $sig = .002$) but not between Verbs Test and Verbs Post-test ($t(12) = -.508$, $sig = .622$). They improved as

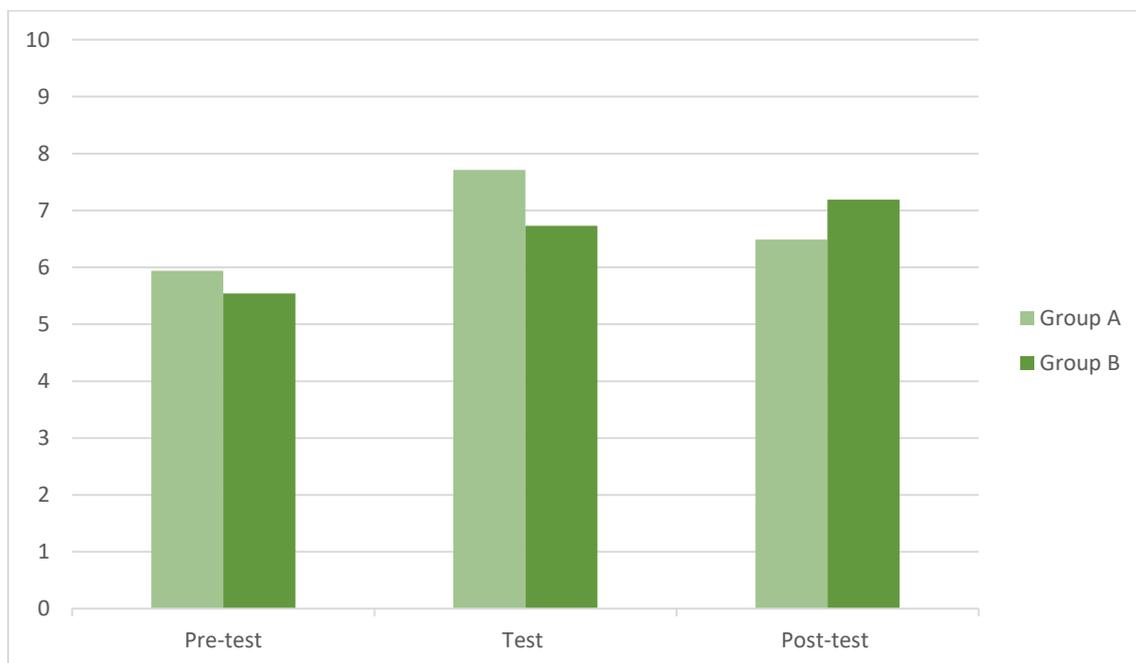
well, but the rise was more moderate between Verbs Pre-test and Verbs Post-test ($t(12) = -4.036$, $sig = .002$) if compared to Group A.

For more detailed information, the complete table with related samples comparison for Group A can be found in Appendix 9, and the one for Group B in Appendix 10.

It is remarkable that there was a statistically significant difference between the performance of both groups on Verbs Pre-test ($F(1,25) = 13.170$, $sig = 0.001$). Group A obtained an average result of 1.96, whereas Group B obtained an average result of 5.54. There was a difference of 3.58 points between both groups. After the peer feedback (Group A) and the teacher feedback (Group B), the difference diminished to 0.69 points.

5.2 Teacher feedback

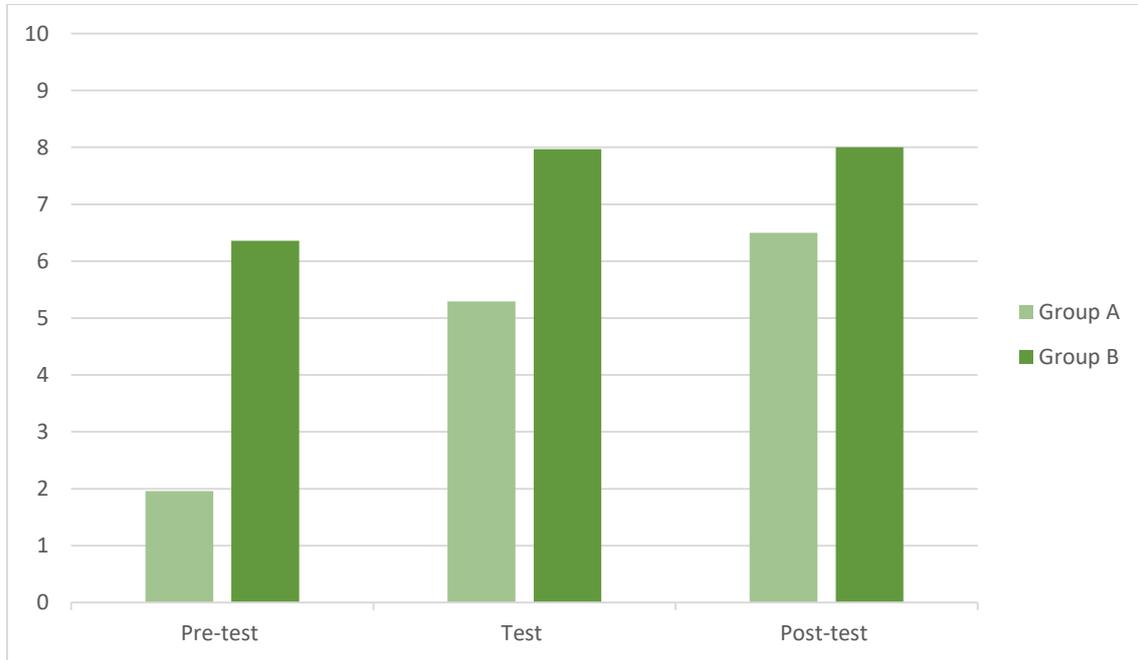
Figure 1. *Teacher corrected tests average results*



11 out of 27 students improved their results after teacher feedback, meaning 40% of students showed to benefit from teacher feedback. From the remaining 60%, 44% worsened their results and 14% presented the same results after teacher feedback.

5.3 Peer feedback

Figure 2. *Peer corrected tests average results*



19 out of 27 of students showed improvement on their grades after peer feedback, meaning 70% of the students showed to benefit from peer feedback. From the remaining 30%, 22% worsened their results and 8% obtained the same results after peer correction.

In both cases, there has been a more significant improvement after peer correction. In Comp Test, the improvement of Group B (peer corrected) was of 0.03 after peer correction, outperforming Group A (teacher corrected) in 1.19. Group A even lowered their results after being teacher corrected. Regarding Verbs Test, Group A (peer corrected) outperformed Group B (teacher corrected) in 0.78.

6. Discussion

The aim of the present study was to 1) find out if CF was an effective tool for improving grammar accuracy and 2) to compare the effectiveness of teacher and peer feedback in secondary school students.

Results of both groups show that the students' grammatical accuracy improved after receiving teacher and peer feedback in most of the cases. This seems to confirm the effectiveness of explicit CF when used to correct grammatical features (Ellis, 2009). It also supports Li's results (2010), which suggested that explicit feedback showed to be effective for grammar acquisition.

Regarding the effectiveness of peer versus teacher feedback, the results of the present study showed that peer feedback was more effective than teacher feedback, as opposed to Miao et al. (2006), Connor and Asenavage (1994) and Paulus' (1999) studies, which showed teacher feedback to be more effective than peer feedback.

Possible reasons for this change are the influence of personal and contextual factors. Like Dekeyser (1993) stated, CF can interact with learner characteristics and context circumstances. All the above mentioned studies which showed teacher feedback to be more effective than peer feedback had been carried out with university students. In this case, the study was carried out with teenagers in a working class neighborhood which seemed to be highly influenced by teenage characteristics like peer group pressure or rebellion against adults. Miao et al. (2006) stated that students trusted their teachers more and thus paid more attention to their corrections. However, their study was conducted among university students, which do not present those psychological characteristics. Teenagers specific factors might have influenced their confidence in the teacher.

Tsui and NG (2000) did carry out a study comparing teacher and peer feedback with secondary school students, and found teacher feedback to be more effective. Chances are that the socioeconomic context had an influence in this case, since the authors remark that the teacher is seen as a figure of authority. This feeling is not widespread in the school where this study took place.

Regarding the perception of peer feedback, this study seems to support Sato's (2013) and Tulung's (2008) conclusions that students feel comfortable during peer feedback interactions and are less afraid of making mistakes, as well as Yu and Lee's (2014), which claimed that peer feedback could motivate students and make them pay more attention when they knew their productions would be corrected by a classmate.

7. Pedagogical implications

The findings of the present study suggest that peer feedback may be a useful tool that could easily be implemented in high schools and could result in an enhancement of the grammar accuracy of students.

This study showed that peer feedback was more effective than teacher feedback in both groups and exercises. Students performed better after peer feedback in both grammar tests, always improving their results afterwards. After teacher feedback, they improved less and even worsened in one occasion.

Students seem to be more influenced by corrections when they come from a peer than when they come from the teacher. Peer feedback could be included as a complement for grammar activities in order to improve the uptake of grammatical aspects and to enhance and ease the learning process. It is a feasible activity that can optimize the time devoted to correction in the classroom, and students will benefit from both giving and receiving feedback. Peer pressure could this way turn into a positive asset that could benefit the learning process.

8. Limitations

The present findings must be interpreted with caution due to several limitations of the study.

The first limitation of the present study is the small number of participants, 27 in total. With such a small size, caution must be applied when interpreting results and findings, which may not be applicable to other students in other contexts. In this case, not only the small size of the sample but also the very specific context surrounding this study makes it difficult to extrapolate results.

Time constraints are another factor to be considered as a limitation. Due to the short period of time that I had in order to develop the present study, the tests to carry it out had to be short and simple so that they would occupy 15 minutes each at the most, except for each peer corrected test, which could occupy up to 25 minutes. Also due to time

constraints, students did not have a lot of time in order to internalize the rules for giving feedback to their classmates, and this activity had to be closely monitored to make sure they would perform it correctly. It would have been interesting to give them more time for embracing their role as reviewers and test how the provision of feedback affected their learning process. I would also have liked to carry out a delayed post-test for both grammar topics in order to test the maintenance of uptake over time but, again due to time constraints, it was not possible.

Another limitation of this study could be the repetition of similar exercises testing the same topic. It might have favored the improvement on students' results.

For all the above mentioned reasons, the findings of this study should be considered tentative, and therefore, further research comparing peer feedback and teacher feedback in high schools is needed in order to test the validity of these results and to include other contexts and topics.

9. Conclusion

The aim of the present study was to find out whether CF was an effective tool for improving grammar accuracy and to compare the effectiveness of teacher and peer feedback. Several conclusions can be drawn from it.

Firstly, we can conclude that the provision of CF does improve the grammatical accuracy. 3 out of the 4 post-tests conducted resulted in positive results when compared to the tests, and 4 out of 4 compared to the pre-tests. This seems to indicate that the provision of CF resulted in improvement in most of the occasions.

Secondly, this study has found that both teacher and peer feedback are effective to enhance the learning process when it comes to uptaking grammar rules and improving grammar accuracy. Both teacher feedback and peer feedback proved to have some impact on the results of students.

Thirdly, the results of this investigation showed that peer feedback can be more effective than teacher feedback. Peer feedback resulted in 70% of students showing improvement after giving and receiving it, while teacher feedback produced an improvement in only

40% of students. As opposed to the results of previous studies carried out in the field, which had proved that teacher feedback was more effective than peer feedback, the particular context of the school in which the study took place and the specific characteristics of the participants seemed to have had some influence on the results.

This research will serve as a base for future studies investigating the possibilities of peer feedback as a practical and useful teaching tool to be used with teenagers in the classroom.

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12. Appendices

12.1 Appendix 1

Comp Pre-test

Comparatives & Superlatives

1. Write the comparative form (2.5 marks):

- Pretty
- Sad
- Kind
- Beautiful
- Clever
- Intelligent
- Good
- Interesting
- Tiny
- Heavy
- Sweet
- Boring
- Ugly
- Many/much
- Tiring
- Big

2. Write the superlative form (2.5 marks):

- Rainy
- Comfortable
- Bad
- Slow
- Attractive
- Fun
- Pleasant
- Hot
- Dry

- Windy
- Clean
- Challenging
- Long
- Low
- Good
- Little

3. Complete the sentences with the comparative or superlative form of the adjectives in brackets (5 marks):

- My bike is _____ than yours (fast).
- He is one of the _____ man in the world (rich).
- Texting is _____ than speaking on the phone (cheap).
- A Ferrari is _____ than a Fiat (expensive).
- Is your suitcase _____ than mine (heavy)?
- February is the _____ month of the year (cold).
- Sally is the _____ girl I ever met (beautiful).
- Mount Everest is _____ than mount K2 (high).
- What is the _____ monument in Rome (famous)?
- Randy is the _____ student in the class (good).
- The test was _____ than what I had expected (difficult).
- Who is the _____ man in the world (tall)?
- The blue whale is the _____ animal in the world (big).
- The cheetah is the _____ land animal of all (fast).
- This is the _____ mark I have ever had (bad).

12.2 Appendix 2

Comp Test

The weather: Comparative & Superlative

1. Write the comparative form (3 marks):

- Rainy
- Hot
- Cloudy
- Windy
- Cold
- Warm
- Dry
- Nice
- Lovely

2. Write the superlative form (3 marks):

- Snowy
- Cool
- Foggy
- Sunny
- Freezing
- Humid
- Stormy
- Mild
- Beautiful

3. Complete the sentences with the comparative or superlative form of the adjective in brackets (4 marks):

- Today is _____ than yesterday (rainy).
- Summer is the _____ season of the year (hot).
- Pamplona is the _____ city of the North of Spain (cloudy).
- I like spring because it is _____ than winter (warm).
- The weather in Navarre is _____ than in Andalusia (humid).
- Next week it will be _____ than this week (sunny).
- Today's rain is _____ than yesterday's (heavy).
- Alaska is the _____ place on earth (cold).

12.3 Appendix 3

Comp Post-test

Comparatives & Superlatives

1. Write the comparative form (3 marks):

- Interesting
- Short
- High
- Windy
- Beautiful
- Shy
- Expensive
- Big
- Lovely

2. Write the superlative form (3 marks):

- Snowy
- Intelligent
- Cool
- Dark
- Nice
- Small
- Fast
- Happy
- Boring

3. Complete the sentences with the comparative or superlative form of the adjective in brackets (4 marks):

- Summer is the _____ season of the year (good).
- Pamplona is the _____ city of the North of Spain (nice).
- I like basketball because it is _____ than football (fun).
- Susan is the _____ girl in the class (tall).
- The black jacket is _____ than the red jacket (cheap).
- This exam is _____ than the last one (difficult).
- John is _____ than Peter (strong).
- Today is _____ than yesterday (rainy).

12.4 Appendix 4

Verbs Pre-test

Irregular verbs

1. Write the past simple of the irregular verbs below:

- Be
- Begin
- Buy
- Can
- Come
- Do
- Find
- Fly
- Get
- Give
- Go
- Know
- Make
- Run
- Say
- See
- Sleep
- Think
- Wear
- Write

12.5 Appendix 5

Verbs Test

Irregular verbs

Complete the table with the missing forms of the verbs:

Be		Been
Begin		Begun
Break		Broken
Come		Come
Can		-----
Do		Done
Eat		Eaten
Get		Gotten
Give		Given
Go		Gone
Have		Had
Know		Known
Learn		Learnt
Make		Made
Meet		Met
Put		Put
Say		Said
Speak		Spoken
Think		Thought
Wear		Worn

12.6 Appendix 6

Verbs Post-test

Irregular verbs

1. Write the past simple of the following verbs:

- Be
- Begin
- Break
- Come
- Can
- Do
- Eat
- Get
- Give
- Go
- Have
- Know

2- Write the past simple of the verb into brackets in the sentences below:

1. A few years ago I _____ how to sum and subtract. (learn)
2. On Sunday me and my sister _____ a beautiful cake. (make)
3. When we _____, I was finishing my studies in high school. (meet)
4. When I got home, I _____ my pajamas and went to bed. (put)
5. I _____ to him that there was nothing to worry about. (say)
6. My brother _____ to my mum on the phone. (speak)
7. Mary _____ that I was a year younger than her. (think)
8. Last summer I bought a blue dress and I _____ it a lot. (wear)

12.7 Appendix 7

Test results for Group A (peer feedback in bold)

Students	Pre-test 1	Test 1	Post-test 1	Pre-test 2	Test 2	Post-test 2
Student 1	9,4	9,7	9,7	0	7,5	8,5
Student 2	0,6	9,4	6,3	0	2	4
Student 3	8,7	9	9,3	2	5	6
Student 4	2,7	3	3,3	2	2,5	4,5
Student 5	9,3	10	9,7	2,5	6,5	7,5
Student 6	1,5	1,3	0	0,5	4,5	7,5
Student 7	8,8	8,2	8,3	4	6,5	7
Student 8	1,1	4	2	0,5	2,5	4
Student 9	8,9	9,2	9,2	2	6,5	8,5
Student 10	9,6	10	9,5	5,5	9,5	10
Student 11	9,2	9,2	10	5,5	8,5	8,5
Student 12	3,3	7,5	1,8	1	2,5	4,5
Student 13	6,5	9	7,5	2	7	7,5
Student 14	3,5	8,4	4,3	0	3	3
<i>Average</i>	5,94	7,71	6,49	1,96	5,29	6,5

12.8 Appendix 8

Test results for Group B (peer feedback in bold)

Student	Pre-test 1	Test 1	Post-test 1	Pre-test 2	Test 2	Post-test 2
Student 1	6,5	8	8,3	7	9	9,5
Student 2	7	9,45	9	5,5	7	8
Student 3	8,6	8,2	9,5	7	9,5	9
Student 4	8,2	7,7	9	9	9	9,5
Student 5	3,6	6,9	9	0	1,5	1,5
Student 6	9,3	9,7	9,5	9,5	10	9,5
Student 7	7,6	8,4	7	3	0	3,5
Student 8	9,8	10	9,2	10	10	10
Student 9	3,4	8,4	7,9	4,5	4,5	6
Student 10	6	7,7	8,3	2	6,5	4
Student 11	7	8	9,2	5,5	8,5	9,5
Student 12	4,6	4,5	6,1	7	8,5	7
Student 13	1,1	6,7	2	2	3,5	6,5
<i>Average</i>	6,36	7,97	8,00	5,54	6,73	7,19

12.9 Appendix 9

Paired samples test for Group A

Paired samples Tests

		Paired differences				t	df	Sig. (2-tailed)	
		Mean	Std. deviation	Std. Error mean	95% confidence interval of the difference				
					Lower				Upper
Pair 1	Comp	-							
	Pre-test –	1,771428	2,649071991	,7079942					
	Comp	57142857	770405	70435978	3,300957202	,241899940623	-2,502	13	,026
	Test	2			233696	449			
Pair 2	Comp	1,214285							
	Test –	71428571	1,909030016	,5102097	,1120445986	2,31652682988			
	Comp	5	630332	33092719	89963	1468	2,380	13	,033
	Post-test								
Pair 3	Verbs	-							
	Pre-test –	3,321428	1,727683451	,4617428					
	Verbs	57142857	877140	24980229	4,318963297	2,32389384499	-7,193	13	,000
	Test	1			862439	4704			
Pair 4	Verbs	-							
	Test –	1,214285	,8925823753	,2385526					
	Verbs	71428571	03981	74132884	1,729647434	,698923994173	-5,090	13	,000
	Post-test	4			397777	652			
Pair 5	Comp	-							
	Pre-test –	,5571428	1,688291938	,4512150					
	Comp	57142857	714887	00251675	1,531933601	,417647886726	-1,235	13	,239
	Post-test				012424	710			
Pair 6	Verbs	-							
	Pre-test –	4,535714	1,770096539	,4730781					
	Verbs	28571428	243484	99383098	5,557737599	3,51369097171	-9,588	13	,000
	Post-test	6			717383	1188			

12.10 Appendix 10

Paired samples test for Group A

Paired samples test

		Paired differences				t	df	Sig. (2-tailed)	
		Mean	Std. deviation	Std. Error mean	95% confidence interval of the difference				
					Lower				Upper
Pair 1	Comp Pre-test – Comp Test	- 1,6115384 61538461	1,97675595422 5028	,5482534578 49007	- 2,806080129 409296	- ,416996793667 626	-2,939	12	,012
Pair 2	Comp Test – Comp Post-test	- ,02692307 6923077	1,76571696776 5902	,4897217742 48981	- 1,093935161 624153	1,04008900777 8000	-,055	12	,957
Pair 3	Verbs Pre-test – Verbs Test	- 1,5416666 66666667	1,35610292806 8202	,3914731952 84508	- 2,403293360 061525	- ,680039973271 809	-3,938	11	,002
Pair 4	Verbs Test – Verbs Post-test	- ,20833333 3333333	1,42156017576 9332	,4103690750 74838	- 1,111549577 733582	,694882911066 916	-,508	11	,622
Pair 5	Comp Pre-test – Comp Post-test	- 1,6384615 38461538	1,75951625053 5197	,4880020047 16677	- 2,701726567 241559	- ,575196509681 517	-3,357	12	,006
Pair 6	Verbs Pre-test – Verbs Post-test	- 1,6538461 53846154	1,47739375512 8371	,4097553029 35818	- 2,546626264 906894	- ,761066042785 414	-4,036	12	,002