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Faculty of Arts Department of English

The Impact of Using Peer Editing as an Effective Feedback Tool on Developing Libyan EFL Students' Writing Performance.

A thesis Submitted to the Department of English in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Applied Linguistics.

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ABSTRACT

This study was designed to investigate the impact of using peer-editing as an editing tool in terms of receiving effective feedback on developing Libyan EFL students' writing performance. The research sample included 60 second-year students randomly selected from Sabratha College of Arts. The participants were divided equally into two groups, i.e. 30 students for the control group and 30 students for the experimental group.

Throughout the first two weeks of the program, the experimental group received a training course, based on the use of peer-editing tool to develop their writing skill, while the control group was trained on how to self-edit at the editing step in learning writing skill as a process. A pre-test and post-test were designed and carried out before and after the treatment course that was conducted to study the impact of peer-editing tool on the students' writing performance.

31 item questionnaire was designed to determine the impact of peer-editing tool on experimental students' attitude. Inferential SPSS software program was employed to analyse the data obtained from both the pre- and post-tests for the two groups, and the data obtained from the questionnaire for the experimental group. The quantitative findings showed that there were statistically significant differences in the mean scores between the experimental group and the control group in the post-written test in each of the writing aspects (content, organization, and language) in favour of a clear development for the experimental group.

Furthermore, the questionnaire' results maintained that 2nd EFL students at Sabratha College of Arts had positive attitude toward peer-editing as an effective and beneficial tool.

The findings of the present study gave evidence that the use of peer-editing tool effectively developed and enhanced EFL students' attitude towards the writing skills.

DEDICATION

To whom I did not find the words to thank, my
father and mother

To my husband, my children, brothers and sister for their infinite assistance and support

Special thanks to my teachers, friends and all my colleagues for their moral support

Enas Elhadi Elmaawi

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First and foremost, many thanks to Allah, the most merciful and great beneficent.

It is great honour for me to take this opportunity to express my sincere appreciation and my deep respect to **Dr. Abdulhameed Attelisi** for his full support, valuable supervision, constant enthusiasm, academic guidance, tireless effort and cooperation throughout the journey of my research.

DECLARATION

I hereby declare that I am the sole author of this thesis entitled:(The Impact of Using Peer Editing as an Effective Feedback Tool on Developing Libyan EFL Students' Writing Performance) and assure that no part has been plagiarized. I also declare that all the material submitted in this work which is not my own work has been identified with proper citations and referencing, and that no material is included which has been submitted for any other assignment of other subjects or courses.

Signature **Date**

_____ _____

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Chaptert One
Introduction

1.0. Introduction

In this study, the first chapter was utilized as an introductory chapter introducing the background of the study followed by the statement of the problem. It also presents the research aims, the research questions, the research hypothesis as well as the significance of the study. In addition to the scope of the study, this chapter provides a brief explanation to the methodology employed. The organization of this study and definitions of some terms that were used in the study.

1.1. Background of the study

Today English language teachers are facing significant challenges in how to find an appropriate way to teach writing skills, especially to foreign/second language students at the undergraduate level (Ali and Ramana, 2018). In fact, this problem has a significant impact on EFL students' writing skills. In this respect, Sajid (2015) concluded through their studies that university students were incapable to appropriately write a paper of more than five pages. Moreover Sajid (2015) added by that the students' low level might negatively affect their attitude towards writing skill. In view of the university students' low level of writing performance, teachers need to employ more advanced and more effective teaching tools that develop and improve the level of students' writing performance. Teachers also should pay attention to students' attitudes towards the teaching tools that are being utilized. According to (Galvis, 2010), this tool might be the peer-editing tool which is one of the collaborative learning techniques. The recent use of peer-editing indicates the efficiency of developing the writing skill with its components 'language, content and organization' (Arfani & Noor, 2018 and Diab, 2010). It also indicates a positive impact on the students' attitudes towards writing skill (Kuyyogsuy, 2019b). This study aimed to shed a focused light on peer-editing as an editing tool throughout the writing process to develop Libyan EFL university students' writing competence. Moreover, the researcher also investigated the same students' attitude towards using peer-editing as an effective tool to develop their writing performance.

1.2. Statement of the problem

Despite all the university teachers' efforts to develop their students' writing skills, there is a noticeable decrease in the rate of students' written performance. This can be a result of neglecting the application of peer-editing as an editing tool throughout the process of teaching writing skills, which in turn can be attributed to the lack of the teachers' awareness of the impact of peer-editing on students' attitudes.

1.3. Aims of the study

This study aimed to investigate the impact of peer editing on Libyan EFL university students' language, content, and organization components of their writing performance. It also aimed to examine the university students' attitudes towards using peer-editing as an effective feedback during the writing process.

1.4. Research questions

The current study is based on the following research questions:

1. What is the impact of using peer-editing tool on EFL students' writing performance?

The main question branches out into the following sub–questions:

A) What is the impact of using peer-editing tool on the language of EFL students' writing performance؟

B) What is the impact of using peer-editing tool on the content of EFL students' writing performance؟

C) What is the impact of using peer-editing tool on the organization of EFL students' writing performance ؟

1.4.2 What are the EFL students' attitude after using peer-editing tool in their writing performance?

1.5. Hypothesis

This study was designed to test the following hypothesises:

- Statistically, the use of peer-editing has a significant positive impact on EFL students' writing performance.
- EFL students have an average of a positive attitude after using peer-editing tool in terms of fullness, enjoyment and feeling.

1.6. Significance of the study

The current study is considered the first Libyan study concerned with significant in determining the importance of peer-editing in developing Libyan students' writing ability. Particularly, in the aspects of language, content, and organization of writing. Thus, the findings of this study can be used to raise the teachers' awareness about the importance of peer-editing. This in turn, encourages the teachers to help the students to regularly employ this tool.

Moreover, investigating university Libyan students' attitudes towards peer-editing contributes in determining the students' readiness to implement this tool to improve their writing skills. Therefore, English departments in the context researched could benefit from the findings of this study to apply future improvements in their educational programs.

1.7. Scope of the study

This study was conducted to investigate the impact of peer-editing tool on 30 2nd year Libyan EFL students at Sabratha College of Art. In addition, this study was carried out to verify the participants' attitude towards using the peer-editing tool as an editing step during their learning of writing skills. This study commenced in February 2018 at Sabratha College of Art.

1.8. Methodology of the study

This study used a quasi-experimental design that used a quantitative approach to investigate the impact of the peer-editing tool on the content, language and organization of written performance of EFL 2nd year students at Sabratha College of Arts. In addition, the quantitative approach was used to investigate the students' attitude toward utilizing peer- editing tool. 60 students participated in this study. They were randomly divided into two groups, namely experimental group and control group. Two instruments were used to gain data required. Pre-test and post-test were employed to examine the impact of the peer-editing tool on the experimental group. Also, a questionnaire was used to verify the impact of the peer-editing tool on the experimental group's participating attitude. The data collected from the tests and questionnaire were analysed by inferential statistic (SPSS software program).

1.9. Organization of the study

This study consists of five chapters as follows**:**

- Chapter one includes the background of the study, statement of the problem, research aims and questions. In addition to the research significance, chapter one discusses the scope of the study. Finally, a summary of the methodology adopted followed by the organization of this study and definitions of some terms used are included in this chapter.
- Chapter two presents the theoretical framework of the writing skill, attitudes and peer- editing tool. It also reviews a number of related previous studies.
- Chapter three describes research design, the research participants, the process of the experiment, the instruments used to collect the data. It includes the pilot study and the pre-test and post-test as well as the questionnaire employed.
- Chapter four presents the process of data analysis.
- Chapter five discusses the findings obtained in relation to previous related literature. It also includes the conclusion, recommendations and suggestions for further research.

1.10. Definition of some terms used in this study:

EFL: Jwaili and Orafi (2019) have defined EFL as abbreviated letters which mean English as a foreign language, and this is used constantly to talk about learners whose mother tongue is not English and they learn English and are residing in their country. For example, a Libyan person learns English in his/her country.

Writing process: The writing process goes through five basic steps: pre-writing, planning, drafting, pausing, reading, reviewing, and editing. It is a repetitive process in nature, as the writer moves from one step to another, and may return to the beginning or the previous stage, and this movement is considered natural for the writing process (*Abas and Abd Aziz, 2018)*.

Peer editing tool:

- **Peer**. A person who has the ability or status as for another specific person (Flannery and Smith, 2017)
- **Editing**: is a process by which correction, condensation, arrangement, regulation and many other adjustments are made in order to produce

accurate, balanced, sound and integrated work. (Mamishev and Williams, 2011).

- **Peer editing**: It is an educational tool that the student reads and comments on his colleague's written work (Fletcher, 2018).

Writing performance: Use of basic standards such as content, which means that the writer understands the arrangement of events, procedures, results, and opinions that must be presented with all transparency. Vocabulary and the use of language play a fundamental role in helping students write effectively and efficiently (Nik, 2010).

Attitude: McLeod (2018) has defined it as psychological inclination by evaluating a certain entity, it is expressed with a certain amount of favouritism or resentment.

Feeling: Means providing information about the degree to which stimuli are characterized by reliable patterns and coherence. Just as positive affect tells us things are going well, and negative affect tells us there is a problem to be solved, the feeling tells us whether experiences make sense (Heintzelman,2014).

Fullness: Means a sense of satisfaction with one's experience and acceptance of it in all its circumstances. (Sousa &Lyubomirsky, 2001)

Enjoyment: Is a positive affective state that occurs when a person engages in an experience or activity that satisfies a desire, goal, or need, including but not limited to the need for pleasure, meaning, security, safety, sustenance, esteem, belonging-ness, or love. (Smith & Bryant, 2014)

Quasi-experimental: Is a research design to test if there is a causal relationship between the independent and dependent variables (Rogers, 2019).

Pre-test and post-test designs: It is the preferred method that is used to measure and compare the extent of change that results from a particular intervention or treatment**.** (Alam 2019).

A questionnaire: It is a research tool consisting of a set of questions or other types of stimuli aimed at collecting information from the respondent (Muhammad , 2019).

A structured questionnaire: A questionnaire is a designed and planned tool for collecting quantitative data in an accurate manner. It also examines previously collected information because it is considered a formal inquiry, helping to verify the accuracy and validity of any hypothesis. (ibid).

Quantitative research: this type of research is used to define either a problem, situation, behaviour, or change by generating numerical data that turn into usable statistics. The results can be generalized to a larger sample of the population, for example. Quantitative research uses measurable data to uncover facts or formulate patterns in research. Methods for collecting qualitative data are less structured than methods for collecting quantitative data. (DeFranzo, 2019).

Chapter Two
Literature Review

2.0. Introduction

This study was designed to investigate the influence of peer editing as a tool that helps students to develop and improve their writing skills. It also aimed to investigate students' attitude towards using this particular tool. To review the related literature in depth, this chapter is divided into two sections. The first section reviews the theoretical framework by presenting the concept of writing and the concept of teaching writing. Teaching writing approaches and theories are also presented in this chapter. The concept of attitude, the role of attitude in learning a foreign language, and the role of attitude in developing writing skill, all are reviewed in the first section of this chapter. More to the point, the first section discusses the concept of self-editing and peer-editing tools. It also goes further and discusses students' attitude towards peer-editing followed by a detailed discussion of the procedures of peer editing and self-editing tools and some advantages and disadvantages of them. While the second section reviews a number of related previous studies.

2.1 Theoretical framework

2.1.1 Concept of writing

The writing skill has gained a significant role in improving communication proficiency for language learning; therefore, many researchers became very interested in defining it (Cakrawat,2012). As an example, Nurrohmah (2018) defined writing as a way of communication in the form of a set of symbols and signs that are written on paper. Moreover, it is a performance for expressing feelings and thoughts that a person reads and enjoys in order to express opinions, to convey massages and to support them. Pamujining Tias (2019) has defined writing with a meaning that does not differ much from its predecessor, except that it was added that writing is a practiced activity that develop ideas through coherent and readable production of sequent sentences. More precisely, Ngoc (2019) indicated that the writing skill is a mental activity through which the student can create his ideas and express them in an organized manner in the form of phrases and texts. Writing is also

considered as a physical activity that commits words and describes them for a specific media and field.

In his argument, Cakrawat (2012) said that writing is a complex productive skill which consists of stages that should be precisely followed to produce qualified piece of writing.

As for to the importance of writing skill, it was defined by Gautam (2019) as a skill that contributes to students' deep insights of knowledge in their educational endeavours by viewing the writing skill as a symbol of educational intelligence, and as a conclusion to cognitive learning, so it plays an important role in the formation of upright characters.

Based on the previously mentioned definitions, the researcher can derive a definition that writing skill is a practiced mental, intellectual and physical activity that is trained to follow a set of steps that are written in the form of symbols and signs to express the scientific, intellectual and emotional conclusion of the writer**.**

2.1.2. The concept of teaching writing

Teaching writing skill requires teacher to properly understand teaching writing theories and approaches of how to help students generate and arrange ideas, and many researchers have made efforts in their studies to praise this manner. Writing is a skill with a complex productive activity as Cheung (2016) indicated, and with an understanding of its complexity, it is taught in a meaningful and successful manner.

To conclude, almost teachers of writing skill strive to ensure that their teaching style is not limited to students' ability to write accurate sentences and phrases, but rather strive to guide their students to complete an accurate and sophisticated text of ideas and information to ensure good communication between the writer and the reader, whether an individual or group (Cheung,2016). Therefore, researchers made a great effort to develop both theories and approaches to help second language learners learn the writing skill better.

Teachers must select from those theories and approaches what is appropriate for their students and follow it in order to reach satisfactory results. Some of these approaches are discussed as follows.

2.1.3. Concept of writing approaches

Writing approaches are important ways that can be used by the teacher to attain successful educational results. Some researchers related writing approaches to **"**the ideas, rules and ethics related to writing process which applied in the classrooms particularly in the teaching writing**"** (Selvaraj & Aziz, 2019, p.455). In addition, Klimova (2014) defined writing approaches as methods of carrying out clerical tasks and developing them with high rhetorical awareness. Dragomir and Niculescu (2020) also defined writing approaches as ways that essentially lead students to understand why, what, and how to write productively.

It can be concluded that the writing approaches are essential ways that assist teachers to understand ideas and rules to develop their students' awareness about the process of writing.

2.1.4. Importance of teaching writing approaches

Teaching writing approaches are crucial and essential to achieve effective outcomes. Indrilla and Ciptaningrum (2018) claimed that teaching writing skills requires meaningful assistance and guidance by the teacher. Purposeful guidance is not the basis for the success of the educational process. Rather, the choice and optimal use of the approach is the basis of success. Furthermore, Selvaraj and Aziz (2019) argued that the wrong choice leads to serious consequences in the educational process, whether for students or teachers, even if they spend time and effort in planning its success.

This discussion leads to the conclusion that teaching writing without an appropriate approach or a wrong choice of teaching writing approach might lead to an inevitable failure of teaching writing skills.

2.1.5. Teaching writing approaches

Hasan and Akhand (2010) argued that writing is a seamless process that writers create during their engagement in the writing task. Writing is not just a linear, regulated process. It is a continuous process between the stages for access to model writing. Moreover, they maintained that in the last twenty years, the approaches of product and the approach of process dominated the learning process of writing skills. It has been observed in the last ten years the emergence of genre approach of the educational field of writing skill.

2.1.5.1. Product approach

Hyland (2003) stated that this tendency was appeared from the combination of the behaviourist learning theories and structural linguistics of second language teaching that were command in the 1960s.

Basically, writing is considered as a product reflects the writer's grammatical and lexical abilities, and writing skill can be developed only by imitating and manipulating the models that provided by the teacher.

An affirmation on language structure as a fundamental for writing teaching is typically a four-stage process:

1. Familiarization: Learners are taught certain grammar and vocabulary,
2. Controlled writing: Learners manipulate fixed patterns, often from substitution tables.
3. Guided writing: Learners imitate model texts.
4. Free writing: Learners use the patterns they have developed to write an essay, letter, and so forth. (Hyland 2003, p. 3)

From Ghufron 's (2016) point of view the product approach is an imitation method in which students are provided with a model and are expected to imitate it by following certain criteria for writing a new text. In other words, the students have the ability to mimic a piece of writing that analysed and presented at early stages. According to Hasan and Akhand (2010, p. 78), the product approach model consists of four stages:

First stage: At this stage the student is given a sample text that student studies well. Then highlights its features, and also notes how to use good techniques while writing.

Second stage: This stage is concerned with separately controlled practice of the features that were distinguished in the previous stage, as well as good practice on the language used in the text.

Third stage: At this stage, the student organizes the ideas. Supporters of product theory believe that organizing ideas is more important than the ideas themselves and is no less important than controlling the language use.

Fourth stage: In this stage the student uses the vocabulary, structures and skills that he/she acquired from the previous stages to produce a product. It is considered the stage of the final conclusion of the previous stages to write an ideal text.

2.1.5.2. Process approach

In this approach, students' writings must be subject to modification, either by their teachers or by their peers, in order to reach a modified and developed final product that passes through several stages to reach advanced results (Nabhan, 2016).

Additionally, the process approach model consists of the following stages:

First stage: In this stage, the student collects and generates ideas about the topic under discussion. Therefore, it is called the brainstorming stage.

Second stage: This stage is concerned with refining the ideas, choosing the appropriate ones, and removing the inappropriate ideas for the proposed topic. This stage is called the planning and structuring stage.

Third stage: This stage is specialized in helping the students to organize and made the hierarchical relationship of ideas which help them to organize their texts. This stage is mind mapping stage because the students organize the ideas as mind mapping as spider gram or as list form.

Fourth stage: The stage is frequently done in the classroom in groups or in pairs, where the students write the primary draft**.**

Fifth stage: Drafts are exchanged among students, so that the writer becomes a reader who adjusts to his/her peer and guides him/her with objective feedback. At this stage students' perception automatically develop, and they realize that when writing, something of value should be added to the reader then. The stage is called the peer-editing stage**.**

Sixth stage: The drafts have been returned, and now the students have to amend their drafts according to the edits of their peers, and this stage is called the editing stage.

Seventh stage: After completing the last amendments, it is time for students to write their last drafts, this stage is called final draft stage.

Eight stage: Students submit their final drafts to the teacher, who then evaluates them and provides them with the necessary feedback (Hasan & Akhand, 2010:79)**.**

In addition (Hyland)2003stated that the process approach to teach writing sees the writer as an independent producer of texts, but it looks beyond to address the issue of what teachers have to do to assist learners to write a performance. The many incarnations of this approach are coordinate in

recognizing basic cognitive processes as a basic to writing activity and in emphasizing the need for development students' abilities to define, plan a rhetorical problem, and propose and evaluate solutions.

This basic model of writing has been elaborated to further describe what goes on at each stage of the process and to integrate cognitive with social factors more centrally

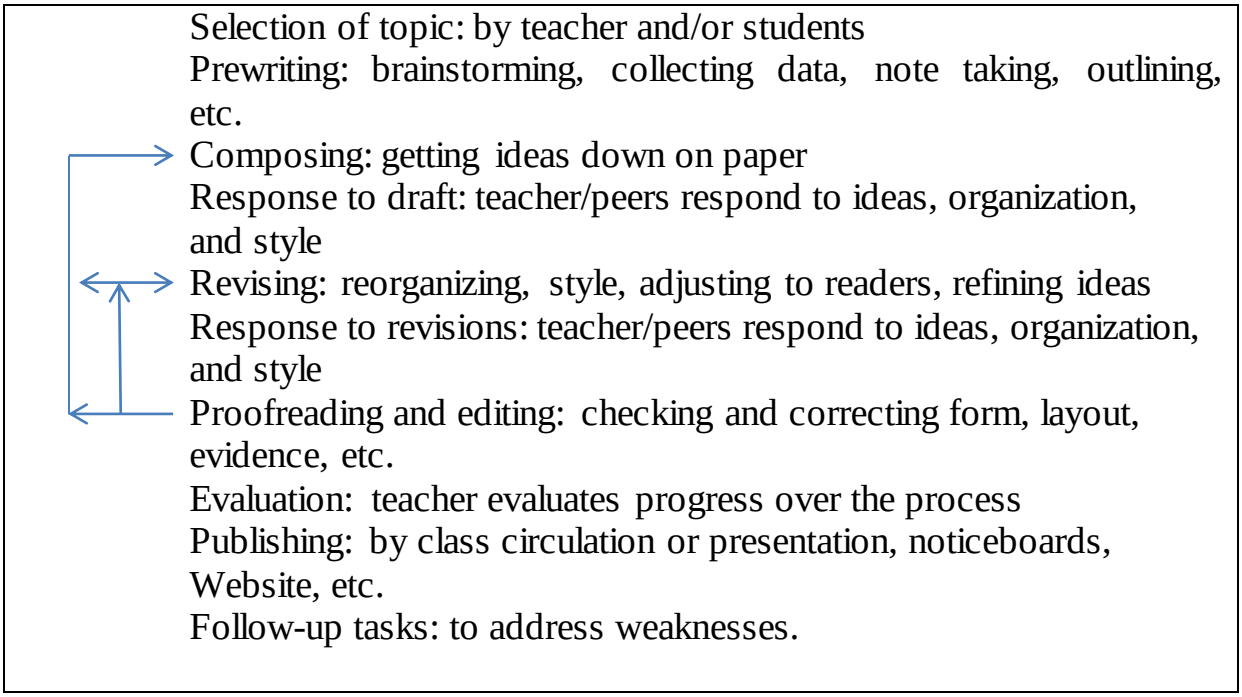

Figure 2.1: Aprocess Model of Witing Instruction. (Hyland 2003, p. 11)

In short. this model shows writing as a non-linear, exploratory, and generative process where by writers discover and reformulate their ideas as they attempt to approximate. (Hyland 2003, p. 11)

2.1.5.3. Genre approach

Genre approach "considers writing as a social and cultural practice. The purpose of this writing involves the context where the writing occurs" (Hasan & Akhand, 2010, p. 81) This quote indicates that the teaching of writing should have the linguistic and rhetorical features that lead to success in social communication. It also reveals that this theory focuses on written texts as a cultural source for students, completely ignoring the aspect of experiences educated in its content (Hasan & Akhand, 2010).

Hyland (2003) added that the genre approach's writing instructors go further subject content, textual forms and composing processes to see writing as attempts to connect with readers.

Badger & White (2000) claimed that genre approaches emphasize writing as basically concerned with knowledge of language, and as being closely linked to a social purpose, while the development of writing is largely seen as an analysis and imitation of input in the form of teacher-provided texts.

To sum up this discussion, writing is not just a linear, regulated process, but it needs adopting at least one approach to support its process of teaching.

2.1.6. Components of writing

Tias (2019, p.15) stated that when writing, the writer must realize that successful writing should include a set of components, and these components are:

- **Content:** The ability to develop ideas and objective knowledge in creative thinking.
- **Organization:** The ability to well-organize a cohesive and logical sequenced text.
- **Vocabulary:** The ability to use appropriate and varied vocabulary for the topic to be written.
- **Language:** The ability to write text in complex grammatical and linguistic combinations effectively.
- **Mechanics:** Accurate ability to use capitalization, spelling, and punctuation.

To conclude, it must be noted that the content, organization, vocabulary, language and mechanics are components that achieve great success for writing.

2.1.7. Teaching writing theories

A proper understanding and correct application of the theories of teaching writing skills allows a teacher to "implement research-based practices better" (Selvaraj & Aziz, 2019, p.453). According to Goel (2017), the use of theories provides a basis for predicting, explaining, analysing and describing a good method for teaching writing and using theories of teaching writing skills leads to make the right decision for design, development and critical thinking of the chosen method in particular and for the process of writing and education in general.

Similarly, Hodges (2017) stated that the modernity of teaching writing tends to focus on creativity and social communication instead to focus on mechanics and form shifts to an emphasis, this the reason behind complex of

writing skill. The solution is to teach writing, and certain theories must be followed such as the ones discussed below:

2.1.7.1. Collaborative theory

Collaborative learning in Megnaf's (2016) perspectives is characterized by the collective participation of students and the teacher in the learning process. This type of theories has several advantages such as enhancing self-confidence of its users, and its disadvantages are limited to a lack of experience of students and teachers to communicate. Collaborative writing is the exchange of two or more students' information to complete written production. Collaborative education gives students the opportunity to be active members of the society due to the foundations it provides for teaching good standards of social interaction and communication. Collaborative learning has been shown to assist students raise their levels of knowledge and achievement. Students also gain confidence in themselves when discussing and presenting their ideas and editing others.

Despite all these advantages of collaborative learning, it is still difficult to apply it in the classroom due to students' limited experience in terms of communication and interaction, and their insufficient ability to critical thinking which is a fundamental feature of collaborative learning (Megnaf, 2016).

2.1.7. 1.1. Approaches to collaborative writing

Megnaf (2016,p.12) also noted collaborative writing approaches, which are:

- **Cooperative learning**: Cooperative learning is the learning process in which individuals learn in a small group with the help of each other.
- **Group writing approach:** This approach has been known in several terms, including class criticism, helping circles and peer response. Students take two steps, the first step is to suggest data, so that they explain their views before writing them on paper as a product. In the second step, students share their writing with the groups, whereby each group reads their writing aloud to the rest of the groups.
- **Problem-centred instruction:** This approach is rooted in the psychologist's research, and then it was used within collaborative learning strategies. It has been concerned with the importance of teaching students through giving them direct instructions regarding their real life and problems.

- **Peer teaching approach:** This has been discussed under two aspects, namely the supplemental instruction aspect and writing fellows aspect. The first aspect relates to failing students, as successful students explain to their peers, and this is not voluntary, but for a fee, usually for at least three semesters per-week. The second aspect is very similar to the first, except that students have a talent for writing, or their writing is correct. They read and present the necessary editing to their colleagues.
- **Discussion groups and seminars:** This approach depends in a large way on the teacher, whereby the teacher motivates, discusses, and monitors the students. The discussion with his students must be based on mutual interaction between groups of students and the teacher (ibid).

2.1.7.2. Cognitive theory

Western Governors University (2020) mentioned that cognitive theory focuses on the intellectual side of students, as it makes them reflect on their thinking to solve a dilemma they are suffering from. cognitive theory provides a good opportunity for learners to deepen an understanding of themselves and their minds. This theory also opens the door to knowledge and contributes to increasing the mental strength of learners, as it is a mental process they are working normally and affected by internal and external factors of learning.

Pulungan (2016, p.188) stated that the cognitive theory considers that writing skill is the process of selecting and coordinating vocabulary from the learner's grammatical and lexical inventory and using it when needed and at the correct time. In cognitive theory, the writing process has three stages planning, translating and reviewing stages. These stages are discussed as follows:

- **Planning stage:** The writer collects the ideas and expresses them in an organized way, and then extracts the final product from the ideas that he/she organized to express them in his draft
- **Translating stage:** The writer modifies and edits the ideas that were planned in his/her draft, and formats them into sentences.
- **Reviewing stage:** In this final stage, the author reviews the language and ideas used and written in the text.

Western Governors University (2020) argued that all this might be useless, and the difficulties might be increased for the learner if there is a defect in the cognitive mind of the learner. Worst of all, Alahmad (2020) claimed that

the student might be influenced by several factors such as speed, which may lead to the failure of his/her text, and the teacher cannot believe that this failure is result of something, and the teacher will evaluate the student' performance as failure . Briefly the teacher cannot notice ideas and how to retrieve them from memory, but only notes the quality of written sentences and expressions.

In short, the correct understanding and use of theories shortens the way for the teacher to predict and develop the most appropriate techniques to teach writing.

2.1.8. Enhancing student writing performance

Students who want to improve their writing should not use any approach that is concerned only with including information and ignores the purpose of the topic, as well as not caring about the audience. That is why Cheung (2016) suggested several steps to be utilized in order to improve students' writing performance, and these steps are:

2.1.8.1Using collaborative theory in teaching writing

Cooperative learning motivates students to think critically and to develop their writing skills. Munawar and Chaudhary (2019) stated that collaborative learning provides effective enhancement in developing students' written performance by motivating them to use the technology of critical thinking when they write, participate and discuss ideas in groups. In students being an active part of the educational process, this motivates them to accept information well through the interaction that cooperative learning provides, which leads to the automatic development of their writing and the optimal understanding of academic tasks.

In recent years, the concept of students has evolved where the aim of learning has become the optimal and true perception of information, teachers' methods of teaching have changed, and the use of cooperative learning is more comprehensive and uses highly automatic and directed techniques to develop the academic performance of students' writing such as critical thinking.(Johnson et al,2018)

In conclusion, the use of cooperative learning in teaching writing effectively affects student's writing performance. This is done by motivating them and developing their critical thinking.

2.1.8.2. Understanding features that describe text coherence

Sarzhoska-Georgievska (2016,p.19) stated that coherence should not be theoretical beyond practice, but rather understood and practiced in order to help students do their writing performance in an appropriate manner; coherence enhances students' writing performance by considering the following**:**

- The relationship between content schemata and formal schemata that makes sense of text.
- appropriate shape and macrostructure with a pattern characteristic of its context and communicative purpose.
- Sequencers, hedges and logical connectors signalized as metadiscoursal features of coherence relation.

To end this part, practicing and understanding the features that describe coherent text greatly improves students' performance to their writing.

2.1.8.3 Adapting good editing strategy

Selecting the accurate and appropriate way of editing is important to the success of the writing process (Cheung, 2016,p.13). This strategy gives a good impression to the reader that the writer is interested and competent, for this requires the writer to suggest the best editing strategy that can enhance the effectiveness of writing. He also added that this strategy requires the student to:

- Finish his writing early, instead of spending most of the time waiting, it is better to spend it for the editing process. A good writer gives enough time for this process.
- To read what he/she wrote aloud, as the loud voice proved effective in finding missing words and discovering mistakes, as well as clarity of repeated thoughts
- Use a word processor like dictionaries to easily detect grammatical errors.
- Record mistakes to avoid them in future writings, this step has a positive effect on long-term writing development.

To sum up, adopting the effective editorial style and the implementation of its strategy both lead to the desired success in writing.

2.1.9. Testing writing

Isaacson (1996) and Crocker (2019) both affirmed that continuous testing of students' written level is an essential element for effective teaching to the writing skill, teachers cannot predict the appropriate teaching method for students without an actual assessment of their level. Teachers also cannot

support students with appropriate feedback without evaluating them on an ongoing basis. According to Isaacson (1996) this requires the teachers to have a sound template for assessing students' written performance in terms of process, product, and purpose. Furthermore, Crocker (2019) mentioned that questioning plays an important role in the success of the evaluation process. The framework of simple assessment techniques forms the basis of many approaches, and curricula that assess writing skills depend heavily on the elements of the process and the product, in addition to the purpose of the written content.

- **The process**: Students are most likely to be evaluated by observing the steps they follow to complete their written work, by testing the quality of their planning, the way in which they organize ideas, review them, the ability to share them with their peers, and finally, how they are editing their performance to fit the available writing topic (Crocker ,2019).
- **The Product:** Balanced evaluation of the writing process should examine whether the writing process is used in appropriate and sufficient terms, and consists of sound sentences that convey the writer's concept in a clear and logical manner, as well as at an appropriate length, and it achieves balance in terms of vocabulary, syntax, content, and conventions ibid.
- **The Purpose**: In the fact that students strive to be skillful writers, this requires them to successfully pass their assessment at this stage, in that they have sufficient knowledge of how to employ the most appropriate tasks of the writing process to serve the desired purpose through their writing and in a successful manner(ibid).

Regarding the importance of using the test, International TEFL and TESOL training (2019) noted that effective evaluation and testing does not only require testing the level of students' achievement as Isaacson (1996) mentioned, it also requires good planning for its establishment. It must also contain valid and clear objectives and sufficient instructions to guide students about its details and content, which affects the results through which the teacher can create the most appropriate educational environment for his students.

To end this point, testing helps teachers to identify the strengths and weaknesses of their students' writing skills. Teachers could create valid and reliable tests that test students' writing skill in terms of process, product and purpose. More importantly, this might inspire teachers to establish an effective learning environment for their students.

2.1.10 Concept of attitude

In literature, the term attitude has been defined as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour" (Haddock, 2008, p. 114). The prevailing idea of this definition defines the attitude as judging on a particular thing, person or situation to accepting or rejecting, liking or disliking، resentment or satisfaction. (Haddock, 2008).

From the point of view of Hadjichambis (2020), the concept of attitude is the potential positive or negative mental tendency toward a particular behaviour or an abstract or tangible object. Although some attitudes may be genetically shaped, the majority of attitudes are learned. Moreover attitudes that arose through direct experiences are stronger than those that arose from observation or listening to others.

According to Hadjichambis (2020,p.98), "attitude has three components (1) the affective component indicating a person's feelings about the attitude object; (2) the behavioural or conative component describing the way the attitude influences a person's behaviour; and (3) the cognitive component, a person's belief/knowledge about an attitude object".

Attitudes may vary in equivalence or tendency. Therefore, Haddock (2008,p.114) stated that they are seen as an appraisal judgment, and they are evaluated by two important ways. Firstly, attitudes can be expressed positively, negatively, or neutrally. Secondly, attitudes can also be expressed by the rate of the power of feeling.One person may feel strongly about a topic, while another person may feel less strongly about the same topic.

2.1.11. The role of attitude in learning foreign languages

Getie (2020) indicated that emotions are the main influence that controls the quality of learning, the student's attitude and self-confidence are responsible for the efficiency of acquisition and comprehension of learning a foreign language. More to the point, Denis (2020) argued that the beliefs or attitudes that learners acquire when learning a foreign language represent the main factor influencing how learners approach development in their learning, the strategies they apply as well as their success in language learning.

2.1.12. The role of attitude in developing writing skill

Ni'mah et al, (2017) noted that students' attitude towards writing skill is the primary factor that greatly influences students' writing performance. Being more explicit, positive attitudes have the potential to influence important factors related to the writing skills such as the cognitive engagement. Students with positive behaviour are more likely to write in more details while doing more effort when authoring. On the other hand, students who dominated their negative attitude toward writing, their performance is less processing, and their writing might be unqualified. Writing is a difficult skill that requires mastery, processing, and exerting a lot of effort.

2.1.13. Concept of peer editing tool

The peer editing tool has been defined by many researchers. For example Winarto (2018) referred to it as a social strategy in which students cooperate by editing their papers and by asking questions to clarify some ambiguous or perhaps wrong things in their writing. Being on the same track, Arfani & Noor (2018) stated that peer editing tool allows students to work as teams, respond to each other's writing and make suggestions for each other to contribute to improving language and content for the success of the final product.

2.1.13.1 The role of the peer editing on the student attitude

According to Kuyyogsuy (2019b) in recent years, peer editing has been considered an essential editing step in writing skills classes as a process, and this has been done because of its effectiveness in facilitating and improving students' writing. Kuyyogsuy (2019b) also on said that some studies have indicated that the peer-editing tool is a tedious and time-consuming activity, requiring lengthy instructions and pre-training. Other studies acknowledged the positive effects of the peer-editing tool on students' acquisition of language, the development of writing contexts in particular, and as an interactive learning process that increases students' attitude to engage in discussion without feeling anxious, and discuss fluently in expressing their ideas.

In addition, Kuyyogsuy (2019b) deduced that the peer editing tool is the most dynamic method of teaching because the results of his study showed that students who had positive attitude toward the peer-editing tool generally have a high level of writing. They also have the advantage of emotional strategies,

critical thinking skills, and social interaction skills because of their activated metacognitive awareness.

2.1.13.2. Procedure of peer editing tool

To successfully implement peer editing, Amalia (2020, p.21) suggested the following procedures:

1. After writing the topics, each student chooses their own classmate.
2. Students exchange their drafts.
3. The students write their names on the papers they are editing so that the writer knows the editor of the paper and discusses it with him.
4. Students read the written work and underline errors.
5. After completing the editing of the papers, each student retrieves his/her paper and to avoid wasting time to search for papers, each student is required to write his/her name on the top of his/her paper.
6. Students are required to edit and correct their mistakes as soon as they receive their drafts.
7. Students can debate to clarify any ambiguity about something.
8. Negotiate with the editor about the errors the he edited it may be the result of a misunderstanding.
9. The editor and writer are allowed to use dictionaries when editing.
10. Finally, each student writes his/her final production, taking into account the peer- editing and correct application of it.
    To recap when applying peer editing, the previous procedure must be followed.

2.1.13.3. Advantages of peer editing tool

The peer-editing tool has many advantages, and these are some of them:

- Peer-editing tool enhances students' group spirit, and this when exchanging ideas between them also motivates them to feel a sense of responsibility in identifying the strengths and weaknesses of their writing. (Amalia,2020).
- Peer-editing reduces the amount of paperwork for the teacher, and this sends motivation among students to strengthen their activity. Instead of being passive, they become active during the educational process. (ibid)
- The application of the peer-editing tool encourages students, when editing the papers of their classmates, in being able to detect errors and develop

their writing both from a linguistic and semantic aspects (Arfani & Noor,2018).

- The peer-editing tool employs the students' critical thinking feature, which positively affects the process of recognizing errors, and then avoiding them (Muthmainnah, 2019).
- Because the peer-editing tool requires students to be responsible for the editing they submit, it excels in making students a source of information, and also exercises them in techniques aimed at their discussion interaction in a constructive and useful way (Subadyono, 2018).

2.1.13.4. Disadvantage of peer-editing tool

Like any tool, Kunwonges (2013, p.281) indicated that peer-editing has its drawbacks, and these are some of them:

- When students do not know enough how to implement peer-editing tool, they usually consider it as a waste of time due to its length. Students receive drafts from their classmates, read them first, then take notes. After completion, each student returns his/her paper and reads the editing, and they may have long discussion before reviewing the papers again. Finally, they do the editing if they are satisfied.
- If students believe that only the teacher and the most experienced audience could provide them with feedback, then the peer-editing becomes a tool for undermining students' confidence in themselves and their classmates.
- When students have “collectivist type behaviour which hold value of safe face” (Kunwonges,2013, p. 281), here cultural factors control the classroom and the use of the peer-editing tool becomes futile, and this is because of the lack of credibility of notes for students' fear of conflicts arising out of expressing frank evaluation.
- If the teacher has a constant feeling of being an orchestra, he/she will not feel comfortable handing over the task of editing to students, and finds him/herself interferes from time to time, causing students to undermine their self-confidence, and then the whole application of the peer-editing tool fails (ibid).

In addition, Malenke (2018) presented a number of disadvantages of using peer-editing tool which are discussed as follows:

If the students are beginners in writing and are not effective in the editing process, using the peer-editing tool will be a waste of time.

- If the peer-editing is considered a tool for reforming only at the superficial level and is not concerned with editing content and organization of the written performance, it will be an ineffective tool for the editing process and also ineffective tool in developing the writing skill.
- If students give superficial, whimsical, and bad advice, the peer-editing tool will negatively affect the users.
- If the students take notes in a harsh unconstructive style, especially if the identity of the editor is hidden or when courtesy, prejudice and bias when giving advice, and that is when cases of friendship، the use of a peer-editing tool will be useless during the editing process.
- If the students fail to understand how to apply their classmates' adjustments to the final production, using the peer-editing tool will not achieve the desired results.

2.1.14. Concept of self-editing tool

Self-editing tool has been defined by many researchers. For example, Winarto (2018) defined the self-editing tool as a metacognitive strategy that students use to evaluate and edit their writing after completing a specific training on how to apply it. Moreover, Arfani & Noor (2018) indicated that the self-editing tool is when the students are editing their writing by reviewing it and discovering errors, whether they are in terms of the meaning of sentences, such as omission g or repetition, or in terms of structure, such as misuse of the comma for example. He added that it is an automated process that the writer performs upon completion of writing his/her draft. It checks for spelling and grammatical errors, missing and repeated words, passive voice, logical agreement, synonyms, length of sentences, and other matters in relation to the foundations of writing (Casano, 2019).

2.1.14.1. Procedure of self-editing tool

According to Pamujining (2019, p.34) the steps that are usually followed to implement self-editing are:

1. Choosing a topic.
2. Setting a plan for the topic according to the steps that suit it.

3. Writing a draft.
4. Reviewing the draft. In this step, the self-editing tool is applied, but after listening to the teacher's instructions and following them.

2.1.14.2. Advantages of self-editing tool

Amalia (2020):27 summarized the advantages of self-editing in the following points:

- Self-editing encourages low-level students to rely on themselves rather than the teacher in the editing process.
- Self-editing increases the learner's confidence level.
- Self-editing is a tool compatible with introverts and helps them identify and understand their strengths and weaknesses.
- Self-editing tool promotes a sense of self-reliance and provides the opportunity to do more with more activities.
- During self-editing, students may be able to remember some of the ideas they may have forgotten when writing their drafts.
- When applying self-editing, students become more familiar with their topics 2020).

2.1.14.3. Disadvantage of self-editing tool

Pamujining (2019, p.34) listed a number of disadvantages of using self-editing tool which are:

- Self-editing might not be accepted by teachers.
- Self-editing tool might be difficult to be applied.
- Self-editing might be time consuming.
- The application of the self-editing tool hardly adds anything because the writer is often convinced of what he/she wrote and it is difficult for them to realize their mistakes.
- Using self-editing tool does not offer students the opportunity to be edited by another editor whose writing level might be better, and therefore a more useful feedback could be obtained.

2.2. Previous related studies

Due to the importance of peer-editing tool as a strategy for cooperative education, many studies have been conducted to investigate the impact of peer-editing tool on students' written performance and on students' attitudes towards

learning writing. Anggraini (2020) carried out a study to observe the effect of collaborative writing strategy on EFL learners writing skill and their perception of proposed collaborative writing strategy. A mixed approach was conducted on 80 students from a public senior high school in West Sumatra, Indonesia. The research samples were categorized as the experimental and control class. Each one was taught with different teaching strategies, the experimental class was taught by using collaborative writing strategy, and the control class was taught by using conventional teaching strategy. Writing tests were used to measure the students writing performance. The interviews were utilized to investigate the participants' attitude. The research findings highlighted that collaborative writing strategies helped students in: (1) generating writing ideas; (2) raising motivation; (3) enriching vocabulary; (4) practising peer-editing. Anggraini's (2020) findings also confirmed a strong relationship between peer-editing and learners' attitude towards writing skill.

Ritchey (1984) investigated the effect on peer-editing on thirty participants who were in grade 11 at university of Florida. An experimental design was used with two groups for a period of weeks. The two groups had class similar writing activities, discussion and instruction; the only variable was the using of peer-editing work sheet which developed by Leila Christenbury (1982). Despite the positive attitude that the participants expressed towards peer-editing, the research results were disappointing according to the used rating scale. In this regard, Ritchey stated that the field of peer-editing was based on several factors, including the short time of experience and the lack of credibility of the scaling rate of the participants' assignments. Furthermore, Ritchey recommended a further research to verify the effect of peer-editing on the writing skill.

Diab (2010) investigated using peer-editing and self-editing techniques in teaching writing skills in Lebanon. She employed an experimental design research with two groups of third course in sequence of five English courses. The first group was taught by means of peer- edited language errors in their colleagues' essays (experimental group), while the other group was taught by means of self-edited language (comparison group). Diagnostic essays which were graded by Hamp-Lyons (1991) multiple trait approach were used as an instrument to collect the data required. The results obtained from diagnostics were compared with the pre-essays by adopting 3-point editing scale from

McGroarty and zhu (1997) to see the rate of the student's achievement. The results showed that the participants who were engaged in the experimental group and taught with peer-editing technique reduced their rule-based language errors in the final draft more than those in the comparison group who taught with self-editing technique.

Winarto (2018) conducted an action research study utilizing four steps in cycle: planning, action, observation and reflecting according to Kemmis and Taggart's model. The research sample included 64 students of English department of state Islamic institute in East Java, Indonesia. The participants were taking writing classes focusing on paragraph writing. The findings obtained showed that the peer-editing work sheet enabled the participants to achieve the criteria of success in all writing elements (mechanics, content, grammar and organization). A quasi-experimental study was conducted by Tai, et al., (2015) to compare the effect of the teacher feedback and peer-editing with teacher feedback method on the students written performance. The sample was comprised of 107 freshmen (aged 20-23year) from 2nd year vocational College of Nursing in Southern Taiwan. The study found out that PR + TF group out performed than TF group on all five writing 's elements (content, organization, grammar, mechanic, and style).

More evidence was reported by Lu (2016) who investigated the attitude of 13 students of university level ESL writing course in the upper Midwest. The results revealed that the peer- editing technique favourable students' attitude on motivation, enjoyment, usefulness and receiving feedback.

Kuyyogsuy (2019b) carried out a study to explore the Thailand students' attitude towards peer- editing to develop their English writing skills. The research sample included 21 undergraduate students, and a 36-item questionnaire and six open- ended questions were utilized to collect the data required. The research findings revealed positive attitude toward peer-editing, and more importantly it was considered an effective strategy for critical thinking, and a motivating interaction skill.

Another study conducted by Khalil (2018) to examine the effect of peer-editing on 12 Turkish EFL of Vocational School of Higher Education in Istanbul. A mixed approach was employed for collecting the data required. A pre-test and post-test were utilized to explore any significant differences after using the peer-editing process, and a questionnaire was submitted to the

participants to explore their perceptions on the peer-editing process. Moreover, open -ended and structured interviews were conducted with three of the participants. The research findings showed that the peer-editing process was an effective teaching technique which improved not only the students' written performance but also their attitudes.

Despite the increasing emphasis on language learning strategies in general and writing strategies in particular, little research has directly addressed the issue of writing strategies with respect to students' level.

Finally, reviewing previous literature showed that the number of studies which investigated the effectiveness of using peer-editing tool on teaching writing skills is extremely small, particularly in the Libyan context. More importantly, the attention to the psychological aspect of students was marginalized, as not every study focused on measuring students' attitudes towards peer- editing as a tool for learning writing skills. For this purpose, this study aimed to investigate the impact of peer-editing on the components of content, language, and organization of writing skill, based on the importance of paying attention to the psychological aspect of students. This study also sought to verify the impact of peer-editing tool on the participants' attitudes.

Chapter Three
Methodology

3.0 Introduction

This chapter includes the methodological framework adopted in this study. It discusses the design of the study, the participants, the setting and the pilot study. The duration and content of the treatment and training program are also provided. In addition, the data collection instruments including the two tests and the questionnaire are also dealt with in this chapter.

3.1. Research design

In order to demonstrate causality between an intervention and results (Harris, et al., 2006), this study used a quasi-experimental design. The participants were randomly selected from EFL 2nd year students at Sabratha College of Arts during the academic year (2017-2018). The participants were divided into two groups, namely an experimental group and control group. The experimental group received training program in order to develop their peer-editing tool in writing skill, while the control group received a training program in order to be familiar with self-editing technique as the normal class. The two groups were exposed to equivalent pre-test and post-test, to examine the impact of the treatment course.

This study was designed to investigate the impact of peer-editing tool on 2nd year EFL Libyan students writing performance. It also aimed to investigate the students' attitude towards using peer-editing, which means that the independent variable 'peer editing tool' could clarify any developmental change in the participants' writing performance.

3.2 The research participants

3.2.1. Students

Sixty Libyan EFL students (13 male and 47 female, ages 21-25)participated in this study. The students were selected randomly from the 2nd year at Sabratha College of Arts. They were divided in equal balance into an experimental group and a control group.

3.2.2. Teachers

The researcher herself participated in this study as a teacher. She taught the subject of writing to the 2nd year students at Sabratha College of Arts. The teacher (researcher) applied peer- editing tool on the experimental group, whereas the teacher (researcher) employed self-editing as usual to the control group. The teacher (researcher) was sure that the role of peer-editing was completely passive with the control group during the course. Although the teacher (researcher) suffered the students' low interest at the beginning of treatment course, the English department staff at Sabratha College of Arts collaborated to support the researcher by designing a plan(this experience is a free course that they may benefit from to develop their writing skill) to attract the students' attention to the importance of the treatment course. In addition, the supporting role played by the teacher of the writing subject to support the treatment course by modifying the content of the whole program from lessons to tests.

3.3. Setting

Being a teacher assistant in the English Department(It is one of the main departments of Sabratha College of Arts. It employs 22 teachers with varying academic degrees and 28 assistant teachers. There are about 220 male and female students studying there. The academic system followed in this department is an annual system. Teachers teach six to eight subjects between general and specialty annually),addition to the good relationship with the department management and its members offered the researcher a massive cooperation, accessibility and approval to conduct this study, provided that it did not conflict with the students' lectures schedule. The participating students were informed by the administration of their department of the time and place for this study.

3.4. Pilot study

The pilot study should be well designed and implemented in order to learn how can the actual research steps be conducted appropriately and precisely. Moreover, the pilot study is necessary to modify and to validate the research tools (Teijlingen and Hundley2001).

Before conducting the main study, the researcher was interested in examining all the steps of the process of data collection in order to discover in

advance any defect, ambiguity or misunderstanding in the research instruments. Therefore, the researcher conducted a pilot study similar to the experimental study on 20 students who were randomly selected and divided into two groups, a control group and an experimental group. The pre-test was given on the first day of the pilot study and it ended with the post-test. In addition, the questionnaire was distributed to the experimental group to identify any difficult or ambiguous items, and also to see whether the questionnaire items could measure what they were supposed to measure.

In fact, there were no problems with the experiment or the questionnaire. According to the feedback obtained from the pilot study, the researcher did some changes to the pre-test and post-test, not in the content of the two questions, but rather to stimulate students to provide comprehensible answers to the proposed questions.

Table 3.1: Comparison between the pilot study and main study.

Changes	**The pilot study**	**The main study**
Students	Twenty 2nd year EFL students	Sixty 2nd year students
Dates	• Pre-test (10th of February 2018) • Starting of treatment (10th of February 2018) • Ending of treatment (21st of February 2018) • Post-test (22nd of February 2018) • Questionnaire distribution (22nd of February 2018)	• Pre-test (24thof Fbruary2018) • Starting of treatment (27th of February2018) • Ending treatment (31st of March 2018) • Post-test (4th of April 2018) • Questionnaire distribution (4th of April 2018)
Content of training	Students trained and wrote just two kinds of paragraphs, two topics for each paragraph	Students trained and wrote just four kinds of paragraphs, three topics for each paragraph
Scoring style	Holistic scoring of students' performance	Analytical scoring of students' performance according to the writing scoring grade
Teachers involved	One teacher conducted the experiment	One teacher conducted the experiment
Content of training	Duration: two weeks, four days per-week, two hrs for each day	Duration: four weeks four days per-week, two hrs per- day

3.5. Data collection

The data was collected from 60 2nd year students randomly selected from the English department at Sabratha College of Arts. It worth noting that the data was collected after obtaining an agreement from the applicants on a specified time and place.

3.6 Duration of the treatment

The duration of the training program without (pre-test, post-test and questionnaire) is one month. The treatment course began on 27th February 2018, and ended on 30th March, 2018. Four weeks,(four days per-week, two hours per-day). The time duration of the program was 32 hours per-month. The teacher(researcher) trained the students for 16 hours (how to be an effective editor), with a special focus on the students of the experimental group.

.3.7. Content of training program

Table 3.2: The contents of the training program for the experimental group and the control group

Lecture title	Skills	Time
1.What is peer editing? (experimental group). 2.What is self-editing? (control group)	1.Identify the meaning and the concept of peer editing tool (experimental group). 2.Identify the meaning and the concept of self-editing tool (control group).	2hrs
1.Why do writers use peer editing? (experimental group). 2.Why do writers use self-editing? (control group).	1.Identify the reason of using peer-editing tool. (experimental group). 2.Identify the reason of using self-editing tool. (control group).	2hrs
1.How to peer-edit? (experimental group). 2.How to self-edit? (control group).	1.Identify the procedure of using peer- editing tool. 2.Identify the procedure of using self-editing tool.	2hrs
1.Write a topic sentence for each of the following topics: A) Pollution, air, and water. B) Family relationships. C) Pros and cons of school uniforms.	1. Identify the parts of paragraph. 2. Identify and write topic sentence. 3. Editing the topic sentence.	2hrs
1.Write supporting sentences about the following topics:	1. Identify the parts of paragraph. 2. Identify and write supports sentences.	

Lecture title	Skills	Time
A) Pollution, air, and water. B) Family relationships. C) Pros and cons of school uniforms.	3. Editing the supports sentences.	2hrs
1.Write a concluding sentence for each of the following topics: A) Pollution, air, and water. B) Family relationships. C) Pros and cons of school uniforms.	1. Identify the parts of paragraph. 2. Identify and write a concluding sentence. 3. Editing the concluding sentence.	2hrs
1.Write a descriptive paragraph about the following topics: A) Your dream house. B) An ideal job. C) A character from a movie, a TV program.	1.writing a descriptive paragraph. 2.Reason for writing a descriptive paragraph. 3.Organizing a descriptive paragraph. 4. Using prepositions. 5. Using adjectives. 6.Editing a descriptive paragraph.	2hrs
1.Write a process paragraph about the following topics: A) How to survive without a car. B) How to draw a flower. C) How to kick a bad habit.	1. writing a process paragraph. 2. Reason for writing a process paragraph. 3. Organizing a process paragraph. 4. Using transition words to connect the steps of the paragraph. 5. Editing a descriptive paragraph.	2hrs

3.8. Contents of the actual program

Table 3.3: The contents of the actual program

Unit tittle	Skills	Time
1.Write process paragraphs about the following topics: A) How to develop self-confidence. B) How to survive without a car. C) How ice-cream is made.	1. writing a process paragraph. 2. Reason for writing process paragraphs. 3. Organizing process paragraphs. 4. Using transitions words. 5. Editing process paragraphs.	4 days Per-week, 2hrs per- day.
1.Write an opinion paragraphs about the following topics: A) Teaching is the most interesting job. B) The use of internet has increased every year since its beginning. C) Exercise is the best way to stay healthy.	1. writing opinion paragraphs. 2. Reason for writing opinion paragraphs. 3. Distinguish between fact and opinion. 4. Using modal expressions to make recommendations. 5. Using transition words. 6. Editing descriptive paragraphs.	4days per-week, 2hrs per-day.

Unit tittle	Skills	Time
1.Write comparison/ contrast paragraphs about the following topics: A) An action film \romantic film. B) Read a story in a book or watching it as film. C) Advantages and disadvantages of studying English.	1. Writing comparison/ contrast paragraphs. 2. Reason for writing comparison/contrast paragraph 3. Organizing descriptive paragraphs. 4. Comparison/contrast paragraphs. 5. Using prepositions. 5. Using connectors for comparing and contrasting topics. 6. Writing advantage and disadvantage paragraphs. 7. Editing descriptive paragraphs.	4 days of a week ,2h for each day.
Write problem solution paragraphs about the following topics: A). Air pollution. B) Overcrowded classrooms. 3) Global warming.	1. Writing problem solution paragraphs. 2. Reason for writing problem solution paragraphs. 3. Organizing descriptive problem solution paragraphs. 4. Using real conditions. 5. Editing problem solution paragraphs.	4days per-week, 2hrs per- day.

3.9. Research instruments

The researcher used two instruments to measure the impact of the peer-editing tool on students' writing performance and attitude. The first instrument included the pre-test and post-test to measure the participants' writing development rate because it is a quasi-experimental research tool that can be used for an uncomplicated evaluation of an intervention made on a study (Cambridge University, 2019). The second tool was a questionnaire to investigate the participants' attitude towards using peer-editing tool. According to Shahsavar (2012), questionnaires are considered as one of the most common research instruments used for measuring students' attitudes.

3.9.1 Pre-and post- tests

The per-test and post-treatment test are the preferred method used to measure and compare the extent of change caused by a particular intervention or treatment, (Alam 2019:6) so they were exposed to both control and experimental groups before and after the treatment course to examine the improvements of students' content, language, and organization of their writing performance. The tests were assigned by participants. In addition, the time

length was limited for the two groups according to the suitable time for the topics.

3.9.1.1. Description of the test

The level of students was the main criterion utilized by the researcher, to design the contents of the treatment course. More to the point, the researcher modified the course contents based on the students' level and needs. The test was designed according to the content of the treatment course, and the style was adapted from (Zemach & Rumisek, 2003) to avoid any problems in designing the writing test. The test consisted of two major sections and every section was divided into two questions. The first question was a descriptive one which was divided into two sub-questions, and the students had the option to select only one topic. The second question was a process question which had the same style of first question.

3.9.1.2. Test validity

To ensure the validity of the test, the following steps were carried out.

1. The test style and content have been adapted.
2. The teacher(researcher) did the same strategies at the same level in the last five lectures, in order to prepare the students for the final exam.
3. Modifications on the two sections of the test were carried out in the light of the feedback obtained from two university teachers teaching writing skills.

3.9.1.3. Test reliability

Reliability refers to the capacity of the research instruments to produce consistent results. it refers to the quality of the measurement tools which suggest that the repeated applications of the same phenomenon yield the same results each time (Middleton, 2019). Accordingly, the researcher used the pilot study including the pre-test and post-test experiment to ensure its reliability. In addition, the researcher used a t-test to increase the certainty of the reliability of the pre-test and post-tests and their results, see tables (4.1,4.2,4.5,4.6,4.7)

3.9.1.4. Test time

The researcher takes into account that students should have sufficient time to do the tests. Therefore, after a long discussion with the teachers of the writing subject, the researcher estimated a period of 90 minutes to enable all students firstly read the questions, and then answer the selected topics. Then

according to the feedback obtained from the pilot study, the researcher added 10 minutes. In this regard, Sarantakos (2005,p.256) stated that pilot studies aim to "establish whether respondents are accessible, whether the site is convenient, whether the techniques of data collection generate enough information, whether the plan is well constructed and whether any changes or adjustments are needed."

3.9.1.5. Test instruction

To ensure that all students would be familiar with the requirements of the test, clear test instructions were written on the first page of the test.

3.9.1.6. Test Administration

The pre-test for both, the experimental and control groups was carried out on 24th February 2018, four days before treatment course, and the time allotted for testing was 100 minutes. After four days of treatment, the participants were post-tested on 3rd of April 2018. The participants performed the pre-test and post-test relatively within the same time and at the same place.

3.9.1.7. Scoring test

Based on the FEL composition profile containing content, language, and organization, the teacher(researcher) used the assessment in an analytical strategy to evaluate each component (language, content, and organization) in the performance of the students.

Table 3.4: Scoring profile.

ESL COMPOSITION PROFILE STUDENT		DATE	TOPIC
SCORE	LEVEL	CRITERIA	COMMENTS
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic	
	26-22	GOOD TO AVERAGE: some knowledge of subject • adequate rage • limited development of thesis • mostly relevant to topic, but lacks detail	
	21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
	16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/supported • succinct • well-organized • logical sequencing • cohesive	
	17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing	
	13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development	
	9-7	VERY POOR: does not communicate • no organization • OR not enough to evaluate.	
LANGUAGE USE	**25-22**	**EXCELLENT TO VERY GOOD: effective complex constructions • few errors of arrangement, tense, number, word order/function, articles, pronouns, prepositions**	
	21-18	**GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, wordorder/function, articles, pronouns, prepositions but meaning seldom obscured**	
	17-11	**FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, wordorder/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • meaning confused or obscured**	
	10-5	**VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate**	
TOTAL SCORE		READER	COMMENTS

Jacobs, et al. (1981) Scoring profile (Hughes, 2003:104)

3.9.2. Questionnaire

Having a positive attitude towards learning a foreign language is an important and key factor in the success of its learning and development (Oroujlou & Vahedi, 2011) this is the reason behind the researcher's interest in studying students' attitudes towards the peer-editing. Since the most common tool for measuring attitudes is the questionnaire (Shahsavar,2012), the researcher adopted Lu's (2016,p.24) questionnaire to examine the students' attitude towards using peer-editing tool as a treatment to their writing problems

on 4th April 2018.The adopted questionnaire consisted of three parts. (See appendix 5)

The first part contains seven statements to scale students' attitude after using peer- editing tool on their writing performance in terms of fullness.

- The second part contains twelve statements to examine students' attitude after using peer-editing tool on their writing performance in terms of enjoyment.
- The third part contains twelve statements to test students' attitude after using peer- editing tool on their writing performance in terms of feeling.

3.9.2.1. Questionnaire validity

To guarantee validity of the questionnaire, the following steps were carried out:

1. Ensure that the measuring techniques are high quality and measure exactly what they are supposed to measure.
2. The use of the standard questionnaire is a valid and reliable issue but if any modifications are made, they must be clear and carefully and accurately phrased (Middleton, 2019).

Accordingly, the researcher took steps similar to the above-mentioned ones. The questionnaire was piloted on 10 students, and then it was given to three English language teachers to check its objectives and content.

3.9.2.3. Questionnaire reliability

In addition to piloting the questionnaire, a T-test was utilized (See tables 4.12,4.16,4.20 in next chapter). The researcher also employed Cronbach's Alpha test to check the reliability of the study's survey. The result obtained is presented on table 3.5.

Table 3.5: Reliability of questionnaire.

Section	Cronbach Coefficient
Fullness	0.690
Enjoyment	0.619
Feeling	0.841
Overall survey	0.839

Since Cronbach Coefficient for the questionnaire was 0.834 which was larger than (0.60), it can be said that the questionnaire had a good internal consistency to evaluate students' attitude towards using peer-editing.

3.10. Ethical considerations

Before commencing the actual study, the researcher obtained a permission from the department's administration, and also was approved on the condition that this process would not affect the course of the students' lectures. After obtaining the students' permission, collaboration was done with their department management to develop a schedule for both the actual training and lectures. The department administration and the participating students were both informed that the researcher is grateful for their cooperation, and the results of this experiment would only be used for the sake of this study. Students were also informed that writing their names in the pre and post exams would only be used for comparison. Regarding questionnaire, the students were informed that they were free to accept or refuse to answer it, and they were not asked to write their names in order to preserve confidentiality and privacy.

Finally, the research participants were reassured that the pre-test, post-test and the questionnaire would not cause any psychological, physical and mental harm to the participants.

3.11. Summary of the chapter

This chapter presented the methodological framework adopted. It respectively discussed the research design, participants, setting, pilot study, duration, content of the treatment and training programmer. A number of related ethical considerations were also discussed at the end of this chapter.

Chapter Foure
Data Analyses

4.0. Introduction

This study was designed to investigate the impact of using peer-editing as a tool to improve EFL students' writing skills. To achieve the research objectives, two data collection instruments were employed, namely a quasi-experiment design and a quantitative questionnaire. This chapter is divided into two main sections. The first section focuses on the data generated from the quasi-experiment. The participants' marks obtained from the pre-test and post-tests are compared statistically by employing inferential statistics SPSS software program (Statistical Packages for Social Sciences software). On the other hand, the second section presents the data collected using the questionnaire and presents the method of their analysis using the inferential statistics SPSS software program.

4.1. Section one: aquasi-experiment results

4.1.1. Hypothesis of validity (pre-test analysis)

In order to know that the participants in both groups have the same level and background knowledge about the writing skill, a pre-intervention test was conducted. The considered as a test of the following hypothesis:

H0: Regarding the writing skill, there is no significant differences between the participants in the control and experiment group.

Table 4.1: Test results of the pre-test scores ,a comparison beteen the two groups.

Test	Group	Mean	Standard Deviation	T-test value	P-value
Pre-test	Control	39.73	11.602	-0.091	0.927
	Experiment	40.00	10.983		

Table 4.1 indicates that there is no significant difference between the participants' writing skills in both groups since the P-value is greater than (0.05). In other words, the H0 hypothesis is accepted. Moreover, this result strengthens the validity of the quasi-experiment design and indicates that the participants were assigned randomly in both groups.

4.1.2. Research questions

Having been assured that the level of the participants in both groups is nearly the same. Moreover, the impact of the intervention (peer-editing) is investigated in this section. The procedure which is adopted here is to present the research questions in order to answer them one by one.

4.1.2.1. Research question one

What is the impact of using peer-editing tool on the EFL students' writing performance?

- The main question branches out into the following sub-questions:

A) . What is the impact of using peer-editing tool on the language of EFL students' writing performance?

To answer this sub-question, the following two comparisons were conducted: the first comparison is between the results of the pre-test and the post-test of each group in order to find out if there were any improvement in the participants' writing performance after one of instruction. The second comparison is between the post-test results of the control group and the experiment group. This comparison measures the difference between the performance of the two groups after the intervention. If the participants in the experimental group achieved significant progress, this would be attributed to the treatment course, i. e. using peer-editing.

- **Hypothesis testing**

H_0: There is no difference in using peer-editing between the pre and post-test results of each group (Language).

Table 4.2: Comparison between the pre and post-test results of each group (Language).

	Test	Mean	Standard Deviation	T-test value	P-value
Control	Pre	13.83	5.325	-2.360	0.025
	Post	16.77	4.861		
Experiment	Pre	13.13	4.329	-14.537	0.000
	Post	23.10	3.448		

As table 4.2 shows, both groups recorded significant progress, in terms of language use, after one month of instruction. However, this result might be attributed to the period of time (one month) in which participants were taught and practised different types of techniques (including peer-editing for the

experimental group) to improve their writing skill. In order to know the impact of peer-editing on the use of language of the participants in the experimental group, it is worthy to conduct another comparison. This comparison is between the post-test results of the participants in the experimental group and the post-test results of their counterparts in the control group. If the difference between the two groups is significant in favour of the experimental group, this improvement can be attributed to the treatment course i.e. using peer-editing.

Table 4.3: T-test analysis of the post-test results of both groups (Language).

Group	Test	Mean	Standard Deviation	T-test value	P-value
Post	Control	16.77	4.861	-5.820	0.000
	Experiment	23.10	3.448		

The process of data analysis showed a significant difference between the post-test results of the control group and the post-test results of the experiment group in favour of the latter (see table 4.3). The improvement in language use occurred in the writing performance of the participants in the experimental group can be attributed to the use of peer-editing, as it is the only difference between the two groups and all the other variables were controlled.

The second sub-research question focuses on the impact of using peer-editing on content of the participants' written texts.

B). What is the impact of using peer editing tool on the content of EFL student writing performance?

To answer this question, the same two types of comparison will be carried out i.e. a comparison between the pre and post-test results of each group; then another comparison between the post-test results of the two groups.

Table 4.4: Comparison between the pre and post-test results of each group (Content).

Group	Test	Mean	Standard Deviation	T-test value	P-value
Control	Pre	13.03	5.007	-8.996	0.000
	Post	17.13	5.348		
Experiment	Pre	13.03	4.468	-22.649	0.000
	Post	23.60	3.775		

Table 4.4 shows that both groups recorded a significant (P=value 0.000) improvement in their post-test results regarding the content of the written texts. Again this improvement can be attributed to the teaching and practising of several writing techniques during the treatment course which lasted one month. In order to know the exact impact of using peer-editing on the content of the texts written by the participants in the experimental group, another comparison is needed, i.e. a comparison between the post-test of both groups. If the difference between the post-test results of the two groups is significant, in favour of the experimental group, this can be attributed to the treatment course that had been provided to the experimental group only – the peer-editing technique.

Table 4.5: T-test analysis of the post-test results of both groups (Content).

Test	Group	Mean	Standard Deviation	T-test value	P-value
Post	Control	17.13	5.348	-5.411	0.000
	Experiment	23.60	3.775		

Table 4.5. presents the result of the comparison between the post-tests results of the control and the experimental groups, the means are 17.13 and 23.60 respectively and the P-value is 0.00. This result indicates that the difference between the performance of the two groups, in terms of content, is significant in favour of the experimental group. The significant improvement achieved by the participants in the experimental group can be attributed to the use of peer-editing since all other variables were controlled.

The same procedures were conducted when comparing the participants' organization of their written texts in both groups. The sub-research question dealing with this aspect (organization) is as follows:

C). What is the impact of using peer-editing tool in the organization of EFL student writing performance?

Table 4.6: Comparison between the pre and post-test results of each group (Organisation).

Group	Test	Mean	Standard Deviation	T-test value	P-value
Control	Pre	12.87	4.257	-6.678	0.000
	Post	16.60	5.137		
Experiment	Pre	13.83	3.715	-17.026	0.000
	Post	24.80	3.101		

As Table 4.6 shows, both groups recorded a significant improvement in the aspect of organization at the end of the course which lasted one month. This result is natural and normal since the participants were taught and practiced different techniques in order to produce well organized written texts. However, to investigate the impact of using peer-editing on the organization of written texted produced by the participants in the experimental group, another comparison is needed. A comparison between the post-test results of the experimental group and those of the control group is required. If the results of the post-test of the experimental group are significantly higher than those of the control group, then this difference can be attributed to the treatment course – the use of the peer-editing.

Table 4.7: T-test analysis of the post-test results of both groups (Organisation).

Group	Test	Mean	Standard Deviation	T-test value	P-value
Post	Control	16.60	5.137	-7.486	0.000
	Experiment	24.80	3.101		

The T-test analysis indicates that the participants in the experimental group produced well-organized written texts, and recorded higher marks than their counterparts in the control group (see table 4.7). The difference between the two groups is significant (P-value is less than 0.05). The interpretation of this result is that using peer-editing technique had a positive impact on the participants' written performance, and enhanced them to produce well-organized paragraphs.

To sum up, with reference to the data analysis that has been presented in this part, it can be concluded that the positive impact of using peer-editing technique on the participants in the experimental group is evident. This improvement is apparent in the three writing aspects, i.e. language, content, and organization. However, two questions might be raised: were the students who used this technique satisfied with it? How did they feel when they used it? The next section presents the analysis of the quantitative questionnaire in order to answer these questions.

4.2. Participants' attitude towards using peer-editing

EFL students' attitude towards using peer-editing during the writing process is highly important. The positive impact of this technique on the students' written performance would not be sufficient to confirm that this technique is appropriate for EFL students if they have a negative attitude towards using it. Therefore, a quantitative questionnaire was adopted to investigate the participants' attitude towards peer-editing technique. After the participants in the experimental group had finished the treatment course in which they used peer-editing, the questionnaire was delivered to them.

4.2.1. Distribution of the data

The distribution of data is very important in terms of statistical tests that would be used to test the hypothesis of the study.

Table 4.8: Result of data distribution

	Fullness	Enjoyment	Feeling
Test Value	0.746	1.105	0.426
Sig.	0.633	0.174	0.200

Since sig. is greater than 0.05 for all sections (Fullness, Enjoyment, and Feeling), we conclude that the data has a normal distribution, and then parametric tests will be used for testing the hypothesis.

The results obtained from the questionnaire were analysed and presented in this section. The three parts of the questionnaire (fullness, enjoyment, and feeling) are presented separately in a form of questions. Each question deals with one part and the data obtained represent a summary of the participants' answers of the items under each part.

4.2.2. Part one: Fullness

Do EFL students have a positive attitude after using the writing performance with the peer- editing tool in term of fullness?

- A measurement of the relative importance of an arithmetic mean:

The ranking scale which is used in analysing the results according to the arithmetic mean according to its level of importance is developed as follows:

Table 4.9: Measurement of the relative importance of arithmetic mean of the participants' attitude after using peer-editing tool in terms of fullness (1)

Scale	Strongly Disagree	Disagree	N	Agree	Strongly Agree
Score	1-1.79	1.8-2.59	2.6-3.4	3.4-4.2	4.2-5

Table 4.10: Measurement of the relative importance of arithmetic mean of the participants' attitude' after using peer editing tool in terms of fullness (2).

Relative importance	Arithmetic mean
Very Low	1-1.79
Low	1.8-2.59
Moderate	2.6-3.4
High	3.4-4.2
Very High	4.2-5

Table 4.11: Responses of the study sample for a positive attitude after using peer-editing tool in terms of fullness.

Statement	Mean	Standard Deviation	Level of Fullness	Rank
1	3.87	1.042	High	3
2	4.07	1.388	High	2
3	4.53	.819	Very High	1
4	3.63	.850	High	6
5	3.70	1.022	High	5
6	3.07	1.112	Moderate	7
7	3.83	1.440	High	4

The table 4.11 shows that all the means that measure positive attitude after using peer editing tool writing performance in terms of fullness are between 3.07 and 4.53 which indicate that the level of fullness is from moderate to very high. The statement says "The peer-editing sessions were useful for writing a better paragraph" got the first rank with a mean of 4.53 and standard deviation of 0.819, and indicates very high fullness. While the statement that says "The peer-editing sessions helped me organize my paragraph better" got the last rank with a mean of 3.07 and standard deviation of 1.112 and indicates moderate fullness.

- **Hypothesis Testing**

H0: EFL students have an average of a positive attitude after using the writing performance with the peer-editing tool in term of fullness.

H1: EFL students have high positive attitude after using the writing performance with the peer-editing tool in term of fullness.

The purpose of the above-mentioned hypothesis is to give a statistical evidence for the level of attitude after using the writing performance with the peer-editing tool in term of fullness.

To test the hypothesis above, a one-sample t-test has been used and the result is shown in the table 4.12 below.

Table 4.12: The result of one sample t-test to give statistical evidence for the level of attitude after using the writing performance with the peer-editing tool in term of fullness.

Variable	N	Hypothesis Mean	Mean	Standard Deviation	T-test	Sig
Fullness	30	3	3.81	0.602	7.414	0.000

Since sig=0.000<0.05, we reject H0 and conclude that EFL students have a high positive attitude after using the writing performance with the peer-editing tool in term of fullness.

4.2.3 Part Two: Enjoyment.

Do EFL students have a positive attitude after using the writing performance with the peer- editing tool in terms of enjoyment?

- **A measurement of the relative importance of arithmetic mean:**

The ranking scale which is used in analysing the results according to the arithmetic mean and to its level of importance is developed as follows:

Table 4.13: Measurement of the relative importance of arithmetic mean of participants' attitude' after using peer-editing tool writing performance in terms of enjoyment (1).

Scale	Never	Rarely	Sometimes	Usually	Always
Score	1-1.79	1.8-2.59	2.6-3.39	3.4-4.19	4.2-5

Table 4.14: Measurement of the relative importance of arithmetic mean of the experimental group participants' attitude' after using peer-editing tool writing performance in terms of enjoyment (2).

Relative importance	Arithmetic mean
Very Low	1-1.79
Low	1.8-2.59
Moderate	2.6-3.4
High	3.4-4.2
Very High	4.2-5

Table 4.15: Responses of the study sample for a positive attitude after using the writing performance with the peer-editing tool in term of Enjoyment.

Statement	Mean	Standard Deviation	Level of Enjoyment	Rank
1	4.57	.935	Very High	2
2	4.33	.802	Very High	3
3	3.60	.814	High	7
4	3.50	1.383	High	8
5	4.33	1.213	Very High	4
6	3.73	1.230	High	6
7	4.00	1.640	High	5
8	3.50	1.526	High	9
9	3.47	1.196	High	10
10	4.80	.761	Very High	1
11	3.40	.932	High	12
12	3.47	1.358	High	11

Table 4.15 above shows that all the means that measure positive attitude after using the writing performance with the peer-editing tool in term of enjoyment are between 3.40 and 4.80 which indicate that the level of enjoyment is either high or very high. The statement says "During the peer review sessions, I enjoyed interacting with my classmate" got the first rank with a mean of 4.80 and standard deviation of 0.761, which indicates a very high enjoyment. While the statement that says "Giving feedback helped me use good language in my paragraphs" got the last rank with a mean of 3.40 and standard deviation of 0.932 and indicates high enjoyment.

- **Hypothesis Testing**

H0: EFL students have an average positive attitude after using the writing performance with the peer-editing tool in term of enjoyment.

H1: EFL students have a high positive attitude after using the writing performance with the peer-editing tool in term of enjoyment.

The purpose of the above mentioned hypothesis is to give statistical evidence for the level of attitude after using the writing performance with the peer-editing tool in term of enjoyment.

To test the hypothesis above, a one-sample t-test has been used and the result is shown in the table 4.16 below.

Table 4.16: The result of one sample t-test to give statistical evidence for the level of attitude after using the writing performance with peer editing tool in term of enjoyment.

Variable	N	Hypnotized Mean	Mean	Standard Deviation	T-test	Sig
Fullness	30	3	3.89	0.472	10.347	0.000

Since sig=0.000<0.05, we reject H0 and conclude: EFL students have a high positive attitude after using the writing performance with peer-editing tool in terms of enjoyment.

4.2.4. Part Three Feeling

Do EFL students have positive attitude after using the writing performance with peer-editing tool in term of feeling?

- A measurement of the relative importance of arithmetic mean:

The ranking scale which is used in analyzing the results according to the arithmetic mean and its level of importance is developed as follows**:**

Table 4.17: Measurement of the relative importance of arithmetic mean of the experimental group participants' attitude' after using writing performance with peer-editing tool in terms of feeling (1).

Scale	Strongly Disagree	Disagree	N	Agree	Strongly Agree
Score	1-1.79	1.8-2.59	2.6-3.39	3.4-4.19	4.2-5

Table 4.18: Measurement of the relative importance of arithmetic mean of the experimental group participants' attitude' after using writing performance with peer-editing tool in terms of enjoyment (2).

Relative importance	Arithmetic mean
Very Low	1-1.79
Low	1.8-2.59
Moderate	2.6-3.39
High	3.4-4.19
Very High	4.2-5

Table 4.19: Responses obtained for the positive attitude after using the writing performance with peer-editing tool in term of feeling

Statement	Mean	Standard Deviation	Level of Feeling	Rank
1	4.17	1.262	High	11
2	4.30	.794	Very High	7
3	4.17	1.177	High	10
4	4.10	.712	High	12
5	4.57	1.040	Very High	4
6	4.53	1.042	Very High	5
7	4.20	.997	Very High	9
8	4.70	.794	Very High	2
9	4.67	.661	Very High	3
10	4.43	.679	Very High	6
11	4.27	1.363	Very High	8
12	4.70	.651	Very High	1

The table above shows that all the means that measure positive attitude after using the writing performance with peer-editing tool in term of feeling are between 4.10 and 4.70 which indicate that the level of fullness is either high or very high. The statement that says "I enjoyed receiving positive feedback from my peers" got the first rank with a mean of 4.70 and a standard deviation of 0.651, indicates very high positive feeling. While the statement that says "I liked to receive positive feedback on my paragraphs" got the last rank with a mean of 4.10 and a standard deviation of 0.712, indicates a high positive feeling.

- **Hypothesis Testing:**

H0: EFL students have an average positive attitude after using the writing performance with peer-editing tool in term of feeling.

H1: EFL students have a high positive attitude after using the writing performance with peer- editing tool in term of feeling.

The purpose of the above-mentioned hypothesis is to give a statistical evidence for the level of attitude after using the writing performance with peer-editing tool in term of feeling.

To test the hypothesis above, a one-sample t-test has been used and the result is shown in table 4.20.

Table 4.20: The result of one sample t-test to give statistical evidence for the level of attitude after using the writing performance with peer-editing tool in term of feeling.

Variable	N	Hypnotized Mean	Mean	Standard Deviation	T-test	Sig
Fullness	30	3	4.40	0.580	13.221	0.000

Since sig=0.000<0.05, we reject H0 and conclude: EFL students have a high positive attitude after using the writing performance with peer-editing tool in term of feeling.

4.3. Summary of the research findings

The participants of this study were involved in an experimental study for more than one month. During this period, the participants were divided into two groups (experimental and control) to find out the impact of peer-editing on the language, content and organization. The current study also aimed to investigate 2nd year students' attitude at Sabratha College of Arts towards using peer-editing as an editing tool during the process of learning writing skills.

The participants were asked to go through pre-testes, to be considers as a baseline; the results obtained showed that students 'grades were close. This indicates the validity of this study. Then, the participants' tests were compared for each group individually, to find out if any improvement occurred.

Finally, comparing the experimental group's post-tests with the control group's post-tests showed that the experimental group results were better than the results of the control group. This can refer to the effectiveness of using peer-editing as an editing tool during the process of teaching writing skills.

The questionnaire results showed the participants' eagerness and willingness towards peer- editing tool which helped them to become positive learners. Since almost of them responded positively to the question related to the social norms: enjoyment, satisfaction, and feeling, it can be concluded that this reflects their satisfaction and positive attitude towards using peer-editing tool.

Chapter Five
Disscusion and Connclusion

5.0.Introduction

The research in hand employed pre- post-tests and questionnaire to collect the data required. It sought to investigate the impact of peer-editing tool on language, content, organization of written performance. It also aimed to investigate the 2nd year EFL Libyan Sabratha College of Arts students' attitude at towards using peer-editing while learning writing skills.

Inferential statistics SPSS software program was utilized to analyse the data obtained, and came up with a number of interesting findings, i.e. this study reached satisfactory results about the peer-editing tool at the level of writing development, as well as at the level of their attitude about this tool. This chapter discusses the most interesting findings. It also includes a concise conclusion, limitations of the study and pedagogical implications. A number of beneficial recommendations and suggestions for further research are also included in this chapter.

5.1. Discussion

In this chapter, the findings are discussed of two sections. The first section discusses the impact of peer-editing tool on the language, content, and organization of the participants' written performance.While the second section discusses the participants' attitude towards using peer- editing during their writing performance. The two sections are discussed in relation to the research questions and previous literature.

5.1.1. The impact of using peer-editing tool on the EFL students' writing performance.

Throughout the first section, the research focus is placed on investigating the impact of peer-editing tool on 2nd year EFL Libyan university students' written performance in terms of language, content, and organization. The findings which are concerned with the language of students' performance revealed that employing peer-editing left positive impact on the participants' written performance. More importantly, the results obtained reaffirmed that using peer-editing tool enabled almost all the participants to do their writing task with more effective language, complex constructions with few errors and

proper use. This conclusion agrees with Diab's (2010) findings in which she confirmed the positive impact of peer-editing tool on the students' language in their written performance.

The research findings indicated that the peer-editing tool positively affected the content of the participants' written performance, i.e. peer-editing made the students' written performance be characterized as full of knowledge, developmental and relevant. Additionally, this result corresponds with Winarto (2018) and Tai, et al's (2015) findings which maintain that peer-editing is a tool that positively affects the content development of students' writing performance.

Regarding the third part of the first question, which is concerned with the impact of the peer-editing tool on the organization of the students' written performance, the findings obtained revealed that using peer-editing tool has a remarkable positive effect on organizing the participants' written performance. More to the point, the participants' written performance was characterized by the criterion of organization, which can be interpreted as an ability of performing the writing task clearly in a logical and coherent sequence. The positive impact of the peer-editing tool on the organization of students' written performance was also emphasized by Winarto (2018) and Tai, et al.'s (2015).

The findings obtained reaffirmed that peer-editing has an effective role in developing students' writing skill. This conclusion appeared when comparing the results of the pre-test with those of the post-test (see, p. 35). Being more explicit, a clear deficiency in the students' writing level in terms of all the components targeted for development (content, language and organization). According to the post-test results, the experimental group attained significant development in the components of content, language and organization, compared that their per-test results and with counterpart control group, whose post-test results were characterized by a weak development (see pages, 37,38,39). Furthermore, the results of this study agreed with previous studies that confirmed the significance of peer-editing in developing and improving writing skills.

5.1.2. The impact of using peer-editing tool on the students' attitude

The second section of this study focused on investigating students' attitude in term of fullness, enjoyment and feeling. According to the research

findings, the participants expressed positive attitude towards using peer-editing as an editing tool to develop their writing performance.

Regarding the impact of the peer-editing tool on students' attitude towards satisfaction, the research findings indicated that almost all the participants were completely satisfied with the idea that confirms using peer-editing as an effective editing tool when learning writing skills. This conclusion goes in line with Lu's (2016) results stressed that peer-editing is an important tool to develop writing skills.

Analysing the impact of peer-editing on students' attitude in term of enjoyment showed that the majority of participants agreed that the peer-editing tool enhanced enjoyment during the process of student-student interaction to review texts. This conclusion agreed with Lu (2016), Wati (2019) and Kuyyogsuy's (2019a) findings which highlighted the significant role of peer-editing to enhance students' enjoyment while editing written work. This discussion leads to the final conclusion that students enjoy using peer-editing when collaborating to exchange knowledge on different themes.

Regarding the impact of peer-editing tool on students' attitude in terms of feeling, the findings obtained clarified that the use of the peer-editing tool made almost all the participants feel comfortable and relaxed. Being on the same track, Lu (2016) and Kuyyogsuy (2019a) argued that peer-editing tool stimulated the participants to be active, positive and more interested in the learning task.

It is worth noting that using peer-editing as an editing tool while teaching writing skill has entertained the students of the experimental group. It increased their passion in using peer-editing as an editing tybe while writing academically. This conclusion was obtained from analysing the quantitative data (see, p.41,43,45). The first section of the experiment investigated the students' satisfaction of using peer-editing tool, while second part tested to what extent the participants enjoyed using it. The third part investigated the participants' attitude towards using peer-editing as a strategy to develop their written performance. The findings obtained were satisfactory and go in harmony with findings of previous studies that were mentioned at the beginning of this section.

Finally, the research findings confirmed that peer-editing is a significant tool that positively affects not only students' attitude but also the development

of their written performance. Furthermore, the previous discussion showed that using peer-editing developed the language, content and organization of students' writing performance. This conclusion indicates the effectiveness of using peer-editing when teaching writing skills to students of English as a foreign language.

5.2. Conclusion

This study made an attempt to test the effectiveness of applying the peer-editing tool on both: the process of developing writing skills, as well as the students' attitude towards it. The research findings proved that peer-editing is an important tool that can be utilized by EFL students to develop effective writing strategies and positive attitude.

The results were satisfactory and confirmed significant development in language, content, and organization of students' written performance. The findings obtained also signified the importance of students' attitude towards peer-editing in learning writing skills. They also identified some advantages that can be gained from applying peer-editing such as communicative ability and critical thinking. To accomplish this, applying peer-editing as a teaching and learning tool must be commenced, but after well-organized training sessions for both teachers and students.

5.3. Limitation of this study

There are several limitations in this study. Firstly, it investigated the effect of peer-editing tool on only 30 second-year EFL students at Sabratha Faculty of Arts. This study would have been more comprehensive if more students had been included. Secondly, the study was limited as it attempted to solve just content, language, and organization problems of Libyan EFL second year students writing performance by applying the peer-editing tool. Although this study provided a number of interesting findings, the effect of using peer-editing would have been clearer if other data collection and analysis tools were utilised. Last but not the least, students' attitudes towards using peer-editing tool was measured by only a questionnaire. The research findings would be more comprehensive if other instruments such as interviews were employed .

5.4. Implications of this study

The outcomes of this study are an appreciation of the fact that the peer-editing tool has a number of important implications for both pedagogical and theoretical fields for teaching writing skill.

5.4.1. Pedagogical implications

The application of peer-editing tool promotes significant development in the teaching of writing skills, and perhaps in the teaching of other skills because it also contributes to shift the content of education from individual education to cooperative and social education.

5.4.2. Theoretical implications

The results of this study confirmed that the peer-editing tool improved students' writing performance by developing the components: language, content and organization. The research finding also showed that using the peer-editing tool raised the students' attitude rate. Therefore, the application of the collaborative peer-editing tool should be an approved step instead of self-editing step in the writing process. Peer-editing can also be applied in teaching all language skills, and this application can be modified to gain more advantages of its developmental effects on the educational side and the positive impact on the psychological side.

5.5. Recommendations

This study investigated the effectiveness of the peer-editing tool in teaching writing thus, the researcher suggested a number of interesting and beneficial recommendations to teachers, students and researchers.\

5.5.1. For teachers

It is necessary for English language teachers, especially writing skills teachers, to use the peer editing tool in their teaching plan due to its many benefits, such as:

1. The application of collaborative learning strategies by using peer-editing tool enhances students' spontaneous involvement in social interaction, and avoids any social and psychological problems.
2. The application of the peer editing tool raises the rate of students’ attitude and positively develops their written performance.

3. Using the peer-editing tool allows students to be more active in the learning process, and increases their sense of responsibility for what they provide, so it must be of quality and importance.
4. Applying peer-editing allows critical thinking, i.e. students are offered the opportunity to play an important role in learning the writing skills.
5. Valid application of the peer-editing tool and adequate balancing of students' levels when exchanging drafts maximizes students' role and minimizes teachers' interference during the learning process.
6. The peer-editing tool is a tool that can raise students' attitudes and motivate them to pay more attention to the writing skill in general and the editing step in the writing process in particular as the psychological factors are directly related to the rate of performance.

5.5.2. For students

The peer-editing tool has many benefits on achievement and psychological levels; therefore, students should include it in their method of studying English. Among the benefits achieved by the peer-editing tool for students are:

1. Through the critical thinking gained by using the peer-editing tool, the students become more careful and accurate whenever they write in English. It is also worth noting that the percentage of the mistakes committed gradually decreases.
2. In addition to developing students' writing level, the use of the peer-editing tool teaches them stylistic prowess, coping strategy, which is gained as a result of the exchange of ideas, and thus its users become able to socialize.
3. Students can enrich their knowledge about the different topics that are presented, discussed and then edited.

5.5.3. For universities

Since peer-editing has been proven as a strategy for successful collaborative learning, universities should set a plan about how to make use of this particular technique. More to the point, universities should run regular workshops highlighting the importance of peer-editing and encouraging students to use it as a strategy for developing the skill of writing.

5.5.4. For researchers

1. Collaborative learning is a significant issue in the field of second language learning, researchers should put it the focus on it.
2. Peer-editing is a tool that can be utilized to improve students' writing performance and raise their attitude towards it. Therefore, a more attention should be paid to the importance of peer-editing in language learning and identify the advantages that can gained from its application.
3. The writing skill is a skill that consists of a set of components (language, content, organization, vocabulary, mechanics). In making any attempt to develop the writing skill, it is necessary to measure the development of these components.
4. In order to develop the writing skill, some psychological aspects must be considered due to its strong impact on the process of cognition and development.

5.6. Suggestions for further research

Collaborative learning and using the peer-editing tool is a very wide field. Further research, including collaborative learning and its tools in all areas of teaching especially its impact on students' critical thinking, should be carried out. Another aspect that needs to be included in further research is concerned with the psychological factors that might affect the use of collaborative learning.

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Appendices

Appendix1: Students' pre-test and post-test

TEST

Name:……..

There are two questions, each question has 2 sub-questions, choose only one sub-question for each main question.

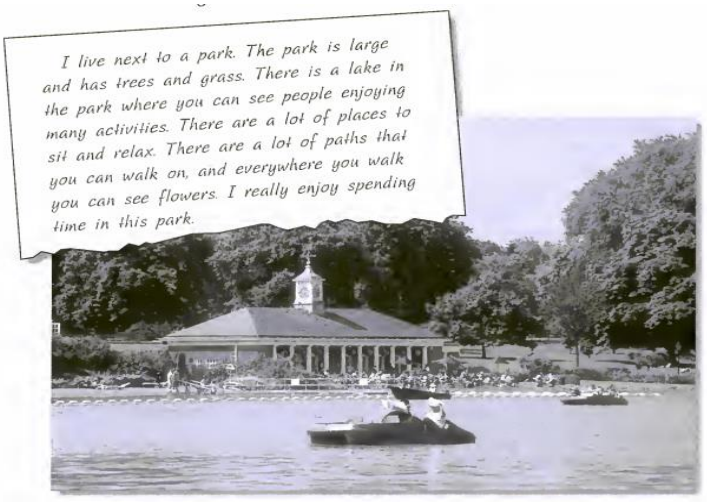
Mange your time to employ the writing process (pre-writing, writing, editing, rewriting) to answer your selected question.

Time allowed: an hour and forty minutes (100 minutes)

Q1: Answer only one question

Prewiring (3,75) writing (3,75) editing (3,75) rewriting (3,75) total 15 marks

A- This paragraph describes a city park, but it doesn't have enough descriptive details. Imagine that you live next to this park. Rewrite the paragraph, adding more description to make it more interesting.



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B-Think of a person you know well, then brain your ideas, narrow down your topic and write a descriptive paragraph.

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Q2- Answer only one question, deal with the following:

Prewiring (3,75) writing (3,75) editing (3,75) rewriting (3,75)

total 15 marks

A. Write a process paragraph about language learning research project, first brainstorm all the step that need to be followed, then write the paragraph. Remember to use transition words.

……
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B-Use transition words to write seven steps about how to gain self-confidence.

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Brain Storming for the first question:

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Brain Storming for the second question:

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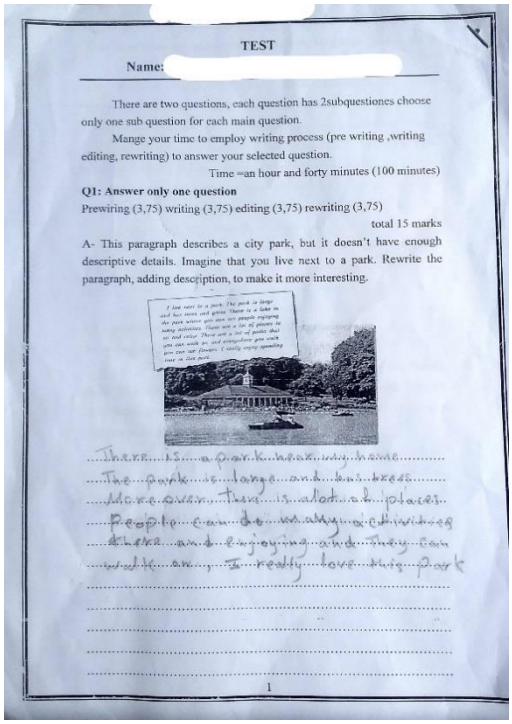
GOOD LUCK

Appendix 2: Samples of the pre- and post-tests answers by experimental group and control group.



TEST

Name:

There are two questions, each question has 2subquestiones choose only one sub question for each main question.

Mange your time to employ writing process (pre writing ,writing editing, rewriting) to answer your selected question.

Time =an hour and forty minutes (100 minutes)

Q1: Answer only one question

Prewiring (3,75) writing (3,75) editing (3,75) rewriting (3,75)

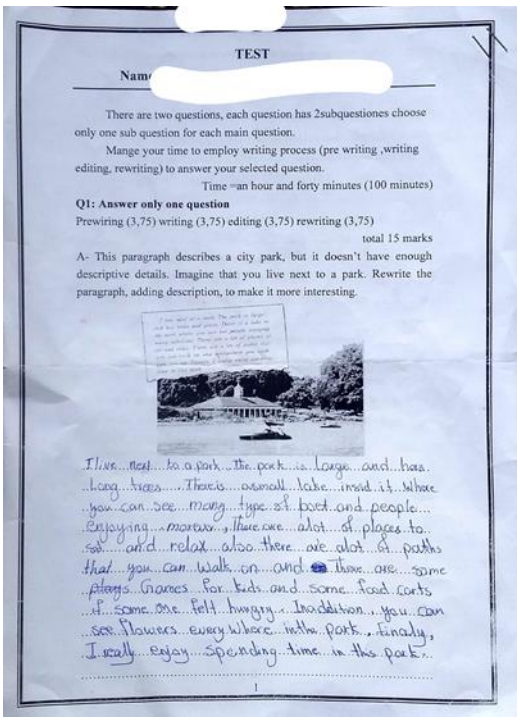
total 15 marks

A- This paragraph describes a city park, but it doesn't have enough descriptive details. Imagine that you live next to a park. Rewrite the paragraph, adding description, to make it more interesting.

There is a park near my home. The park is large and has trees. Moreover, there is alot of places. People can do many activities there and enjoying and they can walk on, I really love this park

1

Sample of pre-test by experimental group



TEST

Name

There are two questions, each question has 2subquestiones choose only one sub question for each main question.

Mange your time to employ writing process (pre writing ,writing editing, rewriting) to answer your selected question.

Time =an hour and forty minutes (100 minutes)

Q1: Answer only one question

Prewiring (3,75) writing (3,75) editing (3,75) rewriting (3,75)

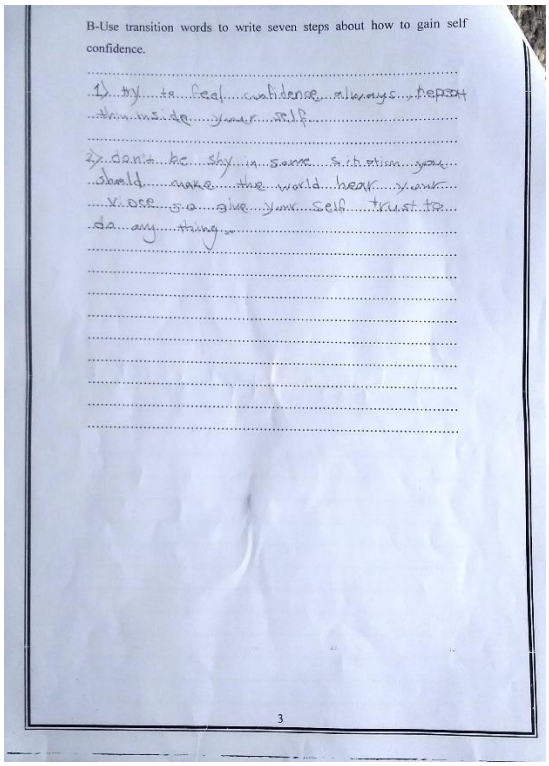
total 15 marks

A- This paragraph describes a city park, but it doesn't have enough descriptive details. Imagine that you live next to a park. Rewrite the paragraph, adding description, to make it more interesting.

I live next to a park. The park is large and has long trees. There is a small lake inside it where you can see many type of boat and people enjoying. moreover, there are alot of places to sit and relax also there are alot of paths that you can walk on and there are some plays Games for kids and some food carts if some one felt hungry. In addition, you can see flowers every where in the park. Finaly, I really enjoy spending time in this park.

1

Sample of post-test by experimental group



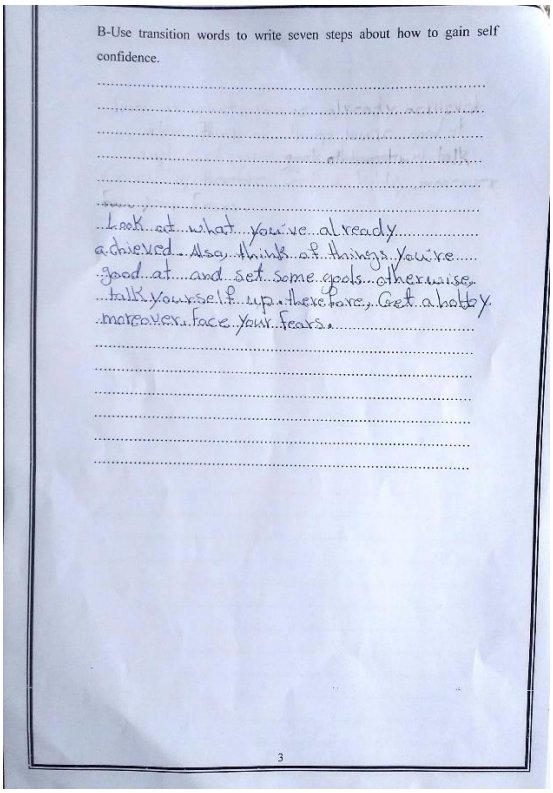
B-Use transition words to write seven steps about how to gain self confidence.

1) try to feel confidence always, repeat thin inside your self

2) don't be shy in some situation you should make the world hear your voice so give your self trust to do any thing.

3

Sample of pre-test by control group

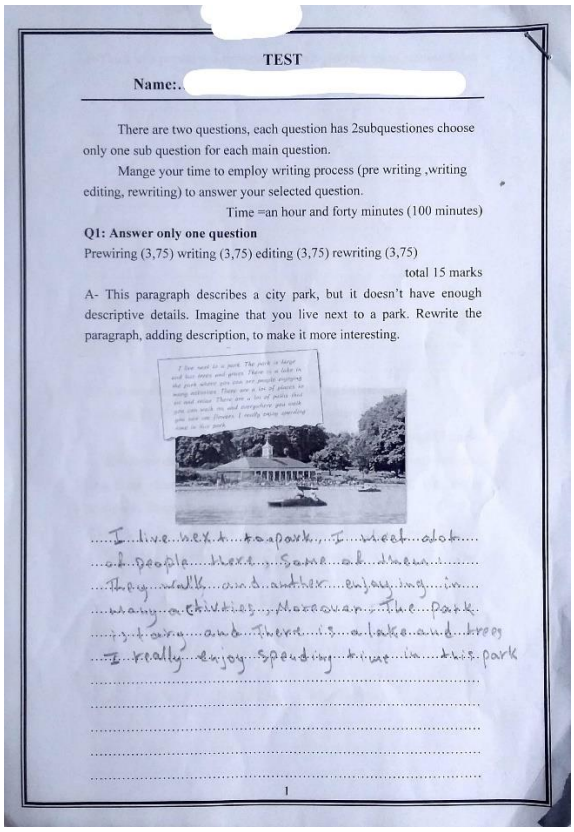


B-Use transition words to write seven steps about how to gain self confidence.

Look at what you've already achieved. Also, think of things you're good at and set some goals otherwise, talk yourself up. therefore, Get a hobby. moreover, face your fears.

3

Sample of post-test by control group



TEST

Name:.

There are two questions, each question has 2subquestiones choose only one sub question for each main question.

Mange your time to employ writing process (pre writing ,writing editing, rewriting) to answer your selected question.

Time =an hour and forty minutes (100 minutes)

Q1: Answer only one question

Prewiring (3,75) writing (3,75) editing (3,75) rewriting (3,75)

total 15 marks

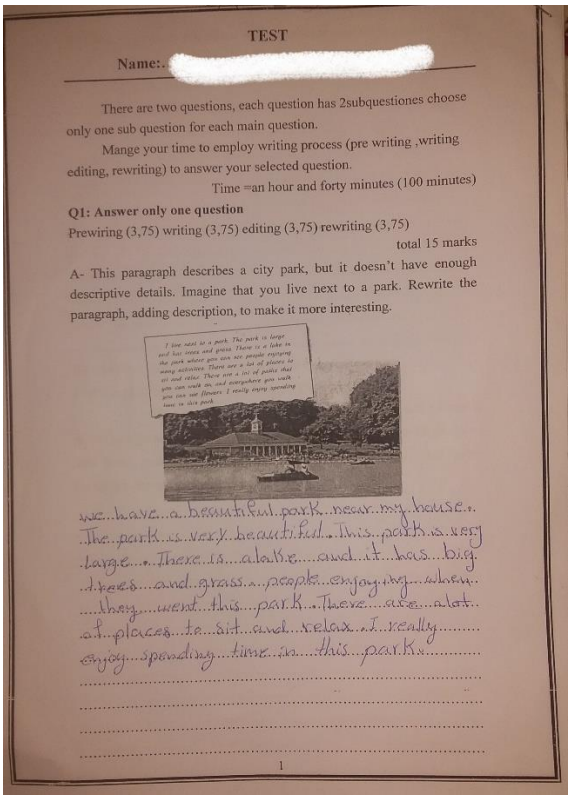
A- This paragraph describes a city park, but it doesn't have enough descriptive details. Imagine that you live next to a park. Rewrite the paragraph, adding description, to make it more interesting.

I live next to a park. The park is large and has trees and grass. There is a lake in the park where you can see people enjoying many activities. There are a lot of places to sit and relax. There are a lot of paths that you can walk on, and everywhere you walk you can see flowers. I really enjoy spending time in this park.

I live next to a park, I meet alot of people there, Some of them. They walk and anther enjoying in many activties, Moreover, The park is tary and There is a lake and trees I really enjoy spending time in this park

1

Sample of pre-test by experimental group



TEST

Name:.

There are two questions, each question has 2subquestiones choose only one sub question for each main question.

Mange your time to employ writing process (pre writing ,writing editing, rewriting) to answer your selected question.

Time =an hour and forty minutes (100 minutes)

Q1: Answer only one question

Prewiring (3,75) writing (3,75) editing (3,75) rewriting (3,75)

total 15 marks

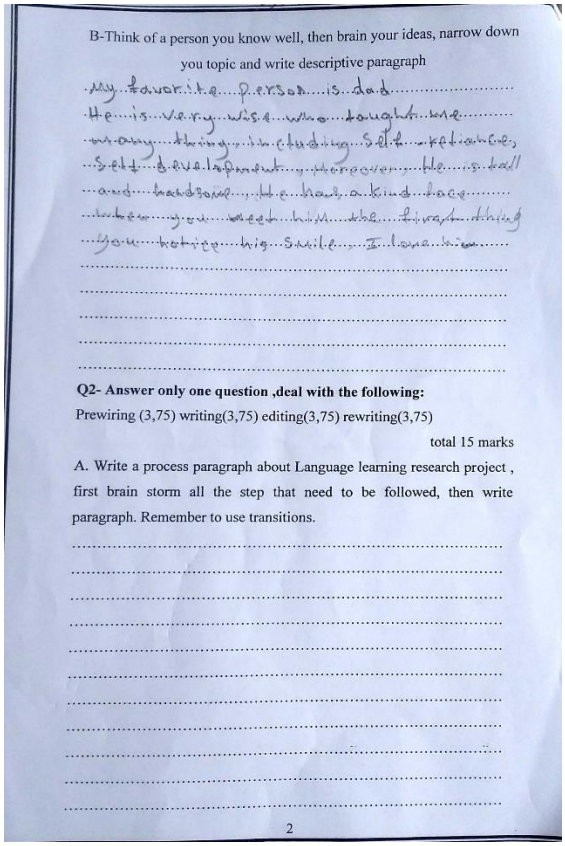
A- This paragraph describes a city park, but it doesn't have enough descriptive details. Imagine that you live next to a park. Rewrite the paragraph, adding description, to make it more interesting.

I live next to a park. The park is large and has trees and grass. There is a lake in the park where you can see people enjoying many activities. There are a lot of places to sit and relax. There are a lot of paths that you can walk on, and everywhere you walk you can see flowers. I really enjoy spending time in this park.

we have a beautiful park near my house. The park is very beautiful. This park is very large. There is a lake and it has big trees and grass. people enjoying when they went this park. There are alot of places to sit and relax. I really enjoy spending time in this park.

1

Sample of post-test by experimental group



B-Think of a person you know well, then brain your ideas, narrow down you topic and write descriptive paragraph

My favorite person is dad. He is very wise who taught me many thing, including self-reliance, self development, Moreover, He is tall and handsome, He has a kind face when you meet him the first thing you notice his smile, I love him

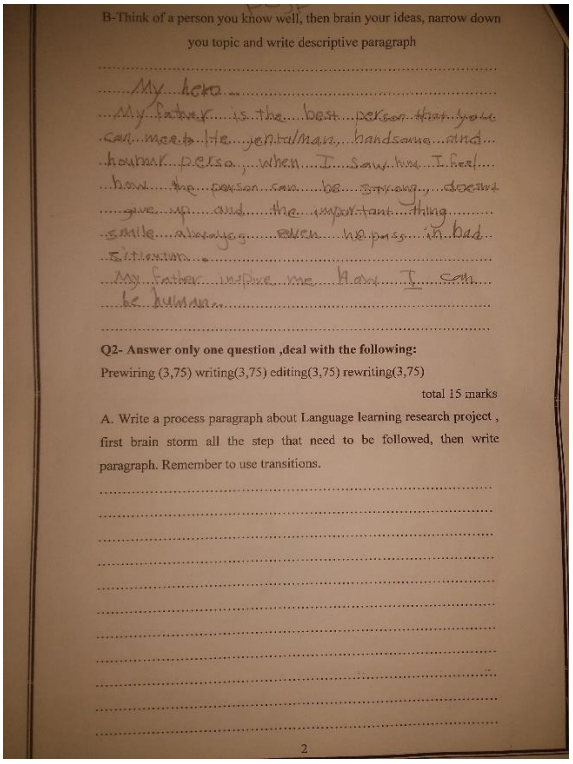
Q2- Answer only one question ,deal with the following:

Prewiring (3,75) writing(3,75) editing(3,75) rewriting(3,75)

total 15 marks

A. Write a process paragraph about Language learning research project , first brain storm all the step that need to be followed, then write paragraph. Remember to use transitions.

2



B-Think of a person you know well, then brain your ideas, narrow down you topic and write descriptive paragraph

My hero.

My father is the best person that you can meet. He, ental man, handsome and houmr perso, when I saw him I feel how the person can be strong, doesnt give up and the important thing smile always, even he pass in bad situation.

My father inspire me how I can be human.

Q2- Answer only one question ,deal with the following:

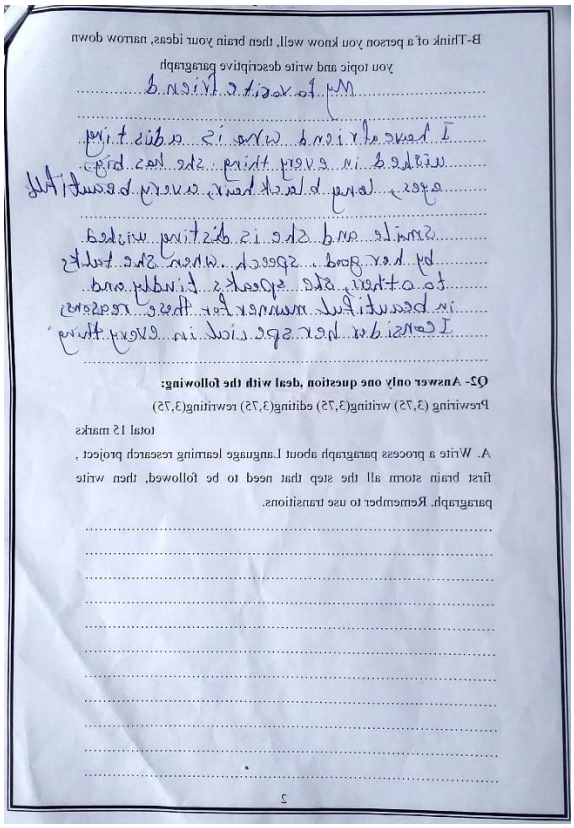
Prewiring (3,75) writing(3,75) editing(3,75) rewriting(3,75)

total 15 marks

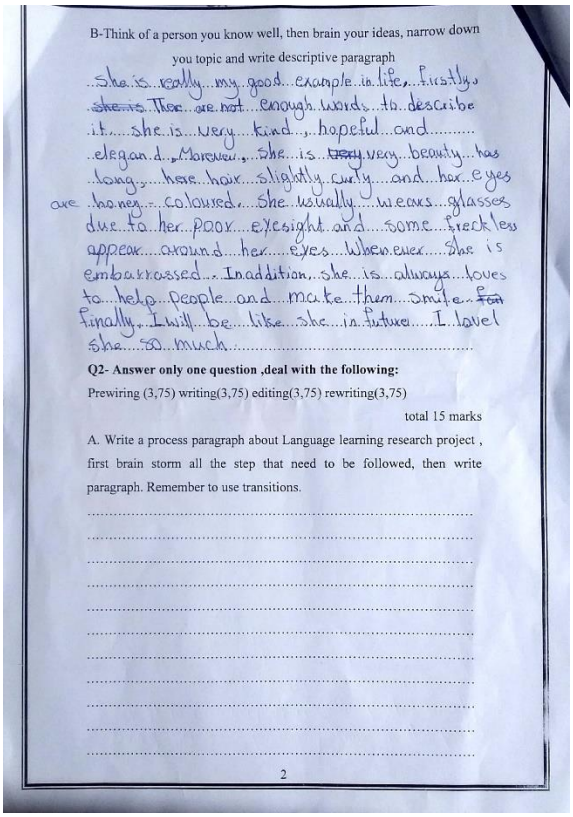
A. Write a process paragraph about Language learning research project , first brain storm all the step that need to be followed, then write paragraph. Remember to use transitions.

2

Sample of pre-test by control group



Sample of post-test by control group



Sample of pre-test by experimental group

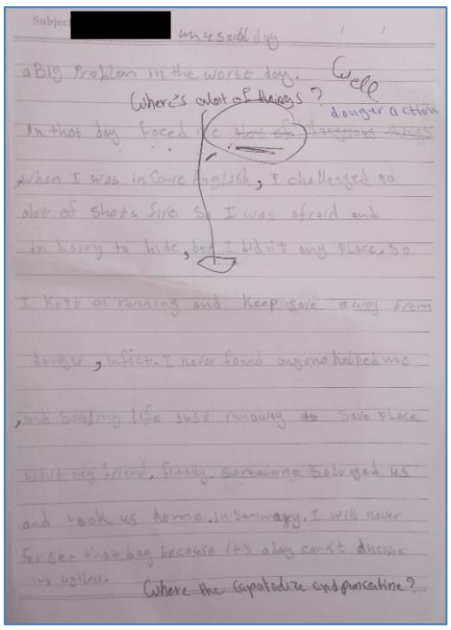
Sample of post-test by experimental group

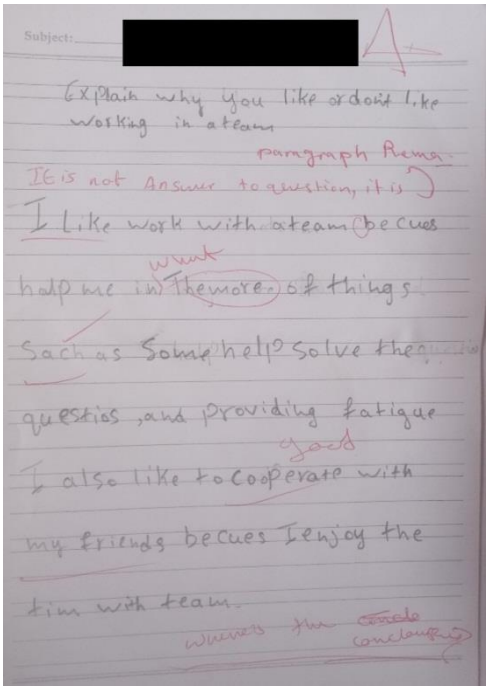
Appendix 3: Total scores for the experimental group and the control group.

Group	ContentPre	LanguagePre	OrganizationPre	ContentPost	LanguagePost	OrganizationPost
control	10	13	11	18	16	17
control	17	15	16	20	19	18
control	13	16	15	16	17	17
control	18	19	18	19	20	15
control	20	23	17	22	24	20
Control	11	10	10	15	13	16
control	19	17	17	23	20	22
control	4	5	6	10	15	9
control	17	2	15	19	13	18
control	12	6	13	15	14	16
control	8	12	10	19	20	20
control	6	3	8	9	10	8
control	19	20	15	20	19	20
control	15	12	16	17	18	16
control	8	13	7	8	9	7
control	12	10	13	19	24	20
control	17	18	15	23	18	24
control	15	13	16	19	16	20
control	14	13	14	17	20	16
control	18	17	19	20	16	19
control	11	12	12	16	17	15
control	13	16	11	18	17	17
control	3	22	4	6	5	5
control	20	13	19	27	25	26
control	5	18	6	9	10	10
control	12	20	13	14	13	13
control	19	13	18	27	25	25
control	10	20	9	16	13	17
control	8	9	7	10	15	12
control	17	15	16	23	22	20
Experiment	12	10	13	22	23	26
Experiment	16	13	14	27	27	25
Experiment	13	11	12	25	24	27
Experiment	11	8	10	28	27	26
Experiment	10	16	13	18	19	22
Experiment	8	12	10	20	22	20
Experiment	2	6	18	15	18	28
Experiment	18	14	16	29	28	26
Experiment	14	10	13	24	24	20
Experiment	11	10	13	19	20	23
Experiment	9	8	10	22	20	29
Experiment	18	22	17	28	27	26
Experiment	19	19	15	27	24	28

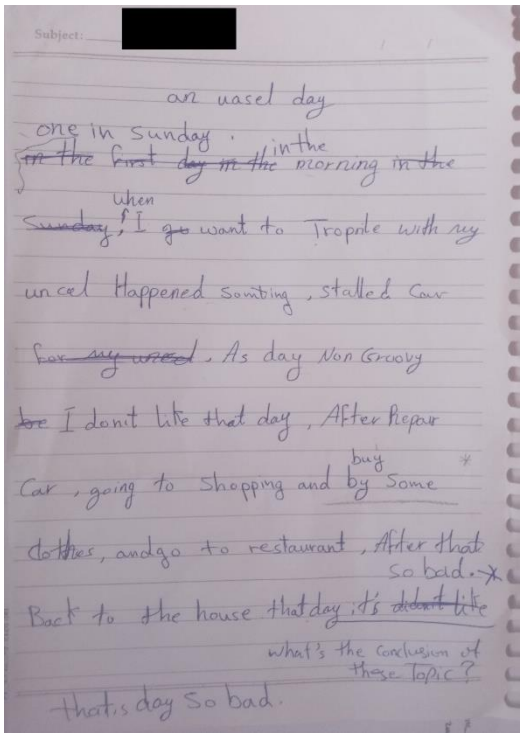
Group	ContentPre	LanguagePre	OrganizationPre	ContentPost	LanguagePost	OrganizationPost
Experiment	17	15	22	25	24	27
Experiment	15	13	7	23	20	23
Experiment	20	20	20	29	29	22
Experiment	12	10	13	23	25	27
Experiment	8	11	11	20	19	19
Experiment	5	7	8	18	17	20
Experiment	12	13	13	20	18	26
Experiment	17	15	18	23	22	28
Experiment	13	16	16	26	25	27
Experiment	15	15	14	27	26	26
Experiment	18	18	18	27	28	28
Experiment	9	10	10	20	20	22
Experiment	14	16	16	28	27	29
Experiment	16	12	13	23	24	23
Experiment	13	20	13	26	23	27
Experiment	19	18	20	26	24	25
Experiment	7	6	9	20	19	19

Appendix 4: Samples of experimental and control groups participants' written performance. Sample of experimental group participants' written performance.





Samples of control group participants' written performance



Subject: [redacted]

an uasel day

one in Sunday. ~~in the first day in the~~ in the morning ~~in the~~

~~Sunday~~, when I ~~go~~ want to Troprile with my

uncel Happened Somting, stalled Car

~~for my uncel~~, As day Non Groovy

~~bre~~ I donit like that day, After Repair

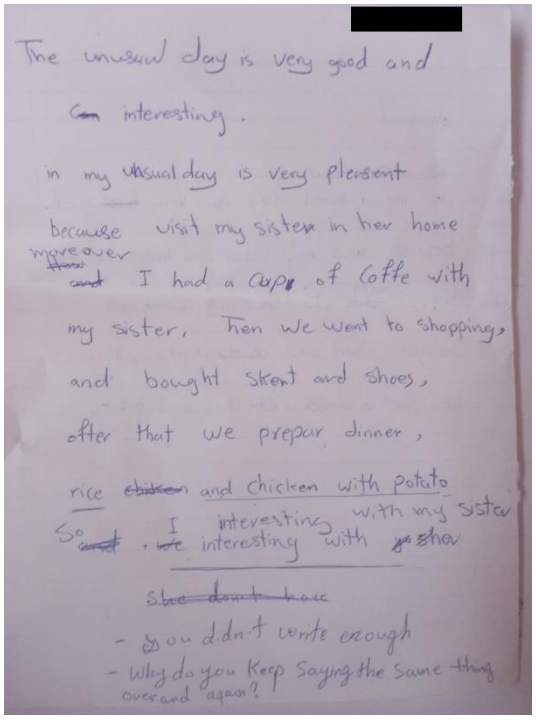
Car, going to Shopping and buy by Some *

clothes, and go to restaurant, After that

Back to the house that day, it's ~~didnt like~~ so bad. *

what's the conclusion of these Topic?

that is day So bad.



[redacted]

The unusual day is very good and

~~Can~~ interesting.

in my unsual day is very pleasent

because visit my sister in her home

moreover ~~and~~ I had a Cup of Coffe with

my sister, Then we went to shopping,

and bought Skent and Shoes,

after that we prepar dinner,

rice ~~chiken~~ and chicken with potato

So ~~and~~, I interesting with my sister ~~we~~ interesting with ~~yo~~ sher

~~She don't have~~

- You didn't write enough
- Why do you Keep Saying the Same thing over and again?

Appendix 5: Students' questionnaire.

Put an X inside the box that best fits your feelings towards each of the following statements.

For statements 1-7, use the following scale:

|_____1_____|_____2_____|_____3_____|_____4_____|

Strongly Disagree Strongly Agree

	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
1. The peer editing sessions were useful for improving writing skills.				
2. The peer editing sessions helped me write clear topic sentences .				
3. The peer editing sessions helped me organize my paragraph better.				
4. The peer editing sessions helped me develop content in my essay.				
5. The peer editing sessions helped me improve my language to write a paragraph				
6. The peer editing sessions were useful for writing better paragraph				
7. The peer review sessions made me feel comfortable to talk about writing.				

For statements 1-12use the following scale:

|_____1_____|_____2_____|_____3_____|_____4_____|

Never Always

	Never 1	2	3	Always 4
1.I enjoyed giving my classmate feedback on their paragraph				
2. Giving feedback helped me write better topic sentence in my paragraphs				
3.Receiving feedback helped me write better topic sentence in my paragraphs				
4. I enjoyed receiving feedback from my peers on my paragraph.				
5. Giving feedback helped me organize my paragraphs better				
6. Receiving feedback helped me organize my paragraphs better				
7. I looked forward to the peer review sessions.				
8. Giving feedback helped me improve my vocabulary in the content of my paragraph				
9. Receiving feedback helped me improve vocabulary in the content of my paragraph				
10.During the peer review sessions, I enjoyed interacting with my classmate.				
11. Giving feedback helped me use a good language in my paragraphs.				

	Never 1	2	3	Always 4
12. Receiving feedback helped me use a good language in my paragraphs				

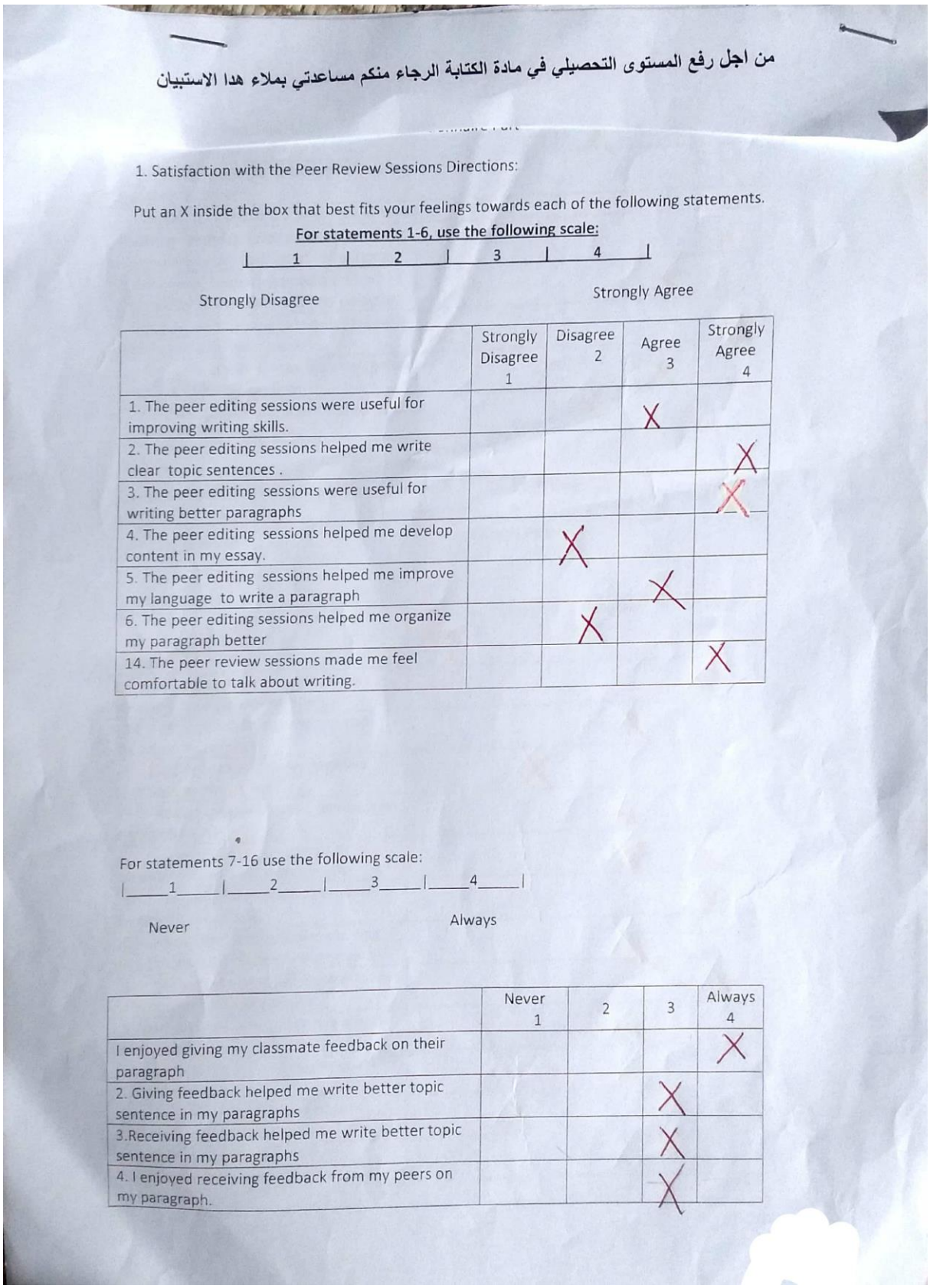
For statements 1-12, use the following scale:

|_____1_____|_____2_____|_____3_____|_____4_____|

Strongly Disagree Strongly Agree

	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
1. I did not feel comfortable giving negative feedback to my peers.				
2. I felt comfortable giving positive feedback to my peers				
3. I did not like to receive negative feedback on my paragraphs.				
4. I liked to receive positive feedback on my paragraphs				
5. I enjoyed receiving positive feedback from my peers				
6. I liked to give positive comments on my peer's paragraphs.				
7. I did not feel comfortable receiving negative comments on my paragraphs				
8. I felt proud when I received positive comments on my paragraphs.				
9. I avoided giving negative comments to my peers				
10. I enjoyed giving positive feedback to my peer's writing				
11. I did not enjoy receiving negative comments on my paragraphs				
12. I did not like to give negative feedback on my peer's paragraphs				

Appendix 6: Samples of questioners' answers



من اجل رفع المستوى التحصيلي في مادة الكتابة الرجاء منكم مساعدتي بملاء هدا الاستبيان

1. Satisfaction with the Peer Review Sessions Directions:

Put an X inside the box that best fits your feelings towards each of the following statements.

For statements 1-6, use the following scale:

| 1 | 2 | 3 | 4 |

Strongly Disagree — Strongly Agree

	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
1. The peer editing sessions were useful for improving writing skills.			X	
2. The peer editing sessions helped me write clear topic sentences .				X
3. The peer editing sessions were useful for writing better paragraphs				X
4. The peer editing sessions helped me develop content in my essay.		X		
5. The peer editing sessions helped me improve my language to write a paragraph			X	
6. The peer editing sessions helped me organize my paragraph better		X		
14. The peer review sessions made me feel comfortable to talk about writing.				X

For statements 7-16 use the following scale:

|_____1_____|_____2_____|_____3_____|_____4_____|

Never — Always

	Never 1	2	3	Always 4
I enjoyed giving my classmate feedback on their paragraph				X
2. Giving feedback helped me write better topic sentence in my paragraphs			X	
3.Receiving feedback helped me write better topic sentence in my paragraphs			X	
4. I enjoyed receiving feedback from my peers on my paragraph.			X	

3. Giving feedback helped me organize my paragraphs better		X		
6. Receiving feedback helped me organize my paragraphs better				X
7. I looked forward to the peer review sessions.				X
8. Giving feedback helped me improve my vocabulary in the content of my paragraph				X
9. Receiving feedback helped me improve vocabulary in the content of my paragraph			X	
During the peer review sessions, I enjoyed interacting with my classmate.				X
11. Giving feedback helped me use a good language in my paragraphs.			X	
12. Receiving feedback helped me use a good language in my paragraphs		X		

For statements 13-24, use the following scale:

|_____1_____|_____2_____|_____3_____|_____4_____|

Strongly Disagree Strongly Agree

	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
13. I did not feel comfortable giving negative feedback to my peers.				X
. 14. I felt comfortable giving positive feedback to my peers			X	
. 15. I did not like to receive negative feedback on my paragraphs.		X		
16. I liked to receive positive feedback on my paragraphs			X	
. 17. I did not like to give negative feedback on my peer's paragraphs			X	X
. 18. I liked to give positive comments on my peer's paragraphs.				X
19. I did not feel comfortable receiving negative comments on my paragraphs			X	
. 20. I felt proud when I received positive comments on my paragraphs.				X
21. I avoided giving negative comments to my peers			X	
. 22. I enjoyed giving positive feedback to my peer's writing			X	
. 23. I did not enjoy receiving negative comments on my paragraphs		X		
. 24. I enjoyed receiving positive feedback from my peers.			X	

من اجل رفع المستوى التحصيلي في مادة الكتابة الرجاء منكم مساعدتي بملاء هدا الاستبيان

1. Satisfaction with the Peer Review Sessions Directions:

Put an X inside the box that best fits your feelings towards each of the following statements.

For statements 1-6, use the following scale:

| 1 | 2 | 3 | 4 |

Strongly Disagree — Strongly Agree

	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
1. The peer editing sessions were useful for improving writing skills.				X
2. The peer editing sessions helped me write clear topic sentences .			X	
3. The peer editing sessions were useful for writing better paragraphs				X
4. The peer editing sessions helped me develop content in my essay.		X		
5. The peer editing sessions helped me improve my language to write a paragraph				X
6. The peer editing sessions helped me organize my paragraph better		X		
14. The peer review sessions made me feel comfortable to talk about writing.			X	

For statements 7-16 use the following scale:

|_____1_____|_____2_____|_____3_____|_____4_____|

Never — Always

	Never 1	2	3	Always 4
I enjoyed giving my classmate feedback on their paragraph				X
2. Giving feedback helped me write better topic sentence in my paragraphs			X	
3.Receiving feedback helped me write better topic sentence in my paragraphs			X	
4. I enjoyed receiving feedback from my peers on my paragraph.			X	

3. Giving feedback helped me organize my paragraphs better				X
6. Receiving feedback helped me organize my paragraphs better			X	
7. I looked forward to the peer review sessions.				X
8. Giving feedback helped me improve my vocabulary in the content of my paragraph				X
9. Receiving feedback helped me improve vocabulary in the content of my paragraph			X	
During the peer review sessions, I enjoyed interacting with my classmate.				X
11. Giving feedback helped me use a good language in my paragraphs.			X	
12. Receiving feedback helped me use a good language in my paragraphs			X	

For statements 13-24, use the following scale:

|_____1_____|_____2_____|_____3_____|_____4_____|

Strongly Disagree Strongly Agree

	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
13. I did not feel comfortable giving negative feedback to my peers.	X			
. 14. I felt comfortable giving positive feedback to my peers				X
. 15. I did not like to receive negative feedback on my paragraphs.				X
16. I liked to receive positive feedback on my paragraphs			X	
. 17. I did not like to give negative feedback on my peer's paragraphs				X
. 18. I liked to give positive comments on my peer's paragraphs.				X
19. I did not feel comfortable receiving negative comments on my paragraphs			X	
. 20. I felt proud when I received positive comments on my paragraphs.				X
21. I avoided giving negative comments to my peers				X
. 22. I enjoyed giving positive feedback to my peer's writing				X
. 23. I did not enjoy receiving negative comments on my paragraphs	X			
. 24. I enjoyed receiving positive feedback from my peers.				X

من اجل رفع المستوى التحصيلي في مادة الكتابة الرجاء منكم مساعدتي بملاء هدا الاستبيان

1. Satisfaction with the Peer Review Sessions Directions:

Put an X inside the box that best fits your feelings towards each of the following statements.

For statements 1-6, use the following scale:

| 1 | 2 | 3 | 4 |

Strongly Disagree — Strongly Agree

	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
1. The peer editing sessions were useful for improving writing skills.			X	
2. The peer editing sessions helped me write clear topic sentences .			X	
3. The peer editing sessions were useful for writing better paragraphs				X
4. The peer editing sessions helped me develop content in my essay.			X	
5. The peer editing sessions helped me improve my language to write a paragraph			X	
6. The peer editing sessions helped me organize my paragraph better			X	
14. The peer review sessions made me feel comfortable to talk about writing.	X			

For statements 7-16 use the following scale:

|_____1_____|_____2_____|_____3_____|_____4_____|

Never — Always

	Never 1	2	3	Always 4
I enjoyed giving my classmate feedback on their paragraph			X	
2. Giving feedback helped me write better topic sentence in my paragraphs				X
3.Receiving feedback helped me write better topic sentence in my paragraphs			X	
4. I enjoyed receiving feedback from my peers on my paragraph.				X

3. Giving feedback helped me organize my paragraphs better		X		
6. Receiving feedback helped me organize my paragraphs better			X	
7. I looked forward to the peer review sessions.				X
8. Giving feedback helped me improve my vocabulary in the content of my paragraph		X		
9. Receiving feedback helped me improve vocabulary in the content of my paragraph		X		
During the peer review sessions, I enjoyed interacting with my classmate.				X
11. Giving feedback helped me use a good language in my paragraphs.		X		
12. Receiving feedback helped me use a good language in my paragraphs			X	

For statements 13-24, use the following scale:

|_____1_____|_____2_____|_____3_____|_____4_____|

Strongly Disagree Strongly Agree

	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
13. I did not feel comfortable giving negative feedback to my peers.			X	
. 14. I felt comfortable giving positive feedback to my peers				X
. 15. I did not like to receive negative feedback on my paragraphs.			X	
16. I liked to receive positive feedback on my paragraphs			X	
. 17. I did not like to give negative feedback on my peer's paragraphs				X
. 18. I liked to give positive comments on my peer's paragraphs.		X		
19. I did not feel comfortable receiving negative comments on my paragraphs				X
. 20. I felt proud when I received positive comments on my paragraphs.				X
21. I avoided giving negative comments to my peers				X
. 22. I enjoyed giving positive feedback to my peer's writing				X
. 23. I did not enjoy receiving negative comments on my paragraphs				X
. 24. I enjoyed receiving positive feedback from my peers.				X

من اجل رفع المستوى التحصيلي في مادة الكتابة الرجاء منكم مساعدتي بملاء هدا الاستبيان

Put an X inside the box that best fits your feelings towards each of the following statements.

For statements 1-6, use the following scale:

1	2	3	4

Strongly Disagree — Strongly Agree

	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
1. The peer editing sessions were useful for improving writing skills.			X	
2. The peer editing sessions helped me write clear topic sentences .				X
3. The peer editing sessions were useful for writing better paragraphs			X	
4. The peer editing sessions helped me develop content in my essay.			X	
5. The peer editing sessions helped me improve my language to write a paragraph			X	
6. The peer editing sessions helped me organize my paragraph better			X	
14. The peer review sessions made me feel comfortable to talk about writing.		X		

For statements 7-16 use the following scale:

|_____1_____|_____2_____|_____3_____|_____4_____|

Never — Always

	Never 1	2	3	Always 4
I enjoyed giving my classmate feedback on their paragraph				X
2. Giving feedback helped me write better topic sentence in my paragraphs				X
3.Receiving feedback helped me write better topic sentence in my paragraphs			X	
4. I enjoyed receiving feedback from my peers on my paragraph.				X

3. Giving feedback helped me organize my paragraphs better				X
6. Receiving feedback helped me organize my paragraphs better		X		
7. I looked forward to the peer review sessions.	X			
8. Giving feedback helped me improve my vocabulary in the content of my paragraph				X
9. Receiving feedback helped me improve vocabulary in the content of my paragraph				
During the peer review sessions, I enjoyed interacting with my classmate.	X			
11. Giving feedback helped me use a good language in my paragraphs.			X	
12. Receiving feedback helped me use a good language in my paragraphs			X	

For statements 13-24, use the following scale:

|_____1_____|_____2_____|_____3_____|_____4_____|

Strongly Disagree Strongly Agree

	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
13. I did not feel comfortable giving negative feedback to my peers.				X
. 14. I felt comfortable giving positive feedback to my peers				X
. 15. I did not like to receive negative feedback on my paragraphs.				X
16. I liked to receive positive feedback on my paragraphs			X	
. 17. I did not like to give negative feedback on my peer's paragraphs				X
. 18. I liked to give positive comments on my peer's paragraphs.				X
19. I did not feel comfortable receiving negative comments on my paragraphs			X	
. 20. I felt proud when I received positive comments on my paragraphs.				X
21. I avoided giving negative comments to my peers				X
. 22. I enjoyed giving positive feedback to my peer's writing				X
. 23. I did not enjoy receiving negative comments on my paragraphs			X	
. 24. I enjoyed receiving positive feedback from my peers.				X

Put an X inside the box that best fits your feelings towards each of the following statements.

For statements 1-7, use the following scale:

| 1 | 2 | 3 | 4 |

Strongly Disagree Strongly Agree

	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
1. The peer editing sessions were useful for improving writing skills.	2	1	21	6
2. The peer editing sessions helped me write clear topic sentences .	3	3	7	17
3. The peer editing sessions helped me organize my paragraph better.	1		10	19
4. The peer editing sessions helped me develop content in my essay.		6	23	
5. The peer editing sessions helped me improve my language to write a paragraph	1	5	20	4
6. The peer editing sessions were useful for writing better paragraph		1	27	2
7. The peer review sessions made me feel comfortable to talk about writing.	4	3	10	13

For statements 1-12 use the following scale:
|_____1_____|_____2_____|_____3_____|_____4_____|
Never Always

	Never 1	2	3	Always 4
1.I enjoyed giving my classmate feedback on their paragraph	1	1	6	22
2. Giving feedback helped me write better topic sentence in my paragraphs		2	13	15
3.Receiving feedback helped me write better topic sentence in my paragraphs		6	24	
4. I enjoyed receiving feedback from my peers on my paragraph.	2	10	12	6
5. Giving feedback helped me organize my paragraphs better	1	6	1	22
6. Receiving feedback helped me organize my paragraphs better	4	6	13	7
7. I looked forward to the peer review sessions.	5	2		21
8. Giving feedback helped me improve my vocabulary in the content of my paragraph	3	4	10	13
9. Receiving feedback helped me improve vocabulary in the content of my paragraph	3	8	10	5
10.During the peer review sessions, I enjoyed interacting with my classmate.	1		1	28
11. Giving feedback helped me use a good language in my paragraphs.		9	20	
12. Receiving feedback helped me use a good language in my paragraphs	5	3	17	5

For statements 1-12, use the following scale:
|_____1_____|_____2_____|_____3_____|_____4_____|
Strongly Disagree Strongly Agree

	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
1. I did not feel comfortable giving negative feedback to my peers.	1	2	9	16
2. I felt comfortable giving positive feedback to my peers	1	1	13	15
3. I did not like to receive negative feedback on my paragraphs.	1	6	1	22
4. I liked to receive positive feedback on my paragraphs			26	4
.5 I enjoyed receiving positive feedback from my peers	2	1	2	25
6. I liked to give positive comments on my peer's paragraphs.	1	2	4	23
7. I did not feel comfortable receiving negative comments on my paragraphs	1		16	13
8. I felt proud when I received positive comments on my paragraphs.		1	3	26
9. I avoided giving negative comments to my peers			10	20
10. I enjoyed giving positive feedback to my peer's writing		3	12	15
11. I did not enjoy receiving negative comments on my paragraphs	2	4	2	22
12. I did not like to give negative feedback on my peer's paragraphs		1	4	25