CHAPTER FOUR

ANALYSIS OF DATA

This chapter reports the findings of this study and cites evidence to answer the three research questions on the pattern of development of ideas and the roles played by the class teacher and students during the peer response sessions; the types of scaffolds utilised by the class teacher and students during the teacher-student and student-student interaction sessions; and how the students revise the first drafts of their compositions based on the class teacher and peer feedback.

The data for the study comprises the students' rewrites, transcripts of the teacher-student and student-student interactions, transcripts of interviews with the class teacher and students, and field notes from in-class observation sessions. The data collected is analysed quantitatively and qualitatively. The qualitative data sources were triangulated and reported to answer the three research questions.

The participants in this study include the high-proficiency level students (Cathy, Ted and Eva), the intermediate-proficiency level students (Amy, Aini and Elle) and the class teacher (Liza). (See Section 3.2.2 in Chapter Three for profiles of these students.)

4.1 RESEARCH QUESTION 1: How do the teacher-student and student-student interactions during the peer response sessions help the group members to revise the first drafts of their compositions?

The purpose of this research question is to investigate how the teacher-student and student-student interactions during the peer response sessions helped the group members to revise the first drafts of their compositions. The peer response sessions were carried out by all the group members who worked collaboratively through the teacher-student and student-student interactions to provide responses or feedback to the individual first

drafts of all their compositions (see Section 3.4.4 for a detailed description of the term *'peer response session'*). The data collected from the various sources in the form of transcripts of teacher-student and student-student interactions, students' rewrites (first and final drafts of all the four compositions), field notes of in-class observation sessions, and interview transcripts with the class teacher and students were analysed and triangulated to answer this research question. In order to analyse and interpret the transcripts of the student-student and teacher-student interactions, the researcher played the audio recordings repeatedly and categorised them accordingly based on the Coding System (see Appendix L: Coding system for the transcripts of group discussion during pre-writing sessions, group discussion during peer response sessions, in-class observations of teaching and field notes) proposed by Miles & Huberman (1994, p. 57). The researcher utilised transcription conventions that highlighted the nature of turn exchanges (Adger, 2004 as cited in Schiffrin et al., 2004). In addition, the inter-rater reliability for coding was assessed using a statistic called Cohen's Kappa (Cohen, 1960), or k. The researcher computed the inter-rater reliability by using Cohen's Kappa because by merely computing the total observed agreement is not a good measure of intercoder reliability as people can agree on the presence or absence of a theme in a text just by chance (Bernard, 2000). Thus, the researcher utilised Cohen's Kappa to measure how much better than chance the agreement is between two independent coders on the classification of the discourse segments during the teacher-student and student-student interactions for the patterns of interaction, the various roles played by the class teacher and students, as well as the categories of revision in the students' first drafts.

4.1.1 Steps in Data Analysis

This study employed four systematic sequential steps in analysing the data: devising coding system, check-coding, check for intercorder reliability and analysing the data.

4.1.1.1 Devising coding system

Before the fieldwork a list of codes was tabulated to relate the research questions and the theoretical framework of the study to the data (see Appendix I for the list of categories of the patterns of development of ideas from past research; as well as Appendices J and K for the lists of the types of class teacher and peer scaffolds from past research). The Coding System was adapted from Miles & Huberman (1994, p. 64). When constructing the Coding System, a name was assigned for the code that was nearest to the concept, for instance the concept for the 'Identify-correct' pattern of development of ideas was named (I-C) (see Appendix M1: Coding system for the patterns of development of ideas as well as roles of class teacher and peers; Appendix M2: Coding system for the types of class teacher and peer scaffolds provided during the pre-writing sessions and peer response sessions; Appendix M3: Coding system for the types of revision done by students; Appendix N: Coding system for interview sessions with the class teacher and students; and Appendix O: Coding system for categorisation of responses during interviews with the class teacher and students after the completion of each composition). The rationale was to enable the two raters to easily locate the original concept.

4.1.1.2 Check-coding

Two inter-raters were engaged to independently code and classify 10% of the transcribed teacher-student and student-student interactions which were randomly selected for the patterns of interaction, the roles played by the class teacher and students, the types of class teacher and peer scaffolds and the types of revision made by the students. A tentative list of categories of the patterns of development of ideas gathered after reviewing past research done by Daiute & Dalton (1993); Lockhart & Ng (1995) and Lockhart & Ng (1996) was used as a guideline (see Appendix I) for the two raters to

code and classify the discourse segments. Likewise, two lists of the types of class teacher and peer scaffolds which were gathered after reviewing past research were used as guidelines (see Appendices J and K) for the same two raters to categorise the scaffolds given by the class teacher and peers. Then, a comparison was made to that of the coding and classification done by the researcher on the patterns of interaction, the roles played by the class teacher and students, the types of class teacher and peer scaffolds and the types of revision made by the students. A discussion amongst the researcher and the two inter-raters was conducted to reach a consensus for any disagreement in the coding and classification of those categories.

Cohen's Kappa (1960) was used to assess the inter-rater reliability of the codings for the patterns of interaction, the roles played by the class teacher and students, the types of class teacher and peer scaffolds and the types of revision made by the students. In cases of any disagreement, the definition of the codes concerned were either expanded or amended. The rationale for check-coding was to establish definitional clarity and reliability check. The following formula for computing Cohen's Kappa was utilised to check for intercoder reliability:

$$K = \frac{Observed - Chance}{1 - Chance}$$

The raters did on-going coding and the transcripts of the student-student and teacher-student interactions as well as the field notes were coded immediately before the next observation session. The rationales for ongoing coding were firstly, to avoid backlogs when typing the bulk of write-ups; secondly, to uncover potential sources of bias; thirdly, to identify incomplete data that needed clarification and most importantly to picture the emerging map of what was happening during the student-student and teacher-student interactions as well as the field notes of the classroom observation sessions.

All the codes were given operational definitions so that the raters could easily and promptly identify a segment that fitted the definitions. The data collected from the various sources: transcripts of teacher-student and student-student interactions, students' rewrites (first and final drafts of all the four compositions), field notes of in-class observation sessions, and interview transcripts with the class teacher and students were synthesised and analysed in terms of frequency counts and percentages. The units for coding were identified and coding categories were defined.

The use of Cohen's Kappa consensus approach to estimate the inter-rater reliability involves meticulous computation for each item separately by each rater. Values greater than 0.70 are acceptable for consistency estimates of inter-rater reliability (Barrett, 2001; Stemler, 2004). In checking the coding for the patterns of interaction during the peer response sessions to the first drafts of the students' Compositions 1, 2, 3 and 4, Kappa values of 0.88, 0.90, 0.92 and 0.94 respectively were obtained from the first inter-rater; while Kappa values of 0.86, 0.89, 0.87 and 0.85 respectively were obtained from the second inter-rater.

Kappa values of 0.83, 0.85, 0.90 and 0.93 were obtained from the first inter-rater; while Kappa values of 0.80, 0.84, 0.87 and 0.91 were obtained from the second inter-rater in checking the coding for the roles of the class teacher and peers during the peer response session of the students' Compositions 1, 2, 3 and 4 respectively.

In checking the coding for the types of class teacher and peer scaffolds during the pre-writing sessions of the students' Compositions 1, 2, 3 and 4, Kappa values of 0.95, 0.97, 0.95 and 0.96 respectively were obtained from the first inter-rater; while Kappa values of 0.92, 0.94, 0.93 and 0.95 respectively were obtained from the second inter-rater.

Kappa values of 0.92, 0.95, 0.96 and 0.95 were obtained from the first inter-rater; while Kappa values of 0.93, 0.94, 0.93 and 0.95 were obtained from the second inter-

rater in checking the coding for the types of class teacher and peer scaffolds during the peer response sessions of the students' Compositions 1, 2, 3 and 4 respectively.

In checking the coding for the types of revisions made by the students on the final drafts of their Compositions 1, 2, 3 and 4, Kappa values of 0.93, 0.96, 0.91 and 0.93 respectively were obtained from the first inter-rater; while Kappa values of 0.97, 0.93, 0.93 and 0.93 respectively were obtained from the second inter-rater.

Kappa values of 0.97, 0.98, 0.98 and 0.98 were obtained from the first inter-rater; while Kappa values of 0.98, 0.97, 0.98 and 0.97 were obtained from the second inter-rater in checking the coding for the categorisation of interviews with the class teacher and students after the completion of each composition respectively.

The high kappa values indicated that the reliability of the codings for the classification of the discourse segments, the roles played by the class teacher and students, the types of class teacher and peer scaffolds and the types of revision made by the students was adequate; thus, enhancing the credibility of the case study findings (Gall et al., 2003).

The findings for this research question are presented in the following sections: initiation of ideas and ideas picked up for discussions; patterns of development of ideas; roles of the students and the class teacher; as well as the primary and secondary patterns of development of ideas. The findings revealed that there were more student-student interactions as compared to the teacher-student interactions that occurred during the peer response sessions. As such, the researcher reported the findings on the teacher-student and student-student interactions in one section instead of splitting them into two separate sections. It was found that the teacher talk was less during the peer response sessions as the class teacher wanted to provide the opportunity for the students to respond to the individual first drafts of all the students' compositions.

4.1.2 Initiation of Ideas and Ideas Picked Up for Discussions

The unit of analysis for the teacher-student and student-student interactions during the peer response sessions is the number of turns of the initiation of ideas for discussions by the students and the number of ideas which were picked up to be developed. The idea initiated which was picked up to be developed may lead to a chain of further development which involves the participation of the other group members. An idea is considered to be developed when it was put to discussion and a solution was found to rectify it.

The findings in this study revealed that the high-proficiency level students initiated the most number of turns for the discussion of ideas and picked up the most number of ideas to be developed during the peer response sessions to the individual first drafts of all the four compositions. This is evident in Table 1 below which displays the frequency and percentages of the turns of initiation of ideas and the ideas picked up for discussions by the students during the peer response sessions to the first drafts of all the students' compositions.

Table 1
Frequency and Percentages of the Turns of Initiation of Ideas and the Ideas Picked Up for Discussions by the Students during Peer Response Sessions to the First Drafts of All the Students' Compositions

Participants (n=7)	Proficiency Level	Peer Response Session (Draft 1 - Compositions 1, 2, 3 and 4)					
		Initiation of Ideas for Discussion		Ideas Picked Up for Discussion			
		(n)	(%)	Yes	(%)	No	(%)
Students	H	392	81.5	380	79.0	12	2.5
	I	77	16.0	75	15.6	2	0.4
Class Teacher		12	2.5	11	2.3	1	0.2
Total:		481	100.0	466	96.9	15	3.1

Key: H – High-proficiency level students
   I - Intermediate-proficiency level students

Table 1 on page 125 portrays that both the high and intermediate-proficiency level students initiated 97.5% (469 out of a total of 481) turns of the discussion of ideas throughout the peer response sessions to the individual first drafts of all the four compositions. In addition, the class teacher initiated 2.5% (12 out of a total of 481) turns of the discussions of ideas during the peer response sessions. It is noted that the high-proficiency level students initiated 81.5% (392 out of a total of 481) turns of the discussions of ideas while the intermediate-proficiency level students initiated 16% (77) turns of the discussions of ideas during the peer response sessions to the individual first drafts of all the four compositions. This indicates that the high-proficiency level students were highly interactive during the peer response sessions.

It was found that most of the ideas initiated by the students were picked up, put to discussions and developed by the group members (especially, the high-proficiency level students). The ideas here refer to the students' opinion and suggestions to correct errors and to improve the first drafts of their peers' compositions. As shown in Table 1, out of 81.5% (392 out of a total of 481) turns of the initiation of ideas by the high-proficiency level students during the peer response sessions to the individual first drafts of all the students' four compositions, a majority of 79% (380) of the ideas were picked up and developed while only 2.5% (12) of the ideas were not picked up to be developed. On the other hand, out of 16% (77 out of a total of 481) turns of the initiation of ideas by the intermediate-proficiency level students throughout the peer response sessions to the individual first drafts of all the students' four compositions, a bulk of 15.6% (75) of the ideas were picked up and developed while only 0.4% (2) of the ideas were not picked up to be developed by the group members. In addition, out of 2.5% (12 out of a total of 481) turns of the initiation of ideas by Liza (the class teacher) throughout the peer response sessions to all the students' compositions, 2.3% (11) of the ideas were picked up and developed while 0.2% (1) of the ideas were not picked up to be developed.

While Table 1 provides an overall view of the frequency and percentages of the turns of the initiation of ideas and the ideas picked up for discussions by the students during the peer response sessions to the first drafts of all the students' compositions; Table 2 below exhibits the frequency and percentages of the turns of initiation of ideas and the ideas picked up for discussions by individual students and class teacher during the peer response sessions to the first drafts of all the students' compositions.

Table 2
Frequency and Percentages of the Turns of Initiation of Ideas and Ideas Picked Up for Discussions by Individual Students and Class Teacher during Peer Response Sessions to the First Drafts of All the Students' Compositions

Participants (n=7)	Name of Participants	Peer Response Session (Draft 1 - Compositions 1, 2, 3 and 4)					
		Initiation of Ideas for Discussion		Ideas Picked Up for Discussion			
		(n)	(%)	Yes	(%)	No	(%)
High-proficiency level students	Cathy	207	43.0	201	41.8	6	1.2
	Ted	137	28.5	131	27.2	6	1.2
	Eva	48	10.0	48	10.0	0	0.0
Intermediate-proficiency level students	Amy	29	6.0	28	5.8	1	0.2
	Aini	30	6.2	29	6.0	1	0.2
	Elle	18	3.7	18	3.7	0	0.0
Class Teacher	Liza	12	2.5	11	2.3	1	0.2
Total:		481	100.0	466	96.9	15	3.1

An analysis of the findings in Table 2 above portrays that out of 81.5% (392 out of a total of 481) turns of the initiation of ideas by the high-proficiency level students, Cathy initiated the most number of turns with 43% (207 turns) to discuss ideas, followed by Ted with 28.5% (137) turns and Eva with 10% (48) turns during the peer response sessions to the individual first drafts of all the four compositions. On the other hand, out of 16% (77 out of a total of 481) turns of the initiation of ideas by the intermediate-proficiency level students, Aini initiated the most number of turns with 6.2% (30 turns) to discuss ideas, followed by Amy with 6% (29) turns and Elle with 3.7% (18) turns during the peer response sessions to the individual first drafts of all the compositions.

A further detailed analysis at the individual students' perspective found that Cathy played a major role in assisting her group members to revise the individual first drafts of their compositions. For instance, Table 2 demonstrates that Cathy picked up 41.8% (201 out of 207) of the turns of initiation of ideas to be developed, followed by Ted who picked 27.2% (131 out of 137) of the turns, Eva with 10% (all the 48) of the turns, Aini with 6% (29 out of 30) of the turns, Amy with 5.8% (28 out of 29) of the turns, Elle with 3.7% (all the 18) of the turns, and Liza who picked up and developed 2.3% (11 out of 12) of the turns of initiation of ideas.

Generally, throughout all the peer response sessions, Cathy played a pertinent role in initiating ideas for discussions amongst the group members to assist one another to revise the first drafts of all the students' compositions. This is depicted in Table 3 on the following page which shows the frequency and percentages of the turns of initiation of ideas and the ideas picked up for discussions during the peer response sessions to the first drafts of the students' individual compositions.

For instance, as evident in Table 3, during the peer response session to the individual first drafts of the students' Composition 1, Cathy was found to initiate the most number of turns (43 out of a total of 115) with 37.4% turns during the discussions, followed by Ted with 32.2% (37) turns, Elle with 9.6% (11) turns, Amy with 8.7% (10) turns, Aini with 6.1% (7) turns, Eva with 5.2% (6) turns, and Liza (the class teacher) with 0.9% (only one) turn.

Similarly, during the peer response session to the individual first drafts of the students' Composition 2, Cathy's leading role in initiating ideas for discussions amongst the group members persisted. This was followed by Ted. On the other hand, Eva and Aini participated more actively in the subsequent peer response sessions as compared to Amy and Elle. This is exemplified in Table 3 in which Cathy initiated 49.1% (an enormous 80 out of 163) turns of the discussions, followed by Ted with 27% (44) turns,

Table 3

Frequency and Percentages of the Turns of Initiation of Ideas and the Ideas Picked Up for Discussions during Peer Response Sessions to the First Drafts of the Students' Individual Compositions

Name of participants (n=7)	Peer Response Session (Draft 1 - Composition 1)						Peer Response Session (Draft 1 - Composition 2)						Peer Response Session (Draft 1 - Composition 3)						Peer Response Session (Draft 1 - Composition 4)					
	Initiation of Ideas		Ideas Picked Up for Discussion				Initiation of Ideas		Ideas Picked Up for Discussion				Initiation of Ideas		Ideas Picked Up for Discussion				Initiation of Ideas		Ideas Picked Up for Discussion			
	(n)	(%)	Yes	(%)	No	(%)	(n)	(%)	Yes	(%)	No	(%)	(n)	(%)	Yes	(%)	No	(%)	(n)	(%)	Yes	(%)	No	(%)
Cathy	43	37.4	42	36.5	1	0.9	80	49.1	77	47.2	3	1.8	54	43.5	52	41.9	2	1.6	30	38.0	30	38.0	0	0.0
Ted	37	32.2	35	30.4	2	1.7	44	27.0	43	26.4	1	0.6	35	28.2	34	27.4	1	0.8	21	26.6	19	24.1	2	2.5
Eva	6	5.2	6	5.2	0	0.0	15	9.2	15	9.2	0	0.0	18	14.5	18	14.5	0	0.0	9	11.4	9	11.4	0	0.0
Amy	10	8.7	9	7.8	1	0.9	6	3.7	6	3.7	0	0.0	5	4.0	5	4.0	0	0.0	8	10.1	8	10.1	0	0.0
Aini	7	6.1	6	5.2	1	0.9	14	8.6	14	8.6	0	0.0	6	4.9	6	4.9	0	0.0	3	3.8	3	3.8	0	0.0
Elle	11	9.6	11	9.6	0	0.0	1	0.6	1	0.6	0	0.0	6	4.9	6	4.9	0	0.0	0	0.0	0	0.0	0	0.0
Liza	1	0.9	1	0.9	0	0.0	3	1.8	2	1.2	1	0.6	0	0.0	0	0.0	0	0.0	8	10.1	8	10.1	0	0.0
Total:	115	100.0	110	95.6	5	4.4	163	100.0	158	96.9	5	3.0	124	100.0	121	97.6	3	2.4	79	100.0	77	97.5	2	2.5

Eva with 9.2% (15) turns, Aini with 8.6% (14) turns, Amy with 3.7% (6) turns, Liza with 1.8% (3) turns and Elle with 1% (only one) turn during the peer response session to the individual first drafts of the students' Composition 2.

In the same way, during the peer response session to the individual first drafts of the students' Composition 3, Cathy dominated the discussions by initiating 43.5% (54 out of a total of 124) turns, followed by Ted with 28.2% (35) turns, Eva with 14.5% (18) turns, Aini and Elle with 4.9% (6) turns each, and Amy with 4% (5) turns. Akin to that, during the peer response session to the individual first drafts of the students' Composition 4, Cathy maintained her key role in initiating ideas for discussions amongst the group members. This is illustrated in Table 3 in which Cathy initiated the most number of turns with 38% (30 out of a total of 77) turns for the discussions of ideas, followed by Ted with 26.6% (21) turns, Eva with 11.4% (9) turns, Amy and Liza with 10.1% (8) turns each, and Aini with 3.8% (3) turns.

This shows that the high-proficiency level students, particularly Cathy and Ted were highly interactive as they initiated the most number of turns for the discussion of ideas and they picked the most number of ideas to be developed. It was observed that Liza's interactions with the students were less as she trusted the students' capability and gave them the opportunity and freedom to voice out their opinion and suggestions to help their peers in the revision of the first drafts of their compositions. However, it is noted that Liza also played an important role in facilitating and monitoring the group's progress.

4.1.3 Patterns of Development of Ideas

The findings in this study unveiled a total of sixty-eight (68) primary and secondary patterns of development of ideas that emerged during the teacher-student and student-student interactions throughout the peer response sessions to the individual first drafts of

all the four compositions. Table 4 on the following page illustrates the frequency and percentages of the primary and secondary categories of the patterns of development of ideas that transpired during the peer response sessions to the first drafts of all the students' compositions. The primary patterns of development of ideas were found to be ensued by the secondary patterns of development of ideas as the teacher-student and student-student interactions unfolded. The codes and descriptions for all the patterns of development of ideas utilised by both the high and intermediate-proficiency level students during the peer response sessions to the individual first drafts of all the students' compositions are displayed in Figure 8 on pages 133-135.

As shown in Table 4, among the more frequently employed types of patterns of development of ideas by both the high and intermediate-proficiency level students during the peer response sessions to the individual first drafts of all the students' four compositions were the 'Identify-correct' (I-C) type of pattern with occurrences of 30% (228 times out of 760 times), followed by 'Identify-suggest' (I-G) with occurrences of 10.5% (80 times), 'Identify-rectify' (I-R) with 5.3% (40 times), 'Inquire-explain' (Q-EX) with 4.1% (31 times), 'Inquire-confirm' (Q-F) and 'Probe-rectify' (P-R) with 3.7% (28 times) each, 'Inquire-locate' (Q-L) and 'Suggest-accept' (G-A) with 3% (23 times) each, 'Reiterate-confirm' (T-F) and 'Inquire-reiterate' (Q-T) with 2.5% (19 times) each, 'Inquire-correct' (Q-C) and 'Inquire-inform' (Q-M) with 2.1% (16 times), 'Inquire-select (Q-S) with 2% (15 times), while the rest of the patterns of development of ideas occurred less frequently. It is noted that some of the patterns of development of ideas occurred sporadically because they emerged following the primary patterns of development of ideas.

While Table 4 exhibits the frequency and percentages of the occurrences of the patterns of development of ideas during the peer response sessions to the first drafts of all the students' compositions, Table 5 on page 136 presents the frequency and

Table 4
Frequency and percentages of the Primary and Secondary Categories of the Patterns of Development of Ideas that transpired during Peer Response Sessions to the First Drafts of All the Students' Compositions

Patterns of Development of Ideas	Primary/ Secondary Categories	Peer Response Session (Composition 1)		Peer Response Session (Composition 2)		Peer Response Session (Composition 3)		Peer Response Session (Composition 4)		Total	
		(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
I-C	Primary	54	38.6	68	22.4	65	34.0	41	32.5	228	30.0
I-G	Primary	22	15.7	35	11.6	18	9.4	5	4.0	80	10.5
I-R	Primary	16	11.4	15	5.0	5	2.6	4	3.2	40	5.3
Q-EX	Primary/Secondary	3	2.1	15	5.0	5	2.6	8	6.3	31	4.1
Q-F	Primary/Secondary	1	0.7	16	5.3	6	3.1	5	4.0	28	3.7
P-R	Primary	6	4.3	13	4.3	5	2.6	4	3.2	28	3.7
Q-L	Secondary	-	-	13	4.3	5	2.6	5	4.0	23	3.0
G-A	Primary/Secondary	2	1.4	10	3.3	9	4.7	2	1.6	23	3.0
T-F	Secondary	1	0.7	15	5.0	2	1.0	1	0.8	19	2.5
Q-T	Secondary	1	0.7	11	3.6	4	2.1	3	2.4	19	2.5
Q-C	Primary/Secondary	-	-	4	1.3	6	3.1	6	4.8	16	2.1
Q-M	Primary/Secondary	1	0.7	6	2.0	5	2.6	4	3.2	16	2.1
Q-S	Primary/Secondary	-	-	1	0.3	6	3.1	8	6.3	15	2.0
P-EX	Primary	1	0.7	7	2.3	1	0.5	5	4.0	14	1.8
Q-G	Primary/Secondary	2	1.4	6	2.0	2	1.0	3	2.4	13	1.7
I-EX	Primary/Secondary	-	-	4	1.3	5	2.6	2	1.6	11	1.4
E-G	Primary	8	5.7	2	0.7	1	0.5	-	-	11	1.4
E-C	Primary	7	5.0	3	1.0	1	0.5	-	-	11	1.4
C-A	Secondary	1	0.7	2	0.7	4	2.1	4	3.2	11	1.4
P-G	Primary	4	2.9	2	0.7	3	1.6	1	0.8	10	1.3
C-EX	Primary/Secondary	-	-	1	0.3	4	2.1	5	4.0	10	1.3
Q-R	Primary	-	-	5	1.7	2	1.0	-	-	7	0.9
Q-DE	Primary	2	1.4	3	1.0	2	1.0	-	-	7	0.9
O-EX	Secondary	-	-	5	1.7	1	0.5	-	-	6	0.8
P-PR	Primary/Secondary	-	-	5	1.7	-	-	-	-	5	0.7
G-J	Primary/Secondary	-	-	2	0.7	2	1.0	1	0.8	5	0.7
P-C	Primary	-	-	1	0.3	2	1.0	1	0.8	4	0.5
I-MD	Primary	-	-	1	0.3	2	1.0	1	0.8	4	0.5
E-R	Primary	-	-	4	1.3	-	-	-	-	4	0.5
R-V	Primary/Secondary	-	-	-	-	2	1.0	1	0.8	3	0.4
P-U	Primary	-	-	3	1.0	-	-	-	-	3	0.4
G-U	Primary	-	-	3	1.0	-	-	-	-	3	0.4
G-S	Primary	2	1.4	1	0.3	-	-	-	-	3	0.4
C-O	Primary	-	-	2	0.7	1	0.5	-	-	3	0.4
A-T	Secondary	-	-	-	-	3	1.6	-	-	3	0.4
T-G	Secondary	-	-	2	0.7	-	-	-	-	2	0.3
T-A	Secondary	-	-	2	0.7	-	-	-	-	2	0.3
P-D	Primary	2	1.4	-	-	-	-	-	-	2	0.3
I-V	Primary	2	1.4	-	-	-	-	-	-	2	0.3
I-T	Secondary	-	-	1	0.3	1	0.5	-	-	2	0.3
I-M	Primary	-	-	-	-	-	-	2	1.6	2	0.3
G-EX	Primary	-	-	1	0.3	-	-	1	0.8	2	0.3
EX-A	Secondary	-	-	1	0.3	1	0.5	-	-	2	0.3
A-G	Secondary	-	-	1	0.3	1	0.5	-	-	2	0.3
G-F	Secondary	1	0.7	-	-	1	0.5	-	-	2	0.3
Q-U	Secondary	-	-	-	-	1	0.5	-	-	1	0.1
T-EX	Secondary	-	-	-	-	1	0.5	-	-	1	0.1
ST-DE	Primary	-	-	1	0.3	-	-	-	-	1	0.1
QU-L	Secondary	-	-	1	0.3	-	-	-	-	1	0.1
Q-PR	Primary	-	-	1	0.3	-	-	-	-	1	0.1
Q-N	Primary	-	-	-	-	-	-	1	0.8	1	0.1
PS-Q	Primary	-	-	-	-	-	-	1	0.8	1	0.1
PS-G	Primary	-	-	-	-	-	-	1	0.8	1	0.1
P-S	Primary/Secondary	-	-	-	-	1	0.5	-	-	1	0.1
PR-D	Secondary	-	-	1	0.3	-	-	-	-	1	0.1
O-G	Secondary	-	-	1	0.3	-	-	-	-	1	0.1
M-T	Secondary	-	-	1	0.3	-	-	-	-	1	0.1
I-PR	Primary	-	-	-	-	1	0.5	-	-	1	0.1
G-R	Primary	1	0.7	-	-	-	-	-	-	1	0.1
G-MO	Primary	-	-	1	0.3	-	-	-	-	1	0.1
EX-T	Secondary	-	-	-	-	1	0.5	-	-	1	0.1
E-U	Primary	-	-	-	-	1	0.5	-	-	1	0.1
E-EX	Primary	-	-	1	0.3	-	-	-	-	1	0.1
DF-AD	Primary	-	-	1	0.3	-	-	-	-	1	0.1
A-DE	Secondary	-	-	-	-	1	0.5	-	-	1	0.1
A-C	Secondary	-	-	-	-	1	0.5	-	-	1	0.1
I-PS	Primary	-	-	1	0.3	-	-	-	-	1	0.1
I-L	Primary	-	-	1	0.3	-	-	-	-	1	0.1
Total:		140	100	303	100	191	100	126	100	760	100

Figure 8
List of Codes and Descriptions for the Patterns of Development of Ideas during the Peer Response Sessions

Patterns of Development of Ideas	Code	Descriptions
Accept-correct	A-C	The reader agrees to the correction of a word suggested by another reader and the former further provides correction to another word used by the writer.
Accept-define	A-DE	The writer accepts the meaning of a word given by the class teacher and the writer provides other alternative meanings to the word concerned.
Accept-suggest	A-G	The reader agrees to the explanation given by the writer but the former provides alternative suggestion to replace the word or term used by the writer.
Accept-reiterate	A-T	The reader agrees to the correction given by another reader and the former or the other readers repeat the correction.
Correct-accept	C-A	1) The writer corrects his or her own error and the class teacher or the student readers accept the correction. 2) The reader corrects an error and the other reader(s) or the writer accepts the correction.
Correct-explain	C-EX	The reader corrects an error(s) and provides reasons for the correction(s).
Correct-oppose	C-O	The reader corrects an error but the writer defends his or her answer.
Defend-Advise	DF-AD	The writer defends his or her writing style when commented by a reader and the reader provides his or her advice to the writer.
Evaluate-correct	E-C	The reader compares and contrasts the word or message written by the writer, and then the reader gives the correct word to replace the wrong word or message.
Evaluate-explain	E-EX	The reader assesses the appropriateness of a word or phrase and the writer provides explanation on the usage of the word or phrase concerned.
Evaluate-justify	E-U	The reader assesses the appropriateness of a word or phrase and the writer provides justification on the use of the word or phrase concerned.
Evaluate-rectify	E-R	The reader compares and contrasts the word or message written by the writer, and then the writer finds his or her own solution to the error.
Evaluate-suggest	E-G	The reader evaluates, compares and explains the differences in the message written by the writer, and then the reader provides suggestions to correct the error.
Explain-accept	EX-A	The writer provides explanation to the word or term used and the reader accepts the explanation.
Explain-reiterate	EX-T	The reader clarifies and repeats the meaning of a word.
Identify-correct	I-C	1) The reader identifies the errors and then provides the appropriate word(s) to correct the errors for the writer. 2) The reader identifies the problem area and adds the missing information.
Identify-explain	I-EX	The reader points out the unclear word(s) or phrase and the writer or the reader explains the meaning or the usage of the word(s) or phrase concerned
Identify-inform	I-M	The reader points out the spelling error of a word and another reader provides the correct spelling of the word concerned.
Identify-interpret	I-PR	The reader points out and provides the correct interpretation of an inappropriate phrase used by the writer.
Identify-locate	I-L	The reader points out and locates a punctuation error.
Identify-praise	I-PS	The reader points out and he or she and another reader provides compliment to the writer.
Identify-rectify	I-R	1) The reader points out the errors and the writer finds his or her own solution to the errors. 2) The writer identifies his or her own error and then self-corrects it.
Identify-reiterate	I-T	The reader points out an error and another reader repeats the correction of the error mentioned earlier.
Identify-remind	I-MD	The reader points out and reminds the writer of an error discussed earlier.
Identify-suggest	I-G	The reader identifies the errors and then provides suggestions to correct the errors for the writer.
Identify-verify	I-V	The reader points out a problem area and another reader verifies the correct usage of a word(s).
Inform-reiterate	M-T	The reader informs about an unclear correction of an error and another reader repeats the correction mentioned earlier.

Inquire-confirm	**Q-F**	1) The reader asks for confirmation on the instruction given by the class teacher and the latter confirms the instruction. 2) The reader asks on the usage of a word(s) and another reader agrees to the correct usage of the word(s). 3) The writer asks for confirmation on the correctness of his or her sentence structure and the reader provides the confirmation.
Inquire-correct	**Q-C**	A reader asks for clarification of a word or phrase and the other reader(s) or the class teacher corrects the word or phrase.
Inquire-define	**Q-DE**	The reader asks for the meaning of a word and the other group members help to define the word concerned.
Inquire-explain	**Q-EX**	The reader asks for opinion on a word(s) or sentence and the reader or the other group members provide explanation for the word(s) or sentence concerned.
Inquire-inform	**Q-M**	The teacher or peer asks for information or queries a word(s) and another student provides the correct information.
Inquire-interpret	**Q-PR**	The reader probes for more information on an issue while the other readers provide their own interpretation of the issue concerned.
Inquire-justify	**Q-U**	The reader asks for clarification on a word or phrase and the writer provides reason(s) to explain the usage of the word or phrase concerned.
Inquire-locate	**Q-L**	The reader asks for the location of a word(s) under discussion and another reader provides the location of the word(s) concerned.
Inquire-negotiate	**Q-N**	The reader asks for the correct alternative and the other readers negotiate for the correct alternative.
Inquire-rectify	**Q-R**	The reader asks for clarification on a word(s) or sentence and the writer clarifies or corrects his or her word(s) or sentence.
Inquire-reiterate	**Q-T**	The reader or writer queries on the correction needed and the reader or writer or the class teacher repeats the correction suggested earlier by the group members.
Inquire-select	**Q-S**	The reader provides alternative suggestions to correct an error and another reader or writer chooses the correct option/answer.
Inquire-suggest	**Q-G**	The reader seeks opinion from the rest of the group members about a doubtful word or words used by the writer, and the others provide suggestions to correct the error.
Instruct-define	**ST-DE**	The class teacher orders a student to search for the meaning of a word, and the student searches and provides the meaning of the word concerned.
Interpret-discover	**PR-D**	The readers deduce the meaning of the writer's message and all the readers discuss together to ascertain the meaning of the message.
Oppose-explain	**O-EX**	1) The reader disagrees with a suggestion given by another reader and the former or the other readers provide explanation to the disagreement. 2) The reader disagrees with the writer's idea and the writer provides explanation to clarify his or her idea.
Oppose-suggest	**O-G**	The reader disagrees with a word or term used by the writer and another reader provides an alternative suggestion to correct the word or term.
Praise-inquire	**PS-Q**	The class teacher compliments the students' work and asks for information from the students.
Praise-suggest	**PS-G**	The class teacher compliments the student's work and provides suggestion to improve the work.
Probe-correct	**P-C**	The reader asks for clarification on a word or a certain issue and the other readers provide the correction for the word or a certain issue concerned.
Probe-discover	**P-D**	The reader asks for further explanation or clarification on a word or content and both the readers and writer collaborate and discuss together as a team to seek for the correct answer.
Probe-explain	**P-EX**	The reader asks for clarification on a word or a certain issue and the writer or the reader or the other readers provide explanation concerning the word or issue.
Probe-interpret	**P-PR**	The reader asks for clarification on a word or a certain issue and another reader deduces the meaning of the word or issue concerned.
Probe-justify	**P-U**	The reader asks for clarification on an issue and the writer provides reasons to defend his or her opinion.
Probe-rectify	**P-R**	The reader probes for further explanation or clarification on a word or words, and the writer finds solution to his or her errors.
Probe-select	**P-S**	The reader queries by proposing two alternative forms to correct a word and the writer chooses the correct form.
Probe-suggest	**P-G**	The reader asks for clarification on a word or words, and then the reader provides suggestion(s) to clarify the word(s).

Rectify-verify	R-V	The writer corrects his or her own error and another reader confirms the correction.
Reiterate-accept	T-A	The reader repeats the correction of an error and the writer agrees to the correction.
Reiterate-confirm	T-F	The reader repeats the correction given by the other readers and one of the readers verifies the correction given.
Reiterate-explain	T-EX	The writer repeats the correction given by a reader and the latter provides explanation for the correction.
Reiterate-suggest	T-G	1) The reader repeats an error and provides suggestion to correct it. 2) The reader repeats a suggestion mentioned earlier and another reader provides alternative suggestion to correct an error.
Request-locate	QU-L	The writer asks for the location of an error and the reader locates the error.
Suggest-Accept	G-A	The reader provides alternative suggestion to correct an error and the writer or another reader agrees to the suggestion.
Suggest-explain	G-EX	The reader provides suggestion and explanation on the correction of a problem area.
Suggest-justify	G-U	The reader provides alternative word to replace a word and the writer provides explanation on the usage of the word concerned.
Suggest-motivate	G-MO	The reader provides suggestion and encouragement to the other readers to give feedback to the writer.
Suggest-rectify	G-R	The reader provides suggestion to correct an inappropriate word(s) and the writer corrects the error(s) by accepting the suggestion(s) made by the reader.
Suggest-reject	G-J	The reader suggests a change in a word form but another reader refuses to accept the incorrect suggestion.
Suggest-select	G-S	The reader provides alternative suggestions to correct an error and another reader chooses the correct option/answer.
Suggest-confirm	G-F	The reader provides suggestion to correct an error and another reader verifies the correction.

percentages of the patterns of development of ideas utilised by the class teacher and individual students during the peer response sessions to the first drafts of all the students' compositions.

A detailed analysis of Table 5 on page 136 revealed that the high-proficiency level students (especially, Cathy and Ted) were highly dominant in utilising the 'Identify-correct' (I-C), 'Identify-suggest' (I-G), 'Identify-rectify' (I-R), 'Probe-rectify' (P-R), 'Probe-explain' (P-EX), 'Probe-suggest' (P-G) and 'Probe-interpret' (P-PR) patterns of development of ideas throughout all the peer response sessions. For instance, as indicated in Table 5, out of a total of 760 times of the emergence of the patterns of development of ideas throughout the peer response sessions, the 'I-C' pattern was mostly employed by Cathy with 15.5% (118 times) occurrences, followed by Ted with 7.5% (57 times) occurrences while the rest of the group members and the class teacher utilised less than 7.5% (less than 57 times) of the occurrences of this type of pattern of

Table 5
Frequency and Percentages of the Patterns of Development of Ideas Utilised by the Class Teacher and Individual Students during Peer Response Sessions to the First Drafts of All the Students' Compositions

PDI	Cathy		Ted		Eva		Amy		Aini		Elle		Liza		Total
	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	
I-C	118	15.5	57	7.5	27	3.6	6	0.8	11	1.4	7	0.9	2	0.3	228
I-G	43	5.7	21	2.8	4	0.5	4	0.5	3	0.4	2	0.3	3	0.4	80
I-R	19	2.5	11	1.4	1	0.1	3	0.4	5	0.7	1	0.1	-	-	40
Q-EX	2	0.3	5	0.7	5	0.7	6	0.8	10	1.3	3	0.4	-	-	31
Q-F	1	0.1	7	0.9	3	0.4	11	1.4	5	0.7	-	-	1	0.1	28
P-R	7	0.9	19	2.5	2	0.3	-	-	-	-	-	-	-	-	28
Q-L	5	0.7	4	0.5	2	0.3	2	0.3	5	0.7	2	0.3	3	0.4	23
G-A	6	0.8	11	1.4	1	0.1	3	0.4	2	0.3	-	-	-	-	23
T-F	4	0.5	-	-	3	0.4	6	0.8	3	0.4	1	0.1	2	0.3	19
Q-T	3	0.4	3	0.4	2	0.3	6	0.8	2	0.3	3	0.4	-	-	19
Q-C	6	0.8	4	0.5	1	0.1	2	0.3	1	0.1	1	0.1	1	0.1	16
Q-M	1	0.1	2	0.3	-	-	4	0.5	5	0.7	1	0.1	3	0.4	16
Q-S	-	-	8	1.1	4	0.5	-	-	1	0.1	1	0.1	1	0.1	15
P-EX	5	0.7	8	1.1	1	0.1	-	-	-	-	-	-	-	-	14
Q-G	2	0.3	3	0.4	5	0.7	2	0.3	1	0.1	-	-	-	-	13
I-EX	4	0.5	4	0.5	2	0.3	-	-	1	0.1	-	-	-	-	11
E-G	4	0.5	2	0.3	-	-	-	-	3	0.4	-	-	2	0.3	11
E-C	7	0.9	2	0.3	1	0.1	1	0.1	-	-	-	-	-	-	11
C-A	4	0.5	2	0.3	2	0.3	2	0.3	1	0.1	-	-	-	-	11
P-G	1	0.1	7	0.9	-	-	1	0.1	-	-	1	0.1	-	-	10
C-EX	6	0.8	3	0.4	1	0.1	-	-	-	-	-	-	-	-	10
Q-R	3	0.4	3	0.4	1	0.1	-	-	-	-	-	-	-	-	7
Q-DE	-	-	1	0.1	-	-	3	0.4	-	-	2	0.3	1	0.1	7
O-EX	4	0.5	1	0.1	-	-	-	-	1	0.1	-	-	-	-	6
P-PR	2	0.3	2	0.3	-	-	1	0.1	-	-	-	-	-	-	5
G-J	1	0.1	-	-	-	-	2	0.3	-	-	2	0.3	-	-	5
P-C	-	-	3	0.4	1	0.1	-	-	-	-	-	-	-	-	4
I-MD	1	0.1	1	0.1	1	0.1	-	-	1	0.1	-	-	-	-	4
E-R	3	0.4	1	0.1	-	-	-	-	-	-	-	-	-	-	4
R-V	-	-	-	-	-	-	3	0.4	-	-	-	-	-	-	3
P-U	2	0.3	-	-	-	-	-	-	1	0.1	-	-	-	-	3
G-U	2	0.3	-	-	1	0.1	-	-	-	-	-	-	-	-	3
G-S	-	-	3	0.4	-	-	-	-	-	-	-	-	-	-	3
C-O	-	-	-	-	1	0.1	-	-	2	0.3	-	-	-	-	3
A-T	1	0.1	2	0.3	-	-	-	-	-	-	-	-	-	-	3
T-G	1	0.1	-	-	-	-	1	0.1	-	-	-	-	-	-	2
T-A	-	-	-	-	-	-	1	0.1	1	0.1	-	-	-	-	2
P-D	1	0.1	1	0.1	-	-	-	-	-	-	-	-	-	-	2
I-V	1	0.1	-	-	-	-	-	-	-	-	1	0.1	-	-	2
I-T	2	0.3	-	-	-	-	-	-	-	-	-	-	-	-	2
I-M	2	0.3	-	-	-	-	-	-	-	-	-	-	-	-	2
G-EX	-	-	1	0.1	-	-	-	-	-	-	-	-	1	0.1	2
EX-A	1	0.1	1	0.1	-	-	-	-	-	-	-	-	-	-	2
A-G	1	0.1	1	0.1	-	-	-	-	-	-	-	-	-	-	2
G-F	1	0.1	-	-	-	-	1	0.1	-	-	-	-	-	-	2
Q-U	-	-	1	0.1	-	-	-	-	-	-	-	-	-	-	1
T-EX	-	-	-	-	-	-	1	0.1	-	-	-	-	-	-	1
ST-DE	-	-	-	-	-	-	-	-	-	-	-	-	1	0.1	1
QU-L	-	-	1	0.1	-	-	-	-	-	-	-	-	-	-	1
Q-PR	-	-	-	-	-	-	-	-	1	0.1	-	-	-	-	1
Q-N	-	-	-	-	1	0.1	-	-	-	-	-	-	-	-	1
PS-Q	-	-	-	-	-	-	-	-	-	-	-	-	1	0.1	1
PS-G	-	-	-	-	-	-	-	-	-	-	-	-	1	0.1	1
P-S	-	-	1	0.1	-	-	-	-	-	-	-	-	-	-	1
PR-D	-	-	1	0.1	-	-	-	-	-	-	-	-	-	-	1
O-G	1	0.1	-	-	-	-	-	-	-	-	-	-	-	-	1
M-T	-	-	-	-	-	-	-	-	-	-	1	0.1	-	-	1
I-PR	-	-	1	0.1	-	-	-	-	-	-	-	-	-	-	1
G-R	-	-	1	0.1	-	-	-	-	-	-	-	-	-	-	1
G-MO	-	-	1	0.1	-	-	-	-	-	-	-	-	-	-	1
EX-T	1	0.1	-	-	-	-	-	-	-	-	-	-	-	-	1
E-U	1	0.1	-	-	-	-	-	-	-	-	-	-	-	-	1
E-EX	-	-	1	0.1	-	-	-	-	-	-	-	-	-	-	1
DF-AD	1	0.1	-	-	-	-	-	-	-	-	-	-	-	-	1
A-DE	-	-	1	0.1	-	-	-	-	-	-	-	-	-	-	1
A-C	1	0.1	-	-	-	-	-	-	-	-	-	-	-	-	1
I-PS	1	0.1	-	-	-	-	-	-	-	-	-	-	-	-	1
I-L	1	0.1	-	-	-	-	-	-	-	-	-	-	-	-	1
Total:	284	37.4	213	28.0	73	9.6	72	9.5	66	8.7	29	3.8	23	3.0	760

Key: **PDI** – Patterns of Development of Ideas

interaction. Similarly, the 'I-G' pattern of interaction was also widely employed by Cathy with 5.7% (43 times out of a total of 760) occurrences, followed by Ted with 2.8% (21 times), while the rest of the group members and the class teacher employed less than 2.8% of the occurrences of this type of interaction. Likewise, the 'I-R' pattern of development of ideas was largely used by Cathy with 2.5% (19 times) occurrences, followed by Ted with 1.4% (11 times) occurrences. This shows that among the group members, Cathy was the most active in utilising the 'I-C', 'I-G' and 'I-R' patterns of interaction to guide and help her group members in the revision of the individual first drafts of their compositions.

On the other hand, among the group members, Ted was the most active and skilful in utilising probing questions to guide writers to rectify their errors or to probe for further explanation. This is portrayed in Table 5 in which Ted topped the list in employing the 'P-R' pattern of development of ideas with 2.5% (19 times) occurrences, followed by Cathy with 0.9% (7 times) occurrences. Similarly, Ted dominated the group in using the 'P-EX' pattern of development of ideas with 1.1% (8 times) occurrences, followed by Cathy with 0.7% (5 times) occurrences. Ted was also found to lead the group in utilising the 'P-G' pattern of interaction with 0.9% (7 times) occurrences. Although the 'P-PR' pattern of development of ideas was only utilised five times throughout the peer response sessions, it was found that Cathy and Ted made used of this pattern with 0.3% (2 times) occurrences each.

In addition, Ted dominated the group in utilising the 'G-A' pattern of development of ideas with 1.4% (11 times) occurrences, followed by Cathy with 0.8% (6 times) occurrences, Amy with 0.4% (3 times) occurrences, Aini with 0.3% (2 times) occurrences, and Eva with 0.1% (1 time) occurrence.

The findings in this study revealed that the intermediate-proficiency level students also initiated, facilitated and maintained the interaction throughout the peer response

sessions. The intermediate-proficiency level students were found to work well as a team with guidance from the high-proficiency level students. They worked side-by-side with the high-proficiency level students by employing mostly the secondary patterns of interaction during the peer response sessions to develop ideas. As noted in Table 5, Aini (an intermediate-proficiency level student) topped the list in using the 'Inquire-explain' (Q-EX) pattern of interaction with 1.3% (10 times) occurrences, followed by Amy with 0.8% (6 times) occurrences. Likewise, another intermediate-proficiency level student (Amy) piloted the group in utilising the 'Inquire-confirm' (Q-F) pattern of development of ideas with 1.4% (11 times) occurrences, followed by Ted with 0.9% (7 times) occurrences and Aini with 0.7% (5 times) occurrences. Amy was also found to lead the group in employing the 'Reiterate-confirm' (T-F) pattern of interaction with 0.8% (6 out of a total of 19 times) occurrences, followed by Cathy with 0.5% (4 times) occurrences. Similarly, Amy participated actively by utilising the 'Inquire-reiterate' (Q-T) pattern of interaction with 0.8% (6 times) occurrences, followed by Cathy, Ted and Elle with 0.4% (3 times) occurrences each. This indicates that the intermediate-proficiency level students (especially, Aini and Amy) were enthusiastically involved in the student-student interaction throughout the peer response sessions.

Collaboration amongst the high and intermediate-proficiency level students was also noticeable as they made used of the 'Inquire-locate' (Q-L) secondary category of the patterns of development of ideas to help locate the problematic area in the students' compositions. As illustrated in Table 5, Cathy and Aini topped the list in using this pattern of interaction with 0.7% (5 times) occurrences each; followed by Ted with 0.5% (4 times) occurrences.

The emergence of the secondary patterns of interaction side-by-side with the primary patterns of interaction was like a chain reaction in which one pattern of interaction naturally led to another pattern of interaction as the high and intermediate-

proficiency level students responded actively to each others' first drafts of their compositions throughout the peer response sessions. As such, the secondary patterns of the interaction were as important as the primary patterns of the interaction as these patterns helped the students to be engaged in meaningful discussions.

The 'Evaluate-suggest' (E-G) and 'Evaluate-correct' (E-C) patterns of development of ideas accounted for 1.4% occurrences each (11 times each out of a total of 760 times) of all the patterns of interaction. Cathy was seen to be the most capable amongst the group members in evaluating the individual first drafts of their peers' compositions. As shown in Table 5, the 'E-G' pattern of development of ideas was found to be mostly utilised by Cathy with 0.5% (4 times) occurrences, followed by Aini with 0.4% (3 times) occurrences, and Ted as well as Liza with 0.3% (2 times) occurrences each. Table 5 also exhibits that Cathy led the group in utilising the 'E-C' pattern of development of ideas with 0.9% (7 times) occurrences, followed by Ted with 0.3% (2 times) occurrences. This indicates that among the group members, Cathy was the most vocal and dominant during peer response sessions.

It is noted that these patterns of development of ideas transpired as the class teacher and peers played various roles when responding to the individual first drafts of the students' compositions. The following section presents the roles of the students and the class teacher during the peer response sessions.

4.1.4 Roles of the Students and the Class Teacher

The findings in this study revealed that both the class teacher and students played various roles during the peer response sessions to the individual first drafts of all the four compositions. Figure 9 on the following page shows a list of the codes and descriptions of the roles and responsibilities of the class teacher during the peer response sessions.

Figure 9
List of the Codes and Descriptions of the Roles and Responsibilities of the Class Teacher
during the Peer Response Sessions

Role of Class Teacher	Code	Tasks/Responsibilities
Advisor	AV	Gives advice, especially somebody who is regularly consulted.
Catalyst	CLY	Triggers other ideas or an event.
Consultant	CNSU	Gives expert advice.
Evaluator	EV	Assesses and compares the appropriateness of words or terms used.
Expert	EXT	Has special knowledge or skill and is competent in a particular field.
Facilitator	F	Eases the flow of the discussion, or guides and gears the group members towards the focus of the discussion.
		-Makes something easy to understand or less difficult.
Instructor	INSR	Gives order or direction to somebody.
Monitor	MONI	Makes continuous observation and checks on the progress of an activity.
Motivator	MOV	Inspires another person to act in a particular way.

The students were found to play more diverse roles as compared to the class teacher during the peer response sessions to the individual first drafts of all the four compositions. Figure 10 below displays a list of the codes and descriptions of the roles and responsibilities of the students during the peer response sessions. It is noted that there might be a slight overlap in some of the responsibilities of the different roles played by the students and the class teacher.

Figure 10
List of the Codes and Descriptions of the Roles and Responsibilities of the Students during
the Peer Response Sessions

Role of Peers	Code	Tasks/Responsibilities
Advisor	AV	Gives advice, especially somebody who is regularly consulted.
Catalyst	CLY	Triggers other ideas or an event.
Coach	COH	Teaches or trains somebody.
Evaluator	EV	Assesses and compares the appropriateness of words or terms used.
Examiner	EXM	Inspects closely and carefully the errors made by somebody.
Expert	EXT	Has special knowledge or skill and is competent in a particular field.
Facilitator	F	-Eases the flow of the discussion, or guides and gears the group members towards the focus of the discussion.
		-Makes something easy to understand or less difficult.
Interpreter	INPR	Makes clear the intended meaning of a word or phrase/breathe meaning into a word or phrase.
Mediator	MED	Acts as an intermediary for another person.
Mentor	MN	An experienced and trusted advisor of an inexperienced person.
Motivator	MOV	Inspires another person to act in a particular way.
Negotiator	NGR	Puts an issue or matter to discussion to reach an agreement of its meaning.
Problem-solver	PSV	Provides answer(s) to a problem.
Referee	RFR	Settles a disagreement or is referred to inorder to make a decision.
Self-evaluator	SF-EV	Self-assesses and compares the value of something.
Self-translator	SF-TLR	Self-expresses a spoken language into another language.
Teacher	T	Teaches, is knowledgeable and knows how to identify errors and correct them (Student modelling like a teacher).
Team-player	TPY	Collaborates with the group members to help the writer finds solution to a problem.
Translator	TLR	Expresses a spoken language into another language.

Table 6 on the following page illustrates the frequency and percentages of the roles of the class teacher and students during the peer response sessions to the individual first drafts of all the students' compositions. As shown in Table 6, among all the roles played by the students, the most predominant role is modelling like a 'teacher' which involved 30.5% (n=1076); followed by modelling like a 'facilitator' (15.9%); an 'advisor' (13.8%); an 'examiner' (9.9%); an 'expert' (7.4%); an 'evaluator' (4.6%); a 'team-player' (2.8%); a 'problem-solver' (2.5%); a 'mentor' (2.3%); a 'referee' (2%); and a 'coach', a 'translator', an 'interpreter', a 'negotiator', a 'motivator', a 'reminder', a 'catalyst', a 'self-evaluator' as well as a 'mediator' which involved 0.1% - 1.8%. The most interesting phenomena gathered from the findings as shown in Table 6 is the students modelling like 'teachers'. They had taken over the task to model like 'teachers' (especially, the high-proficiency level students) to guide the less competent ones (the intermediate-proficiency level students) in the revision of the individual first drafts of their compositions. This is because they were given the freedom to handle the peer response sessions within their own group without the overt presence of the class teacher as the latter trusted the students' capabilities. (Some examples of the roles of both the high and intermediate-proficiency level students will be shown in Section 4.1.5 when discussing the primary and secondary patterns of development of ideas.)

The class teacher (Liza) was positive about the effectiveness of the peer response sessions as during an interview, she expounded "Good, … it [peer response session] should be practised … in school by English teachers in English lessons because it encourages students to write more, and they can help each other" (INW2/T/52). In a later interview, Liza remarked, "They [Students] do come up with new ideas and they helped one another" (INW3/T/14). Even Cathy expressed confidence in giving feedback on her peers' compositions as she mentioned, "Well, when I know that it's wrong, I can confidently correct it" (INW2/S1/47).

Table 6
Frequency and Percentages of the Roles of the Class Teacher and Students during
the Peer Response Sessions to the Individual First Drafts of All the
Students' Compositions

Roles	Peer Response Sessions (Draft 1-Compositions 1, 2, 3 and 4)															Total	
	High-proficiency level students						Intermediate-proficiency level students						Class teacher				
	Cathy		Ted		Eva		Amy		Aini		Elle		Liza				
	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)		(n)	(%)
T	169	15.7	109	10.1	34	3.2	10	0.9	3	0.3	3	0.3	0	0.0		328	30.5
F	55	5.1	60	5.6	24	2.2	6	0.6	14	1.3	4	0.4	8	0.7		171	15.9
AV	65	6.0	47	4.4	9	0.8	6	0.6	12	1.1	3	0.3	7	0.7		149	13.8
EXM	50	4.6	26	2.4	18	1.7	4	0.4	7	0.7	2	0.2	0	0.0		107	9.9
EXT	36	3.3	28	2.6	7	0.7	1	0.1	0	0.0	0	0.0	8	0.7		80	7.4
EV	24	2.2	20	1.9	2	0.2	1	0.1	1	0.1	0	0.0	1	0.1		49	4.6
TPY	3	0.3	4	0.4	6	0.6	6	0.6	7	0.7	4	0.4	0	0.0		30	2.8
PSV	10	0.9	11	1.0	3	0.3	1	0.1	1	0.1	0	0.0	1	0.1		27	2.5
MN	18	1.7	7	0.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0		25	2.3
RFR	16	1.5	5	0.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0		21	2.0
COH	10	0.9	8	0.7	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0		19	1.8
TLR	1	0.1	7	0.7	4	0.4	1	0.1	1	0.1	2	0.2	1	0.1		17	1.6
INPR	2	0.2	8	0.7	2	0.2	2	0.2	0	0.0	0	0.0	0	0.0		14	1.3
NGR	1	0.1	9	0.8	0	0.0	1	0.1	0	0.0	0	0.0	0	0.0		11	1.0
MOV	1	0.1	3	0.3	0	0.0	0	0.0	0	0.0	0	0.0	2	0.2		6	0.6
CNSU	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	6	0.6		6	0.6
RMDR	2	0.2	0	0.0	1	0.1	0	0.0	2	0.2	0	0.0	0	0.0		5	0.5
CLY	1	0.1	2	0.2	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1		4	0.4
MONI	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	0.3		3	0.3
SF-EV	1	0.1	0	0.0	0	0.0	0	0.0	1	0.1	0	0.0	0	0.0		2	0.2
MED	0	0.0	0	0.0	0	0.0	1	0.1	0	0.0	0	0.0	0	0.0		1	0.1
INSR	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1		1	0.1
Total:	465	43.2	354	32.9	111	10.3	40	3.7	49	4.6	18	1.7	39	3.6		1076	100

Similarly, Ted was also confident and open in giving feedback to his peers as he uttered, "Yes, I give them [peers] feedback on my opinion but if they don't want to accept my feedback, it's okay because everyone has their own ideas" (INW3/S2/62). Ted's positive attitude of the peer response sessions was also noted in his later remarks:

> … I learnt that people would make mistakes and they should receive other peoples' feedback to improve or correct their mistakes. … a person cannot generate enough ideas to write a good piece but many heads can generate more ideas for the piece of work (INW3/S2/68).

In addition, Aini also welcomed the peer response session as she remarked, "Yes, I found that I can give freely my ideas" (see INW2/S5/236 in Appendix P3). Likewise,

Amy favoured the peer response session "Because I feel more confident with them [peers] helping me in doing my essay" (INW2/S4/108).

On the part of Elle, she received her peers' feedback "Because I know my English is not very well" (INW1/S6/58) and "Because I trust them [peers]" (INW2/S6/90). Cathy elucidated that "I agree with them [peers' feedback]" (INW2/S1/24). Eva was positive about her peers' feedback as according to her, "They [Peers] point out my mistakes" (INW2/S3/28). Aini remarked that "I'm not shy; I accept it [peers' feedback] with open heart" (INW1/S5/117) "… because I found that they [peers] are clever than me" (see INW2/S5/182 in Appendix P3) and "… their [peers'] idea is relevant" (see INW2/S5/184 in Appendix P3).

On the other hand, as illustrated in Table 6 on page 142, the class teacher played the roles of a facilitator, an advisor and an expert which involved 0.7% (n=1076); followed by a consultant which involved 0.6%; a monitor which involved 0.3%; a motivator which involved 0.2%; an evaluator, a problem-solver, a translator, a catalyst as well as an instructor which involved 0.1%.

Generally, the high-proficiency level students (especially, Cathy and Ted) played leading roles in guiding the group members during the peer response sessions. This is evident in Table 6 as throughout the peer response sessions to the individual first drafts of the students' compositions 1, 2, 3 and 4, Cathy played the most dominant role in leading the group discussions by modelling like a 'teacher' which involved 15.7% (n=1076), followed by Ted (10.1%), Eva (3.2%), Amy (0.9%), and Aini as well as Elle (0.3%). In an interview, Cathy reported that she had helped her friends by "Telling them their mistakes and their ideas and some information which isn't really correct" (INW2/S1/39). Ted was another active participant who led the group discussions by playing the roles of a 'facilitator' with 5.7% (n=1076), followed by Cathy with (5.1%), Eva (2.2%), Aini (1.3%), Liza (0.7%), Amy (0.6%), and Elle (0.4%).

As depicted in Table 6, Cathy was also found to be the most vocal and she headed the group discussions by modelling like an 'advisor' which involved 6% (n=1076), an 'examiner' (4.6%), an 'expert' (3.3%), an 'evaluator' (2.2%), a 'mentor' (1.7%), a 'referee' (1.5%), a 'coach' (0.9%), a 'reminder' (0.2%), and a 'self-evaluator' (0.1%). Trailing behind Cathy was Ted who modelled the roles of an 'advisor' which involved 4.4%, an 'examiner' (2.4%), an 'expert' (2.6%), an 'evaluator' (1.9%), a 'mentor' (0.7%), a 'referee' (0.5%), and a 'coach' (0.7 %). Besides, Ted also steered the group discussions by playing the roles of a 'problem-solver' (1%), a 'negotiator' (0.8%), an 'interpreter' and a 'translator' (0.7% each), a 'motivator' (0.3%), and a 'catalyst' (0.2%).

Following behind Cathy and Ted was Eva who modelled like an 'advisor' which involved 0.8% (n=1076), an 'examiner' (1.7%), an 'expert' (0.7%), and an 'evaluator' (0.2%). Among the intermediate-proficiency level students, Aini was the most active participant in modelling like an 'advisor' which involved 1.1%, an 'examiner' and a 'team-player' (0.7% each), a 'reminder' (0.2%), and an 'evaluator', a 'problem-solver' as well as a 'self-evaluator' (0.1% each). Although not as active as Aini, Amy also participated during the peer response sessions by depicting several roles. Besides modelling like a 'teacher' and a 'facilitator' (as mentioned earlier), she also modelled like an 'advisor' and a 'team-player' (0.6% each); an 'examiner' (0.4%); an 'interpreter' (0.2%); and an 'expert', an 'evaluator', a 'problem-solver', a 'translator' as well as a 'mediator' (0.1%). On the other hand, among the group members, Elle was more passive. She only played a few roles such as a 'facilitator' and a 'team-player' (0.4% each); modelled like a 'teacher' and an 'advisor' (0.3% each), as well as a 'translator' (0.2%).

Thus, this shows that among the students, Cathy, followed by Ted were the most active in playing a variety of predominant roles in leading and guiding the other group

members during the peer response sessions to revise the first drafts of their compositions.

While the peer response sessions were in progress, I noticed that the class teacher (Liza) gave the students the liberty to discuss and respond to the individual first drafts of their peers' compositions. (For illustration, see field notes in FW2/D2/1108, lines 34 to 35 in Appendix Q). At the same time, I observed that she walked around the whole class to monitor the progress of each group. As demonstrated in Table 6, Liza supervised the progress of the group work by being the facilitator, advisor and expert (0.7% each), consultant (0.6%), monitor (0.3%), motivator (0.2%), and evaluator, catalyst as well as instructor (0.1% each). Through my observations, I also found that although Liza allowed the students to work and discuss in a group, she provided help whenever the students encountered problems. (For illustration, see field notes in FW2/D2/1108, lines 32 to 34, lines 35 and 40 in Appendix Q). Hence, this suggests that the class teacher also played a pertinent role in ensuring the success of the group work during the peer response sessions.

To illustrate, the following are examples of some instances of the multiple roles played by the peers and the class teacher as well as the primary and secondary patterns of development of ideas observed during the peer response sessions to assist the group members in the revision of the individual first drafts of their compositions. The examples below also showed that as the interactions amongst the class teacher and the peers progressed from one peer response session to another, more patterns of development of ideas emerged. In other words, there was collaboration and team work amongst the students as they were actively engaged in lengthy discussions throughout the peer response sessions.

4.1.5 Primary and Secondary Patterns of Development of Ideas

The following are examples of some instances which illustrate the emergence of the primary and secondary patterns of development of ideas which occurred during the peer response sessions to the individual first drafts of all the students' compositions. The primary patterns of interaction as discussed below are those that occurred more frequently, such as 'Identify-correct' (I-C), 'Identity-suggest' (I-G), 'Identify-rectify' (I-R'), 'Inquire-explain' (Q-EX), 'Probe-rectify' (P-R), 'Probe-explain' (P-EX), 'Evaluate-suggest (E-G), 'Evaluate-correct' (E-C) and 'Inquire-define' (Q-DE). 'Inquire-confirm' (Q-F) is one of the secondary patterns of interaction which occurred amongst the students during the peer response sessions to assist the group members in their revisions. It is noted that some of the excerpts below showed multiple-patterns of interactions amongst the students and class teacher as they collaborated to assist the group members in their revisions. In such case, besides the emergence of the primary and secondary patterns of interactions as mentioned above, other types of patterns of interaction also surfaced (both primary and secondary patterns). In addition, the excerpts below also discussed the multiple roles played by the class teacher and students as they were engaged in the peer response sessions. All the excerpts as presented below are verbatim account of classroom interaction. As such, grammatical errors that occurred during the teacher-student and student-student interactions have not been corrected. Likewise, the participants' views obtained through the various interview sessions are the actual account of their speech and their grammatical errors have not been corrected.

4.1.5.1 Identify-correct

The most common pattern of development of ideas utilised by both the high and intermediate-proficiency level students was "Identify-correct". This primary pattern of development of ideas involved both the high and intermediate-proficiency level students

in identifying and correcting mostly surface level errors (such as errors in spelling, punctuation, correcting words from the singular to the plural form and vice versa, correcting word order in a sentence, omitting redundant words, inserting missing words, changing tenses of words, and providing appropriate words) at the sentence level in the individual first drafts of all their peers' compositions.

(a) Identify and correct spelling errors

It was found that both the high and intermediate-proficiency level students were very particular as they scrutinised every word used by their peers. For instance, excerpt 1 below demonstrates the flow of the discussion among Ted, Cathy, Eva, Aini and Amy which involved a chain of multiple-patterns of interaction such as 'Identify-correct' (line 111), 'Correct-accept' (lines 113 to 115), 'Inquire-correct' (lines 116 to 118), 'Identify-correct' (lines 119 and 121), 'Identify-suggest' (line 122) and 'Accept-reiterate' (lines 123 to 125). These multiple-patterns of interaction were employed by the group members to correct spelling errors of words, rephrase words and correct a punctuation error in the second and third sentences of paragraph 3 in the first draft of Amy's Composition 3.

Excerpt 1: Peer Response, Composition 3, lines 111 to 125

111.	Ted:	*'encourage'*, you spell wrongly, 'u'.	**Identify-correct**	**Teacher**
112.	Amy:	Hahaha!		
113.	Cathy:	'to *approah their* parents, teachers and friends'. (changing the article 'the' to the pronoun 'their' in the sentence which read 'We can *ecourage* them to *approah the* parents, teachers and friends'.)	**Correct**	**Teacher**
114.	Eva:	*'approach their'*.	**Accept**	
115.	Ted:	*'their'*.	**Accept**	
116.	Aini:	Amy, 'to *approah'*. Amy, 'to *approah'*, *'c'* capital letter or small letter?	**Inquire**	**Examiner**
117.	Amy:	Huh?		
118.	Cathy:	Add small letter. I can see that it is a small letter.	**Correct**	**Teacher**
119.	Eva:	Your *'encorage'*, spelling again. The first,	**Identify-**	**Examiner**

		you forget one 'n', and then you forget one 'u'.	**correct**	
120.	Amy:	I was rushing doing this work, so I forget.		
121.	Ted:	'Other than that'.	**Identify-correct**	
122.	Cathy:	You can change *'In the other'* to *'In another'*.	**Identify-suggest**	**Advisor**
123.	Ted:	Put *'In another'*.	**Accept**	
124.	Cathy:	We think it is better to change *'In the other aspect'* to *'In another aspect'*.	**Reiterate**	
125.	Amy:	*'In another aspect'*.	**Reiterate**	

As portrayed in excerpt 1 (line 111), Ted modelled like a 'teacher' in identifying and correcting the spelling error of the word *'encorage'* (in the third sentence of paragraph 3 in the first draft of Amy's Composition 3: '*In the other aspect*, we can encorage them not to be alone') to become *'encourage'*. This was followed by Cathy who also modelled like a 'teacher' in changing the article *'the'* in front of the word 'parents' (in the second sentence of paragraph 3: 'We can *ecourage* them to *approah the* parents, teachers and friends') to become *'their'* and this correction was accepted by Eva and Ted (see lines 113 to 115). Ensuing that, Aini modelled like an 'examiner' in making careful inspection and inquiring on the correct punctuation of the letter *'c'* for the word *'approach'* (see line 116). Cathy responded by correcting the error to become *'approach'* (see line 118). (italics added).

Subsequently, Eva modelled like an 'examiner' in inspecting carefully and pointing out as well as correcting the spelling error of the word '*encorage'* (see line 119). Next, Ted identified and corrected the linker *'In the other aspect'* to become *'Other than that'* (see line 121). Then, modelling like an 'advisor', Cathy identified and suggested another alternative linker *'In another'* which was accepted by Ted and reiterated by Cathy and Amy (see lines 122 to 125). Thus, upon analysis of the final draft, it was found that Amy had corrected the errors. As such, the sentences concerned were amended to become 'We can *encourage* them to *approach their* parents, teachers and

friends. *In another aspect*, we can *encourage* them not to be alone by making sure that somebody will always be with the victims of bullying' (italics added).

To conclude, the above example showed that the students were very meticulous and they played multiple roles to assist their peers in the revision of the individual first drafts of their compositions. The class teacher also noticed this as during an interview after she had marked the final drafts of her students' Composition 1, she expounded:

> Mostly, they [students] looked at grammar basically, and words, spelling and …, some of them are rather fussy about the words that are used which I feel, it's okay … . They feel these words are their own words and more appropriate in that sense (see INW1/T/14 in Appendix P1).

My interviews with the students also revealed that they scrutinised all the errors made by their friends. For instance, Ted pointed out that "… I give comments more on their grammatical errors" (see INW1/S2/50 in Appendix P2). Another student, Cathy mentioned, "I helped to point out their [peers'] mistakes, like certain information are incorrect; I told them the grammar error" (INW1/S1/37). Besides this, the findings in this study also indicated that as the peer response session progressed from one to another to assist the peers in the revision of the individual first drafts of their compositions, the student-student interactions became longer resulting in the emergence of multiple-patterns of development of ideas. Nevertheless, what is of import is that as the pattern of interaction flowed from one to another, the students could provide useful feedback to assist their peers in the revision of the first drafts of their compositions.

(b) Identify and correct the usage of punctuation marks

The findings in this study showed that both the high and intermediate-proficiency level students were not only scrupulous in their search of spelling errors, but they were also fussy about punctuation errors. For instance, as illustrated in the following excerpt 2 (lines 239 and 241), the high-proficiency level student (Cathy) modelled like a

'teacher' and an 'expert' in identifying and correcting an error in punctuation while the class teacher was not around:

Excerpt 2: Peer Response, Composition 1, lines 239 to 241

239. Cathy: And down below, the last sentence of the   **Identify- Teacher**
                second paragraph, 'Although, Malaysia',   **correct**
                there is no comma. 'Although, Malaysia',
                there is no comma.
240. Eva: Oh!
241. Cathy: Every time, after the word 'Although',   **Expert**
                there is no comma.

As evident in excerpt 2 (lines 239 to 241) above, Cathy shared her knowledge on the redundancy of a comma used after the connector 'Although' (in the last sentence of paragraph 2: 'Although*,* Malaysia is a multiracial country, Malaysia is peaceful and harmony country') in the first draft of Eva's Composition 1. A check of the final draft of Eva's Composition 1 indicated that she had omitted the comma after the word 'Although' (in the sixth sentence of paragraph 2: 'Although Malaysia is a multiracial country, Malaysia is peaceful and harmonious country').

In the same manner, Aini, an intermediate-proficiency level student was also able to identify and correct the usage of punctuation marks on her peer's first draft. This is manifested in excerpt 3 below:

Excerpt 3: Peer Response, Composition 1, line 10

10.   Aini: In paragraph 1, second line, you should   **Identify-correct   Advisor**
                put capital letter for '*s*outh-*e*ast'.

As portrayed in excerpt 3 (line 10) above, Aini spotted an error in punctuation and instructed Amy to change the small first letters *'s'* and *'e'* of the word '*s*outh-*e*ast Asia' (sic) (in the second sentence of paragraph 1 in the first draft of Amy's Composition 1) to the capital letter '*S*outh-*E*ast Asia'. An analysis of the second draft of Amy's Composition 1 found that she had changed the small first letters of the word of '*s*outh-*e*ast Asia' to become '*S*outh-*E*ast Asia' (in the second sentence of paragraph 1: 'Malaysia is located in *S*outh-*E*ast Asia'). (italics added).

To conclude, the above example showed that the students were particular about punctuation errors as well. Through my class observations, I perceived that all the group members were very thorough as they examined each and every word in all the sentences written by their peers. This view is similar to the class teacher's (Liza's) observation as she remarked, "… usually they [students] looked at choices of words and sentence structure, grammar as well. … ." (INW3/T/16). She further explained that "Because they [students] tend to be very fussy about each or every point, more than I do, … ." (INW3/T/20). Nevertheless, through this 'Identify-correct' pattern of interaction, the students became aware of their punctuation errors and thereby could correct them in the final draft of their compositions.

(c) Identify and correct words from singular to plural form

The findings in this study also suggested that both the high and intermediate-proficiency level students were able to identify and correct grammatical errors made by their peers on the individual first drafts of all their four compositions.

For instance, the high-proficiency level students modelled like 'teachers', 'examiners' and 'experts' in pointing out errors in the usage of the singular form and changing them to the plural form. This is exemplified in excerpt 4 below:

Excerpt 4: Peer Response, Composition 1, lines 39 to 49

39.	Cathy:	In the third sentence, you have a couple of mistakes.		**Facilitator**
40.	Cathy:	Do you have something to say?		
41.	Aini:	Second paragraph lah.		
42.	Cathy:	First paragraph still got a lot of mistakes.		
43.	Elle:	Amy, did you hear? Still got a lot of mistakes.		
44.	Eva:	For paragraph 1, line 6, the word *'some'*.		**Teacher**
45.	Cathy:	The word *'some'*. Then, then? Actually, you have got a lot of mistakes, right? You forgot to add *'s'* and … .	**Identify -correct**	**Examiner/ Teacher**
46.	Eva:	Just the plural, singular.		**Expert**
47.	Eva:	Then, 'Not only that, we must plan some *strategies* to improve the attraction to attract tourist'.		**Expert**

(changing the word *'strategy'* to *'strategies'*).

48. Cathy: There's a lot of *'s'* missing.
49. Amy: Hmmm!

As manifested in excerpt 4 (lines 39 to 49), Cathy modelled like an 'examiner' in inspecting in detail every word used and the sentences constructed by Amy in the first draft of her Composition 1. Cathy pointed out the wrong usage of the singular form for the word *'strategy'* (see lines 39, 42, 45 and 48). Then, Eva modelled like an 'expert' (see lines 46 and 47) to correct the singular form of the word *'strategy'* (in the fifth sentence of paragraph 1 in the first draft of Amy's Composition 1: 'Not only that, we must plan some *strategy* to improve the attraction to attract tourist') to become the plural form *'strategies'*. A check of Amy's final draft showed that she had utilised both Cathy's and Eva's feedback to change the singular form of the word *'strategy'* to the plural form *'strategies'*. Thus, the revised version of the sentence read 'We must plan some *strategies* to improve the attractions to attract tourists'. (See excerpt 121 in Section 4.2.6.6 (c) for an in-depth discussion.) (italics added).

An analysis of the interaction during the peer response sessions indicated that the constant correction of errors concerning singular and plural form of words benefited the intermediate-proficiency level students as it had created an awareness for them to be careful of not making such errors in their subsequent compositions. This is exhibited in excerpt 5 (lines 465 and 466) below when Elle (an intermediate-proficiency level student) responded to the first draft of Aini's Composition 1:

Excerpt 5: Peer Response, Composition 1, lines 465 and 466
465. Elle: First paragraph, line number 3, **Identify-correct Teacher** *'festival'* must plus *'s'* and *'and'*.
466. Aini: Okay, thank you.

The above excerpt 5 (line 465) shows that the intermediate-proficiency level student (Elle) was able to point out and change the singular form of the word *'festival'* (in the third line of paragraph 1 in the first draft of Aini's Composition 1: 'There are many

interesting places, festival food that the local and foreign tourists should not be missed')
to the plural form *'festivals'*. Elle also added the connector *'and'* in front of the word
'food'. A check of the final draft of Aini's composition found that she had corrected
those errors. Thus, the revised sentence in her final draft read 'There are many
interesting places, *festivals and* food that the local and foreign tourists should not be
missing' (italics added).

Elle's ability to correct simple mistakes was also revealed during an interview. In
response to my query on the types of comments that she gave to her friends, she
informed, "The more simple mistakes" (INW1/S6/66). She explained that she corrected
those mistakes because "They [Peers] forget to add the *'s'* or they forget to write the *'s',
'r', 'ed'* or …" (INW1/S6/68). She further clarified that she was more confident in
correcting simple mistakes "Because I am scared that I will give the wrong comment"
(INW1/S6/72). This shows that through the 'Identify-correct' pattern of interaction, the
intermediate-proficiency level students learnt from the more competent peers; and
subsequently the intermediate-proficiency level students could apply this knowledge
learnt to help identify and correct their peers' errors. (italics added).

It is interesting to observe how the multiple-patterns of interaction emerged when
the students were responding to each others' first drafts of their compositions. For
example, the following excerpt 6 (lines 613 to 629) illustrates four different patterns of
interaction that surfaced as the group members responded to the first draft of Elle's
Composition 2. The four patterns of development of ideas included 'Identify-correct'
(see lines 615, 616, and 621), 'Inquire-suggest' (lines 617 and 618), 'Reiterate-confirm'
(lines 619 and 620), 'Identify-suggest' (line 622) and 'Suggest-accept' (lines 626 to
629).

Excerpt 6: Peer Response, Composition 2, lines 613 to 629

613.	Ted:	Last paragraph.		**Facilitator**
614.	Aini:	Last paragraph.		**Facilitator**
615.	Ted:	First sentence, 'In conclusion, if *humans*',	**Identify-**	**Teacher**

		'humans// (changing the singular form of the word *'human'* to the plural form *'humans'* in the sentence which read 'In conclusion, if human still not aware from their action').	**correct**	
616.	Cathy:	*//are* still *unaware* of their action// (adding the word *'are'* in front of the word *'still'* and changing *'not aware'* to *'unaware of'*).	**Identify-correct**	**Teacher/ Expert**
617.	Aini:	Not *'not aware'?*	**Inquire**	
618.	Cathy:	Maybe, we should change it to *'unaware'*.	**Suggest**	**Advisor**
619.	Aini:	*'unaware'*.	**Reiterate**	
620.	Ted:	'if humans are *not aware'*, *'unaware'*.	**Confirm**	
621.	Cathy:	'if *humans are unaware* of their actions, the world will end one day'. (adding the plural form to the word *'action'*, joining two sentences into one and deleting the words *'of the'* in front of the word 'day' in the first and second sentences of the last paragraph which read 'In conclusion, if human still not aware from their *action*. The world will end one *of the* day').	**Identify-correct**	**Teacher/ Expert**
622.	Aini:	Maybe before 'the world', we put *'maybe'*.	**Identify-suggest**	**Advisor**
623.	Ted:	Can also. *'maybe* the world will end'.		**Team-player**
624.	Aini:	*'maybe* the world will end'.		
625.	Ted:	Think so, right?		**Team-player**
626.	Amy:	'one day', should cut the *'the'*, right?	**Suggest**	**Examiner**
627.	Aini:	'one of *the* day'.	**Accept**	
628.	Cathy:	'one day'.	**Accept**	
629.	Eva:	Cut off the *'of'* and *'the'*.	**Accept**	

As shown in excerpt 6 (lines 613 and 614), Ted and Aini were like 'facilitators' drawing the group members' attention to the problem area. This was followed by Ted modelling like a 'teacher' (line 615) in identifying and correcting the singular form of the word *'human'* (in the first sentence of the last paragraph: 'In conclusion, if *human* still *not aware* from their action') to become the plural form *'humans'*. This 'Identify-correct' pattern of development of idea was utilised by Cathy who also modelled like a 'teacher' and an 'expert' in identifying and correcting the grammatical errors made by Elle. As demonstrated in excerpt 6 (line 616), she added the word *'are'* in front of the word 'still' and then rephrased the words *'not aware'* to become *'unaware'*. At this

point, the discussion took a turn to the 'Inquire-suggest' pattern in which Aini inquired on the appropriateness of the word *'unaware'* and Cathy again made the same suggestion (see lines 617 to 618). (italics added).

Consequently, the conversation shifted to 'Reiterate-confirm' whereby the word suggested by Cathy was reiterated by Aini and confirmed by Ted. Later, the 'Identify-correct' pattern of interaction re-emerged with Cathy continuing to model like a 'teacher' and an 'expert' in identifying and correcting the grammatical errors made by Elle. As evident in excerpt 6 (line 621), Cathy added the plural form to the word *'action'*, joined the two sentences into one, and omitted the words *'of the'* before the word 'day' (in the first and second sentences of the last paragraph of Elle's Composition 2: 'In conclusion, if human still *not aware* from their *action*. The world will end one *of the* day'). (italics added).

As the discussion progressed, the 'Identify-suggest' pattern surfaced with Aini identifying the problem area and advising Elle to add the word *'maybe'* before the words 'the world' and this suggestion was accepted by Ted who played the role of a 'team-player' in collaborating with the group members to help the writer to improve her first draft (see excerpt 6, lines 622 to 625). (italics added).

Next, the interaction flowed to 'Suggest-accept' pattern (see excerpt 6, lines 626 to 629) whereby Amy modelled like an 'examiner' in suggesting the omission of the article *'the'* before the word 'day' in the sentence which read 'The world will end one of *the* day'. This suggestion was accepted by both Cathy and Eva. An analysis of the final draft confirmed that Elle had adhered to the feedback given by her peers. Hence, the amended version of the sentence read 'In conclusion, if *humans are unaware* their action. *Maybe* the world will end one days'. This shows that when both the high and intermediate-proficiency level students were engaged in the peer response session,

multiple-patterns of interaction emerged as all of them worked as a team to assist Elle in the revision of her errors. (italics added).

It is interesting to note that Aini was a fast learner as she had learnt from the earlier discussion and feedback given by her peers (as witnessed in excerpt 5 on page 152) on the usage of the plural form of words. With this knowledge learnt, she could apply it to assist her peers in correcting this type of error. This is evident in excerpt 7 below:

Excerpt 7: Peer Response, Composition 3, lines 244 to 245

| 244. | Aini: | Third paragraph, the second line, 'between the' put 's' for the 'youth'. (adding the plural form to the word 'youth' in the first sentence of paragraph 3 which read 'Schools should also organise campaigns and camps to nourish the harmony and love peace spirit between the *youth*'.) *[Aini is learning fast and is now alert on the need to use the plural form.]* | **Identify -correct** | **Advisor** |
| 245. | Cathy: | Ya, your *'love peace spirit'* also. | **Identify -remind** | **Reminder** |

As exemplified in excerpt 7 (line 244) above, Aini portrayed herself as an 'advisor' in identifying and advising Eva to change the singular form of the word *'youth'* (in the first sentence of paragraph 3 in the first draft of Eva's Composition 3: 'Schools should also organise campaigns and camps to nourish the harmony and love peace spirit between the *youth*') to become the plural form *'youths'* (italics added).

This was followed by Cathy identifying and reminding Eva to rephrase the phrase *'love peace spirit'* (see excerpt 7, line 245). A close analysis of the final draft revealed that Eva had utilised Aini's and Cathy's feedback as she had corrected the errors *'youth'* to become *'youths'* and rephrased the phrase *'love peace spirit'* to become *'peace loving spirit'*. As such, the revised version in Eva's final draft read 'Schools should also organise campaigns and camps to encourage the harmonious and *peace loving spirit* between *youths*'. This shows that Aini had benefited from the peer response session and she was able to apply the knowledge learnt to a new context when responding to her

peers' composition. In an interview, she also elucidated that "Yes, I have learnt grammar rules from them [the more competent students]" (see INW2/S5/246 in Appendix P3). (italics added).

Similarly, excerpt 8 (lines 428 and 429) below shows how Eva applied her knowledge learnt from the feedback given by her peers (see excerpt 7 which has been discussed earlier) on the usage of the plural form of words when responding to the first draft of Aini's Composition 3:

Excerpt 8: Peer Response, Composition 3, lines 428 to 429

428.	Eva:	The third paragraph, second line, 'for *youths* so that *they'*. (adding the plural form to the word *'youth'* and changing the word *'there'* to *'they'* in the sentence which read 'Subsequently, campaigns can be organise for youth so that there would not become bullies'.)	**Identify-correct**	**Teacher/ Examiner**
429.	Eva:	First sentence, 'Subsequently, campaigns can be organised', 'ed'. 'for *youths* so that *they'*, not 'there'. '*they* will not become bullies'. (adding the participle form to the word '*organise'*, adding the plural form to the word *'youth'*, replacing the word *'there'* with *'they'*, and changing the modal *'would'* to *'will'* in the sentence which read 'Subsequently, campaigns can be *organise* for *youth* so that *there* would not become bullies'.)	**Identify-correct**	**Teacher/ Expert**

As demonstrated in excerpt 8 (line 428) above, Eva utilised the 'Identify-correct' pattern of interaction in which she modelled like a 'teacher' and an 'examiner' in identifying and changing the singular form of the word '*youth*' (in the first sentence of paragraph 3 in the first draft of Aini's Composition 3: 'Subsequently, campaigns can be organise for *youth* so that *there* would not become bullies') to the plural form '*youths*'. Besides this, she also rephrased the word '*there*' in that sentence to become '*they*'. (italics added).

Next, Eva again modelled like a 'teacher' and an 'expert' in scrutinising the same sentence and changing the base form of the word '*organise*' to the participle form

'organised', repeating the change of the singular form of the word *'youth'* to the plural form *'youths'*, rephrasing the word *'there'* to become *'they'*, and changing the modal *'would'* to become *'will'* (see line 429). A check of the final draft revealed that Aini had corrected the errors based on Eva's feedback. Thus, the altered version of the sentence read 'Subsequently, campaigns can be *organised* for the *youths* so that *they will* not become bullies' (italics added).

This shows that mutual learning had taken place amongst the high and intermediate-proficiency level students as the peer response session progressed from one composition to another. The less competent writers had understood, learnt and internalised the grammatical rules pertaining to the usage of the plural form of words from the feedback given by the more competent writers who modelled like 'teachers' and 'experts' during the peer response sessions. What is interesting here is that as the peer response session progressed, the students' modelling like 'teachers' seemed to multiply as they worked within their group. Thus, with the knowledge learnt from each other, they in turn modelled like 'teachers' to apply their knowledge when responding to each others' individual first drafts of their compositions. In other words, through the guidance and feedback from the more competent peers (especially, Cathy and Ted), the less competent writers could perform beyond their 'zone of proximal development'.

(d) Identify and correct words from plural to singular form as well as correct tenses

The high-proficiency level students were also able to identify and correct words from the plural to the singular form. This is portrayed in excerpt 9 below:

Excerpt 9: Peer Response, Composition 1, lines 488 to 494

488.	Ted:	Then, the next sentence 'Almost *every race'*. *'Every'* right. Okay, you choose *'every'* right, you don't need to put the *'s'*.	**Identify-correct**	**Teacher/ Expert**
489.	Ted:	And then *'presenting'*//	**Identify**	
490.	Eva:	//[*'present'*]	**Correct**	**Teacher**

491.	Amy:	*['present']//*	**Correct**	**Teacher**
492.	Ted:	*//'present* their own'//		
493.	Amy:	*//'present* their own'//		
494.	Ted:	//'presentation'//		

As demonstrated in excerpt 9 (line 488), Ted modelled like a 'teacher' and an 'expert' in spotting and correcting the plural form of the word *'races'* (in the fourth sentence of paragraph 2 in the first draft of Aini's Composition 1: 'Almost all the *every races* presenting their own presentation') to become the singular form *'race'*. This was ensued by Eva and Amy (see lines 490 to 493) who modelled like 'teachers' in correcting the continuous form of the word *'presenting'* to become the simple present tense form *'present'* (italics added).

This shows that Amy also has the capability to detect and correct simple grammatical errors. This claim is substantiated in an interview in which Amy reported, "… I tell them [peers] what I know …" (INW1/S4/54), "… small thing like spelling and a little bit on grammar and punctuation" (INW1/S4/56). Thus, in the final draft, Aini was found to have corrected those errors based on Ted's, Eva's and Amy's feedback. As such, the altered version of the sentence read 'Almost *every race presents* their own presentation' (italics added).

Likewise, Cathy continued to play a leading role in facilitating the flow of the peer response session when responding to the first draft of Elle's Composition 3. This is shown in excerpt 10 below:

Excerpt 10: Peer Response, Composition 3, lines 276 to 289

276.	Cathy:	Next.		
277.	Aini:	Elle's essay.		
278.	Eva:	Umm, now we are discussing Elle's essay.		
279.	Amy:	'Many parties'.		
280.	Cathy:	But should be 'increasing *number*'. (changing the plural form *'numbers'* to the singular form *'number'* in the first sentence of paragraph 1 which read 'Many parties are concerned with the increasing *numbers* of bullying cases in Malaysia schools'.)	**Identify-correct**	**Teacher**

281.	Cathy:	First sentence.		
282.	Aini:	Elle.		
283.	Cathy:	'Many parties are concerned with the increasing *number*'.		
284.	Elle:	Where?	**Inquire**	
285.	Cathy:	First sentence, first line, line one, 'increasing *number*'.	**Locate**	**Facilitator**
286.	Cathy:	'*Malaysia school*'.	**Identify**	
287.	Ted:	'*Malaysian schools*'. (changing the word '*Malaysia*' to '*Malaysian*' and the word '*school*' to '*schools*').	**Correct**	**Teacher**
288.	Cathy:	'*Malaysian schools*'.	**Correct**	**Teacher**
289.	Ted:	There are more than a hundred schools in this country.	**Explain**	**Expert**

As elucidated in excerpt 10 (line 276), Cathy alerted the group members to shift their focus to Elle's composition. It is noted that Aini and Eva supported Cathy's call (see lines 277 and 278). Following that, the interaction among Cathy, Ted, Eva, Amy and Aini yielded multiple-patterns. The first pattern that surfaced was 'Identify-correct' (see line 280) in which Cathy modelled like a 'teacher' in identifying and changing the plural form of the word '*numbers*' (in the first sentence of paragraph 1 in the first draft of Elle's Composition 3: 'Many parties are concerned with *the* increasing *numbers* of bullying cases in Malaysia schools') to the singular form '*number*'. This was ensued by the 'Inquire-locate' pattern in which Elle asked for the location of the error and Cathy notified the location (see lines 284 and 285). (italics added).

Then, the interaction trend reverted to 'Identify-correct' (see excerpt 10, lines 286 and 287) again with Cathy identifying the problem area while Ted modelled like a 'teacher' in changing the noun '*Malaysia*' to the adjective '*Malaysian*'. Likewise, he changed the singular form of the word '*school*' to the plural form '*schools*'. After that, the discussion switched to the 'Correct-explain' pattern whereby Cathy also provided the same correction for those words, while Ted modelled like an 'expert' in providing explanation to the change of the word from the singular to the plural form (see lines 288 and 289). (italics added).

An analysis of the final draft revealed that Elle had employed her peers' feedback and the revised version read 'Many parties are concerned with *the* increasing *number* of bullying cases in *Malaysian schools'*. In an interview, Elle also mentioned that *"'number'* in the first paragraph, first line. I write *'the increasing numbers'*, she [Cathy] said … only write *'number'* no need plus *'s'*."* (INW3/S6/28). I gathered that Elle had understood the reason for changing the phrase *'the increasing numbers'* to become *'the increasing number'* as she explained, "Because *'the'* is only *'one'*."* (INW3/S6/30). (italics added).

This shows that the high and intermediate-proficiency level students were very concerned and sharp in detecting grammatical errors (especially, the wrong usage of the plural form of certain words). The findings indicated that the peer response sessions provided opportunities for the students to be engaged in meaningful interaction to assist one another to identify and search for solutions to correct those grammatical errors. Due to their enthusiasm in helping their peers, they modelled like 'teachers' and 'experts' in identifying and correcting errors. At the same time, they provided explanation on the correct usage of the singular form of words. The findings also showed that the intermediate-proficiency level students had learnt grammatical rules from the high-proficiency level students and the former could apply their knowledge learnt when responding to their peers' writing.

(e) Identify and correct word order in a sentence

The findings in this study portrayed that the high-proficiency level students were not only meticulous and possessed the ability to identify as well as correct spelling errors, punctuation errors and grammatical errors; but they were also able to identify and correct the word order in sentences. This is illustrated in excerpt 11 below:

Excerpt 11: Peer Response, Composition 1, lines 112 to 118
112.   Cathy: Fourth paragraph, third sentence.   **Facilitator**

113.	Amy:	This one, ah?		
114.	Cathy:	*'must also'*.	**Identify-correct**	**Teacher**
115.	Amy:	*'must also'*.		
116.	Cathy:	We cannot say *'also must'*, okay? Remember that.		**Teacher/ Coach**
117.	Amy:	Okay.		
118.	Ted:	*'must also'*.		**Advisor**

As witnessed in excerpt 11 (line 114) above, the 'Identify-correct' pattern of interaction surfaced with Cathy modelling like a 'teacher' in identifying and correcting the wrong word order for the words *'also must'* (in the third sentence of paragraph 4 in the first draft of Amy's Composition 1: 'Besides that, Malaysia *also must* improve the accomodation') to become *'must also'* (italics added).

This was followed by Cathy continuing to model like a 'teacher' cum 'coach' in reminding Amy not to repeat the mistake *'also must'* (see excerpt 11, line 116). However, Ted advised her to reverse the word order to become *'must also'* (see line 118). This advice on the reverse word order given by Cathy and Ted were found to be adhered by Amy in her final draft. Therefore, the amended version of her sentence read 'Besides that, Malaysia *must also* improve the accomodations' (italics added).

This shows that the feedback from the peers had helped Amy to correct her mistake in word order. Amy indicated the usefulness of the feedback from her peers in her statement during an interview as she elucidated, "… they [peers] corrected …, you see I have problem with my singular and plural and … like *'must also'* which should not be *'also must'*, … ." (INW1/S4/34). According to her, she accepted her peers' feedback "Because I think the comments helped me a lot … ." (INW1/S4/48). (italics added).

Similarly, another high-proficiency level student (Eva) also modelled like a 'teacher' in identifying and correcting the word order of a phrase. This is exemplified in excerpt 12 below:

Excerpt 12: Peer Response, Composition 1, lines 505 to 510

505.	Eva:	[Next sentence].	**Facilitator**
	Ted:	[Next sentence].	

506.	Eva:	*'This will also'*, right? Not, *'This also will'*.	**Identify-correct**	**Teacher**
507.	Aini:	*'This will also'*.		
508.	Amy	Or *'This will attract'* only, can kah?		
	:			
509.	Aini:	Oh! Either one.		
510.	Ted:	Can, up to you.		**Mentor**

As depicted in excerpt 12 (line 506) above, the 'Identify-correct' pattern of interaction emerged with Eva identifying and correcting the word order of the phrase *'This also will'* (in the second sentence of paragraph 3 in the first draft of Aini's Composition 1: '*This also will* attract the local and foreign tourist to shop in Malaysia because the price of the goods are reasonable and very cheap') to become *'This will also'* (italics added).

Hence, a check of the final draft found that Aini had corrected the word order of the words based on Eva's advice. As such, the revised version read '*This will also* attract the local and foreign tourists to shop in Malaysia because the price of the goods are reasonable and very cheap' (italics added).

To wind up, the high-proficiency level students (specifically, Cathy, Ted and Eva) were helpful in assisting the less proficient writers to detect and correct errors in the usage of the wrong word order of words on the individual first drafts of their compositions. In short, the less capable writers benefited from the peer interaction and feedback given by the more capable writers.

 (f) Identify and omit redundant words

The high and intermediate-proficiency level students also utilised the 'Identify-correct' pattern of interaction to assist their peers to identify and omit redundant words in sentences on the individual first drafts of their peers' compositions. For instance, the following excerpt 13 (lines 481 and 483) displays the 'Identify-correct' pattern of interaction when Ted responded to the first draft of Aini's Composition 1:

Excerpt 13: **Peer Response, Composition 1, lines 480 to 487**

480.	Aini:	Any more?		**Facilitator**
481.	Ted:	Paragraph 2, lines number 6, 7, okay never mind lah, 5. 'This is done by Sarawak Cultural Village which *was once organised* a "Kuching Rainforest".' I think can cut out the *'was once'* and then.	**Identify -correct**	**Advisor**
482.	Aini:	*'was once'*?		
483.	Ted:	Yes, cut it out and then *'organised'* you change it to *'organises'*.	**Identify -correct**	
484.	Aini:	*'organises'*.		
485.	Ted:	Because it is organised every year, right?	**Explain**	**Teacher/ Advisor**
486.	Aini:	Ahh!		
487.	Ted:	*'setahun sekali'* (meaning 'once a year' in English).		**Translator**

As demonstrated in excerpt 13 (lines 481 and 483) above, Ted modelled like a 'teacher' and an 'advisor' in identifying and asking Aini to omit the redundant words *'was once'*, and change the past tense form of the word *'organised'* (in the third sentence of the second paragraph in the first draft of Aini's Composition 1: 'This is done by Sarawak Cultural Village which *was once organised* a "Kuching Rainforest".') to the present tense form *'organises'*. Besides that, Ted also provided the reason for changing the tense of that verb (see line 485). (italics added).

As noticed in excerpt 13 (line 487), Ted even translated or codeswitched the phrase '…it is organised once a year' to Malay words *'setahun sekali'* to help Aini understand his explanation. Upon analysis of the final draft, Aini was found to have made the corrections as advised by Ted. Thus, the amended version read 'This is done by Sarawak Cultural Village which *organises* a "Kuching Rainforest".' (italics added).

Likewise, Cathy's constant modelling as a 'teacher-like' figure is also noticeable during the peer response session to the first draft of her peers' Composition 4. This is evident in excerpt 14 below:

Excerpt 14: Peer Response, Composition 4, line 245

245.	Cathy:	'It is because it will lead *to* obesity', don't need to put *'that'*. (omitting the word *'that'* in between the	**Identify- correct**	**Teacher**

word 'it' and 'will', and also inserting the
preposition *'to'* before the word 'obesity' in
the sentence which read 'It is because *that* it
will lead obesity'.)

As portrayed in excerpt 14 (line 245), Cathy modelled like a 'teacher' in identifying

and omitting the redundant word *'that'* after the word 'because', and also inserting the

preposition *'to'* before the word 'obesity' (in the second sentence of paragraph 3 in the

first draft of Elle's Composition 4: 'It is because *that* it will lead obesity'). A check of

the final draft revealed that Elle had utilised the feedback given by Cathy. She had

altered the sentence in her final draft to become 'It is because it will lead *to* obesity'

(italics added).

As the peer interaction proceeded, in the next exchange as shown in excerpt 15 (line

246) below, the 'Identify-correct' pattern continued with Amy emulating Cathy's

modelling role of a 'teacher':

Excerpt 15: Peer Response, Composition 4, lines 246 to 247

246.	Amy:	Cut off the *'of you'*. Just put down 'the risks to suffer from'. [correcting the sentence which read 'Once you are suffering from obesity, the risks *of you* to suffer from cardiovascular diseases (heart and blood vessels diseases) will increase'.]	**Correct**	**Teacher**
247.	Ted:	Yes.	**Accept**	

As shown in excerpt 15 (line 246) above, Amy helped to identify the problem area

and she asked Elle to omit the redundant words *'of you'* after the word 'risks' in the

third sentence of paragraph 3 in the first draft of Elle's Composition 4 which read 'Once

you are suffering from obesity, the risks *of you* to suffer from cardiovascular diseases

(heart and blood vessels deseases) will increase'. The correction of this error was

agreed by Ted (see line 247). (italics added).

An analysis of the final draft found that although the revised version of the sentence

still has slight grammatical errors, it is clear that Elle had applied the feedback given by

Amy in omitting the words *'of you'*. Therefore, the amended version read 'Once you

are suffering from obesity, the risks of suffer from cardiovascular diseases (heart and blood vessels deseases) will increase'. This shows that although Amy was not as skilful as Cathy and Ted in detecting and correcting grammatical errors, she still shared her knowledge and worked as a team in helping her group members to revise the first drafts of their composition. (italics added).

Thus, this shows that there was collaboration amongst the high and intermediate-proficiency level students in assisting one another to revise the first drafts of their compositions. The class teacher also noticed the collaboration amongst the students during the peer interaction as she expounded her views:

> Ya, good, … effective, … in … improving students' writing, … on discussion as well, oral wise as well and … in promoting good healthy relationship between friends and the good ones will help the weak ones, and sometimes the weak ones also help the good ones, … . (INW3/T/54).

To conclude, the high and intermediate-proficiency level students were able to identify and omit redundant words in the first draft of their peers' compositions. The findings also revealed that the high-proficiency level students possessed the abilty and knowledge in providing explanation on the omission of certain words.

(g) Identify and insert missing words

It was found that both the high and intermediate-proficiency level students could help their peers to identify and insert missing words in a sentence. This is exemplified in the following excerpts taken from the peer response sessions to the individual first drafts of the students' compositions.

For instance, excerpt 16 below displays interesting movements that transpired during the interaction of the peer response session to the individual first draft of Eva's Composition 2:

Excerpt 16: Peer Response, Composition 2, lines 477 to 486
477. Cathy: 'write more on environmental issues', 'write **Identify-   Examiner**

		more', '*the* media should write//	**correct**	
478.	Aini:	//more about//		
479.	Cathy:	'*The* media should write more on environmental issues'.	**Correct**	
480.	Ted:	Wait, wait, wait. They should write the issues on the *newspaper* or in the *newspapers*?	**Inquire**	**Teacher**
481.	Eva:	Ya, just now.		
482.	Cathy:	'should write more on environmental issues//	**Correct**	
483.	Aini:	// in the *newspapers*//	**Confirm**	**Problem-solver**
484.	Cathy:	'*The* media should write more articles concerning the environmental issues in *newspapers* and *internet*'. I don't agree with 'school magazines'.	**Identify-correct**	**Examiner**
485.	Eva:	Can also.		
486.	Cathy:	'*The* media should write more'.		

As exhibited in excerpt 16, the patterns of interaction among the group members flowed from 'Identify-correct' (see lines 477 and 479) to 'Inquire-correct' (see lines 480 to 483) and then back to 'Identify-correct' (see line 484) as they collaborated to assist Eva to revise the first draft of her Composition 2. The 'Identify-correct' pattern of interaction (see lines 477 and 479) commenced with Cathy modelling like an 'examiner' in identifying and inserting the article *'The'* in front of the word 'Media' (in the last sentence of paragraph 4 in the first draft of Eva's Composition 2: 'Media should write more on environmental issues on newspapers and school magazines'). (italics added).

This was followed by the 'Inquire-correct' pattern of interaction in which Ted modelled like a 'teacher' in posing a question on the need to use the singular or the plural form for the word *'newspaper'* (see lines 480 to 483). At this point, Aini quickly confirmed Eva's usage of the plural form *'newspapers'* (see excerpt 16, line 483). It was found here that Aini (an intermediate-proficiency level student) followed the discussion closely and understood the need to use the plural form for that word. Then, the discussion shifted back to the 'Identify-correct' pattern whereby Cathy continued to examine and correct the content *'school magazines'* (as used by Eva in the same

sentence under discussion) to become *'internet'* and this was agreed by Eva (see line 484). (italics added).

A check of the final draft found that Eva had taken into consideration the above feedback given by Cathy, Ted and Aini. However, Eva did not change the word *'school magazines'* to *'internet'* as advised by Cathy. Thus, the altered version of her sentence read *'The* media should print more articles on environmental issues in *newspapers* and school *magazines'* (italics added). This shows that the peer response session served as a plaftform for the students to be engaged in multiple-patterns of interaction to assist one another in their revisions.

Akin to that, in another example as shown in excerpt 17 below, Ted modelled like a 'teacher' in identifying and inserting a missing article when responding to the first draft of Aini's Composition 2:

Excerpt 17: Peer Response, Composition 2, lines 790 to 792

790.	Ted:	And before 'government' should put *'the'*.	**Identify-correct**	**Teacher**
791.	Aini:	*'the'*.		
792.	Cathy:	'the 3R campaign to raise awareness *of* the public'. (replacing the preposition *'to'* with *'of'* in the first sentence of paragraph 6 which read 'In the other hand, government can held campaign such as the 3R campaigns to raise awareness *to* the public'.)	**Identify-correct**	**Teacher**

As noted in excerpt 17 (line 790) above, the 'Identify-correct' pattern was utilised by Ted when he identified and inserted the missing article *'the'* in front of the word 'government' (in the first sentence of paragraph 6 in the first draft of Aini's Composition 2: 'In the other hand, government can held campaigns such as the 3R campaign to raise awareness to the public'). As the discussion on the same sentence progressed, Cathy also employed the 'Identify-correct' pattern (see excerpt 17, line 792) whereby she also modelled like a 'teacher' in identifying and changing the preposition

'to' after the word 'awareness' (in the same sentence under discussion) to the preposition *'of'* (italics added).

A check of the final draft revealed that Aini had inserted the article *'The'* in front of the word 'government' as recommended by Ted. Hence, the amended version of the sentence read 'On the other hand, *the* government can organise campaigns such as the 3R campaign, to raise awareness to the public' (italics added).

The findings in this study indicated that learning had taken place as a result of the interaction and feedback given by the peers. It was found that Eva had learnt and internalised the rule on the usage of the specific article *'the'* from the early part of the response session (as discussed earlier in excerpt 16). As such, she could apply this knowledge when responding to Amy's composition. This is evident in excerpt 18 below:

Excerpt 18: Peer Response, Composition 3, lines 174 to 175
174. Eva: 'Media', *'The* media'. **Identify-correct Teacher**
175. Amy: *'The* media'.

As portrayed in excerpt 18 (line 174) above, Eva emulated Cathy and Ted to model like a 'teacher' in identifying and inserting the missing article *'The'* in front of the word 'media' (in the first sentence of paragraph 6 in the first draft of Amy's Composition 3: 'Media are also responsible'). (italics added).

Upon checking of the final draft, it was found that Amy had taken note of the feedback given by Eva. She had revised the sentence to become '*The* media are also responsible'. It is gathered that Amy had understood, learnt and internalised this rule on the usage of the article *'the'* as she explained during a later interview that "… before the words, like *'government'*, *'society'* and *'media'*, we must put *'the'* … ." (INW4/S4/126). (italics added).

Like Eva, Aini was also found to have learnt and internalised the rule on the usage of the article *'the'* from the feedback given by Cathy and Ted during the previous peer

response session to her Composition 2 (see excerpts 17 and 18 which have been discussed earlier). This is evident in excerpt 19 below:

Excerpt 19: Peer Response, Composition 3, lines 326 to 329

326.	Aini:	Next paragraph, second sentence, 'Government'. Before 'Government', *'The'*. (adding the article *'The'* before the word 'government' in the second sentence of paragraph 3 which read 'Government should also organise campaigns for *youth* so that they would not become *part of bully'*.)	**Identify-correct**	**Teacher**
327.	Cathy:	'organise campaigns for youths so that they will not become *part of bully', 'part of bully', 'part of bully'*.	**Identify-correct**	
328.	Ted:	*'become a bully'*.	**Identify-correct**	**Teacher**
329.	Cathy:	*'become a bully'* (repeating after Ted).		

As depicted in excerpt 19 (line 326) above, Aini could apply the knowledge on the usage of the article *'the'* when she identified and inserted the missing article *'the'* in front of the word 'government' (in the second sentence of paragraph 3 in the first draft of Elle's Composition 3: 'Government should also organise campaigns for youth so that they would not become part of bully'). (italics added).

It is interesting to note that Aini had understood the rule on the usage of the article *'the'* as she explained in an interview, "… *'media'*, … it's specific, must put *'the'*." (see INW2/S5/144 in Appendix P3). Aini also quoted other words in which the specific article *'the'* is needed in front of them, "Like *'government'*, *'environment'*, …'." (see INW2/S5/146 in Appendix P3). (italics added).

As the discussion on the same sentence progressed, the 'Identify-correct' pattern re-emerged whereby Cathy identified and changed the singular form of the word *'youth'* to become the plural form *'youths'* (see excerpt 19, line 327). Besides, Ted also employed the 'Identify-correct' pattern whereby he modelled like a 'teacher' in identifying and rephrasing the phrase *'part of bully'* to become *'become a bully'* (see line 328). (italics added).

Upon analysis of the final draft, it was found that although there was a slight grammatical error in the phrase *'part a bully'*, Elle had utilised both Aini's and Cathy's feedback as mentioned above. Therefore, the corrected version in Elle's final draft read '*The* Government should also organise campaigns for *youths* so that they will not become *part a bully*' (italics added).

In the same way, Elle was also found to have understood and internalised the rule on the usage of the article *'the'* from the feedback given by Cathy and Ted during the previous peer response session (see excerpts 17 and 19 which have been discussed earlier). This is demonstrated in excerpt 20 below:

Excerpt 20: Peer Response, Composition 3, lines 407

407. Elle:	*'the'* government. (adding the article *'the'* before the word 'government' in the second sentence of paragraph 1 which read 'This problem is getting growing concern from parents, schools, government and the society'.) *[Elle has learnt from her peer on the usage of the article 'the'.]*	**Identify-correct** **Teacher**

As exemplified in excerpt 20 (line 407) above, the 'Identify-correct' pattern of interaction was employed by Elle who emulated Cathy and Ted to model like a 'teacher' in identifying and inserting the article *'the'* in front of the word 'government' (in the second sentence of paragraph 1 in the first draft of Aini's Composition 3: 'This problem is getting growing concern from parents, schools, government and the society'). A check of the final draft revealed that Aini had accepted Elle's feedback. Hence, she had amended the sentence to become 'This problem is *a* growing concern for parents, schools, *the* government and the society'. This shows that learning had taken place as Elle could apply the knowledge learnt from the more capable peers when responding to the first draft of her peers' composition. (italics added).

To conclude, the high-proficiency level students (especially, Cathy and Ted, followed by Eva) and the intermediate-proficiency level students (specifically, Aini and

Elle) have the capability to identify and insert missing words in sentences to assist their peers in the revision of the individual first drafts of their compositions. The findings also indicated that there was learning taking place as a result of the peer interaction. This was evident when Aini and Elle were found to have learnt and internalised the rule governing the use of the article *'the'*; and thereby applied that knowledge when responding to the first drafts of each others' Composition 3. This concurs with Vygotsky's (1978) theory in which learning takes place first in the inter-psychological plane and then it moves on to the intra-psychological plane.

In other words, with the guidance from the more competent writers (specifically, Cathy and Ted), the less competent writers (Aini and Elle) could operate beyond their 'zone of proximal development'. This claim is substantiated by the class teacher's positive view about the peer response session as she remarked:

> Ya, it's a good idea because it encourages students to speak more … so that they can assist one another, cooperative learning … to enhance peer relationship, and they can learn. The good ones can assist the weak ones so that the weaker ones can learn from the better ones (see INW1/T/48 in Appendix P1).

(h) Identify and correct the tenses of words

The findings in this study indicated that the high-proficiency level students were capable of helping their group members (especially, the intermediate-proficiency level students) to identify and correct the tenses of words. It is interesting to note that multiple-patterns of interaction were unfolded as the group members were engaged in discussion during the peer response sessions to help their peers in the revision of the individual first drafts of their compositions.

For instance, the following excerpt 21 exhibits the emergence of three different patterns of interaction during the peer response session to the first draft of Aini's Composition 2. The patterns of interaction shifted from 'Identify-correct' (line 499) to

'Inquire-locate' (lines 500 and 501), to 'Inquire-explain' (lines 502 to 504) and reverted

to 'Inquire-locate' (lines 505 and 506).

Excerpt 21: Peer Response, Composition 2, lines 499 to 506

499.	Cathy:	Okay, okay. First paragraph, second sentence, 'we have looked at a number of problems that *have changed* the world', umm add the word *'have'* and//	**Identify -correct**	**Examiner/ Teacher/ Expert**
500.	Aini:	//Where? Where? Where?//	**Inquire**	
501.	Cathy:	//*'have changed', 'ed'*//	**Locate**	**Teacher/ Expert**
502.	Aini:	Why put *'d'* lei?	**Inquire**	
503.	Amy:	Because of 'Over the years'.	**Explain**	**Teacher/ Expert**
504.	Amy:	Oh! 'Over the years', we are talking about the years, right?	**Explain**	
505.	Ted:	What, what, what?	**Inquire**	**Team-player**
506.	Eva:	Second line, *'change the world'*.	**Locate**	**Team-player**

As shown in excerpt 21 (lines 499) above, the discussion commenced with the

'Identify-correct' pattern whereby Cathy modelled like an 'examiner', a 'teacher' and an

'expert' in identifying an error in the tense of a word used by Aini and alerting her to

change the simple present tense of the verb *'change'* after the word *'have'* (in the first

sentence of paragraph 1 in the first draft of Aini's Composition 2: 'Over the years, we

have looked at a number of problem that *change the world'*) to the present perfect form

'have changed'. (italics added).

Cathy was very helpful as she indicated the correction again to Aini who requested

for the location (see excerpt 21, lines 500 and 501). Next, the interaction switched to

the 'Inquire-explain' pattern in which Aini requested for the reason to change the word

to the present perfect form. Ensuing that, Amy modelled like a 'teacher' and an 'expert'

in providing the explanation to convince Aini of the need to change the tense of the

word (see lines 502 to 504).

Later, the discussion flowed to the 'Inquire-locate' pattern (see excerpt 21, lines 505 and 506) whereby Ted and Eva were like 'team-players' as the former requested for the location of the error and the latter provided the location of the error. In other words, all the group members showed interest in each others' work and they collaborated with each other in providing constructive feedback through the various patterns of interaction to help revise the first draft of Aini's Composition 2. An analysis of the final draft found that Aini had corrected the errors which were pointed out by her peers. Therefore, the revised version of the sentence read 'Over the years, we have looked at the number of problems that *have changed* the world' (italics added).

In another instance as shown in excerpt 22 (lines 857 to 859) below, Eva also utilised the 'Identify-correct' pattern of interaction:

Excerpt 22: Peer Response, Composition 2, lines 856 to 859

856.	Cathy:	Third sentence.		**Facilitator**
857.	Eva:	First paragraph, first sentence. In this sentence, 'In this century, Malaysia *is slowly progressing*' (changing the words *'has been slowly progressing'* from present perfect to present tense form *'is slowly progressing'* in the sentence which read 'In this century, Malaysia *has been slowly progressing* towards a brighter future').	**Identify-correct**	**Examiner**
858.	Ted:	Okay.	**Accept**	
859.	Eva:	The word *'has been'* should change to *'is'*.		

As demonstrated in excerpt 22 (line 857) above, Eva modelled like an 'examiner' in making careful inspection to identify and correct a word from the passive present perfect continuous tense *'has been slowly progressing'* (in the first sentence of paragraph 1 in the first draft of Ted's Composition 2: 'In this century, Malaysia *has been slowly progressing* towards a brighter future') to the present continuous tense *'is slowly progressing'*. This correction was accepted by Ted (see line 858). Upon analysis of the final draft, Ted was found to have taken note of Eva's correction. Thus, the amended version of the sentence read 'In this century, Malaysia *is slowly progressing* towards a

brighter future'. This shows that Ted did not only provide feedback to guide his peers but he also accepted feedback from his peers to assist him in the revision of the first draft of his Composition 2. (italics added).

It is noted that the high-proficiency level students' active role in modelling like 'teachers' continued to persist when they responded to the first drafts of their peers' Compositions 3 and 4.

To conclude, the above findings indicated that the high-proficiency level students played key roles in identifying, guiding and correcting errors in tenses in the first drafts of their peers' compositions. At the same time, the other group members participated actively during the peer response sessions. As such, multiple-patterns of development of ideas emerged in which the primary patterns were followed by the secondary patterns of interaction as the peer response session progressed.

(i) Identify and provide appropriate words

The 'Identify-correct' pattern was utilised by the students to identify and provide appropriate words to replace errors in the individual first drafts of their peers' compositions. The findings in this study indicated that the high-proficiency level students (especially, Cathy and Ted) played a greater role as compared to the intermediate-proficiency level students in identifying and providing appropriate words to replace errors in their peers' first drafts. The following are examples of some instances in which this 'Identify-correct' trend of interaction was used by the students in response to their peers' first drafts.

For instance, as evident in excerpt 23 below, the intermediate-proficiency level students employed this 'Identify-correct' pattern of interaction to identify and provide alternative word replacement:

Excerpt 23: Peer Response, Composition 2, lines 130 to 143
130.   Ted: How about the *'concious'* part?   **Inquire**

131.	Eva:	Ahh! The word *'concious'*, I think *'concious'* wrong spelling.	**Inform**	**Examiner**
132.	Cathy:	'we can *concious* students', the use of it is wrong.	**Identify**	**Examiner**
133.	Ted:	*'aware'*, is it? 'we can *aware* students'. Is it?	**Suggest**	**Examiner**
134.	Amy:	Still thinking.		
135.	Cathy:	I don't know what is the theme. 'we can' what? *'aware'*?	**Reiterate**	
136.	Ted:	*'aware'*.	**Confirm**	
137.	Cathy:	Not really, maybe it's correct lah but.	**Oppose**	
138.	Ted:	I'm not sure.		
139.	Cathy:	It sounds a little weird.	**Explain**	
140.	Aini:	'manure', 'baja'.		
141.	Ted:	'educate students by education'.	**Identify**	
142.	Aini:	*'expose'*.	**Correct**	**Advisor**
143.	Cathy:	*'expose'* lah. Ya, like Aini said.	**Reiterate-confirm**	

The above excerpt 23 (lines 130 to 143) demonstrates the multiple patterns of interaction ('Inquire-inform', 'Identify-suggest', 'Reiterate-confirm', 'Oppose-explain', 'Identify-correct' and 'Reiterate-confirm') that transpired amongst the group members as they worked together to help find an alternative word replacement for the word *'conscious'* used by Amy (in the first sentence of paragraph 3 in the first draft of her Composition 2: 'Besides organising campaign, we can *concious* students by education'). (italics added).

The discussion of this problem area commenced with the 'Inquire-inform' pattern of interaction whereby Ted asked for clarification on the word *'concious'*, and Eva informed Amy of the spelling error for that word (see excerpt 23, lines 130 and 131). This was followed by the 'Identify-suggest' pattern of interaction in which Cathy identified the location of the problem area and Ted suggested an alternative replacement of the word to become *'aware'* (see lines 132 to 133). Next, the interaction shifted to 'Reiterate-confirm' pattern with Cathy reiterating the word *'aware'* (see line 135) and this was confirmed by Ted (see line 136). (italics added).

As the discussion progressed, the pattern of interaction changed to 'Oppose-explain' (see excerpt 23, lines 137 and 139) whereby Cathy opposed the suggestion given by

Ted. At this point, the pattern of interaction took a leap to 'Identify-correct' (see lines 141 and 142) in which Ted identified the problem area again and Aini modelled like an 'advisor' in providing another word *'expose'* to replace the word *'concious'*. Consequently, the interaction flowed to the 'Reiterate-confirm' pattern (see line 143) in which Cathy reiterated and showed agreement on the alternative word suggested by Aini. (italics added).

An analysis of the final draft revealed that Amy had corrected those errors based on the above feedback given by her peers. Thus, the revised version of the sentence read 'Besides organising campaign, we can *expose* students by education'. This shows that although the amended sentence still has grammatical error, what is interesting is that Aini (an intermediate-proficiency level student) could provide alternative suggestion to assist Amy (another intermediate-proficiency level student) to replace an inappropriate word. (italics added).

As the peer interaction progressed, Ted and Eva also played the role as 'facilitators' to initiate and facilitate the peer response session. This is manifested in excerpt 24 below:

Excerpt 24: Peer Response, Composition 3, lines 18 to 31

18.	Ted:	Fourth line.		**Facilitator**
19.	Eva:	Fourth line.		**Facilitator**
20.	Cathy:	*'Bullying* usually happen in school'. (Changing the noun *'Bullies'* to the verb *'Bullying'* in the sentence which read *'Bullies* usually happen in school, workplace, neighbour and cyberspace'.)	**Identify-correct**	**Teacher**
21.	Amy:	Hah?		
22.	Cathy:	*'Bullying'* is the act.	**Explain**	**Teacher/ Expert**
23.	Amy:	Ohh! *'Bullying'*.	**Accept**	
24.	Cathy:	*'Bullies'* is noun, it's the people.	**Identify-explain**	**Teacher/ Expert**
25.	Amy:	Oh, *'Bullying'* is noun?		
26.	Cathy:	No, *'bullying'* is 'act'.	**Explain**	
27.	Amy:	People lah? *'Bully'* is people, right?	**Rectify**	
28.	Cathy:	Ya, the *'doer'*.	**Verify**	**Teacher/ Expert**
29.	Amy:	Hah?	**Inquire**	

| 30. | Cathy: | The people. | **Reiterate** |
| 31. | Amy: | Ahh! The *'doer'*. | |

As portrayed in excerpt 24 (lines 18 and 19), Ted and Eva directed the group members' attention to respond to the third sentence of paragraph 1 in the first draft of Amy's Composition 3. Then, the interaction flowed to the 'Identify-correct' pattern (see line 20) in which 'Cathy modelled like a 'teacher' in identifying and changing the noun *'Bullies'* (in the third sentence of paragraph 1 in the first draft of Amy's Composition 3: *'Bullies* usually happen in school, workplace, neighbour and cyberspace') to the verb *'Bullying'*. Then, the pattern of interaction shifted to 'Explain-accept' whereby Cathy again modelled like a 'teacher' and an 'expert' in explaining the meaning of the term *'Bullying'* and this explanation was accepted by Amy (see lines 22 and 23). It is interesting to note that in lines 24 and 26, Cathy's modelling roles as a 'teacher' and an 'expert' persisted as she provided explanation to differentiate the meaning of the term *'Bullies'* and *'Bullying'* (italics added).

In the next exchange, the 'Rectify-verify' pattern of interaction (see excerpt 24, lines 27 and 28) surfaced when Amy rectified her error and her explanation was verified with further explanation by Cathy, who modelled like a 'teacher' and an 'expert'. After a lengthy discussion, the interaction flowed to the 'Inquire-reiterate' pattern (see lines 29 and 30) in which Amy again sought for confirmation on the meaning of the word *'Bully'* and Cathy reiterated the word 'people' (given by Amy) signifying her agreement to it. (italics added).

As revealed in Amy's final draft, Cathy's explanation was successful as Amy had corrected the error *'Bullies'* to become *'Bullying'*. Hence, the revised version of the sentence read '*Bullying* usually happens in schools, workplaces, neighbourhoods and cyberspaces' (italics added).

This shows the dominant role of Cathy who modelled like a 'teacher' and an 'expert' in helping her peers to identify and rephrase a word as well as to provide explanation for the word change. In other words, an understanding was achieved between Cathy and Amy through their lengthy interaction. Cathy's ability to rephrase words is substantiated by her statement during an interview as she disclosed, "…, maybe like they [peers] wrote their sentence wrongly, so it sounded weird because it changed the point. So, I rephrased it" (INW3/S1/50).

Similarly, Cathy's leading and active role in responding to the compositions written by the less capable ones was also noticeable when she responded to Ted's Composition 4. This is evident in excerpt 25 below:

Excerpt 25: Peer Response, Composition 4, lines 347 to 353

347.	Cathy:	Last paragraph, last sentence.		
348.	Ted:	Hah? Ah!		
349.	Cathy:	'Therefore, everyone must work together in order to ensure that people can live *health*//	**Identify**	**Facilitator**
350.	Eva:	// *healthily*//	**Correct**	**Teacher**
351.	Cathy:	//*healthily and happily*'.// (changing the adjectives *'healthy'* and *'happy'* to the adverbs *'healthily'* and *'happily'* in the last sentence of the last paragraph which read 'Therefore, everyone must work together in order to ensure that the people can live *healthy and be happy*'.)	**Correct**	**Teacher**
352.	Ted:	Why can't we *'live healthy and be happy'*?	**Inquire**	
353.	Cathy:	Not in this sentence.	**Explain**	

As demonstrated in excerpt 25 (line 347) above, Cathy was like a 'facilitator' steering the group members' attention to focus on giving feedback to the last sentence of the last paragraph in the first draft of Ted's Composition 4. Then, the 'Identify-correct' pattern of interaction (see lines 349 to 351) emerged whereby Cathy modelled like a 'teacher' in identifying and correcting the phrase *'healthy and be happy'* (in the last sentence of the last paragraph in the first draft of Ted's Composition 4: 'Therefore,

everyone must work together in order to ensure that the people can live *healthy and be happy*') to become *'healthily and happily'*. After that, the pattern of interaction switched to 'Inquire-explain' whereby Ted was seen not to merely accept the corrections suggested by Cathy but he asked for the reason in changing the phrase (see line 352). As such, Cathy provided the explanation as illustrated in line 353. (italics added).

It is interesting to note that Ted had reflected upon Cathy's feedback before revising the sentence concerned. This is indicated in Ted's statement during an interview as he mentioned, "… I just reflect back … if their comments are suitable for my essay or not. And then, if they are, I will try to … merge my ideas with their comments to make it into a better sentence" (INW4/S2/80).

An analysis of the final draft found that he had rephrased the sentence to become 'Therefore, everyone must work together to ensure that people can live a *healthier and happier* life'. (See excerpt 96 in Section 4.2.6.1 (a) for more in-depth discussion.) (italics added).

Hence, the above examples showed that Cathy played a major and an outstanding role, followed by Ted in modelling like 'teachers', 'experts', 'facilitators' and 'examiners' to help their peers (especially, the novice writers) to identify and provide appropriate words or phrases to replace inappropriate words or phrases. It is noted that among the group members, Cathy was the most vocal and she even helped to spot errors in the first draft of Ted's composition. Besides that, the findings in this study revealed that the lengthy and meaningful exchanges among the group members resulted in the emergence of multiple-patterns of interaction. This provided opportunities for Eva and Aini to emulate Cathy in modelling like 'teachers' to help their peers identify and rephrase words. However, I observed that at times, Amy still referred to Cathy for confirmation on the words or phrases which she had suggested. In other words, Cathy's

modelling role like a 'teacher' was well-respected and trusted by her peers. In addition, the findings in this study indicated that both the high and intermediate-proficiency level students had reflected upon the peers' feedback before making their own decision to use those feedback which they reckoned as correct and useful in the revision of the individual first drafts of their compositions.

4.1.5.2 Identify-suggest

The findings in this study showed that 'Identify-suggest' was the second most popular pattern of interaction used by both the high and intermediate-proficiency level students. Among the group members, Cathy again provided the most help by employing this pattern of interaction. This 'Identify-suggest' pattern of interaction involved the readers in identifying errors and providing suggestions to rephrase words or phrases, identifying problem area and suggesting to insert missing punctuation, identifying and suggesting to correct the tenses of words, and identifying and suggesting the omission of words. The following are some examples to illustrate this pattern of interaction.

(a) Identify and suggest to rephrase words

The following excerpt 26 provides an illustration of how the patterns of interaction progressed from 'Identify-suggest' (lines 516, and 518 to 519) to 'Probe-rectify' (lines 520 to 530):

Excerpt 26: Peer Response, Composition 1, lines 516 to 530

516.	Elle:	I think the fourth paragraph, line 1, *'when'* replace by *'during'* is more suitable.	**Identify-suggest**	**Advisor**
517.	Aini:	Okay.		
518.	Amy:	This one *'also can'* (reading from the text), right? *'can also'* or *'can'* only.	**Identify-suggest**	**Advisor**
519.	Ted:	Ah! *'can also'* or cut out the *'also'*.	**Suggest**	**Advisor**
520.	Eva:	'Malaysia can organise fruit festival to promote *local fruit'*, only one fruit?	**Probe**	**Teacher**
521.	Aini:	*'fruits'*?	**Rectify**	

522.	Eva:	Ya, *'fruits'*.		
523.	Ted:	'the King of *fruit'*, only one type of fruit? The King of only one type of fruit?	**Probe**	**Teacher**
524.	Eva:	'the King of'//		
525.	Ted:	//actually, it is the King of every fruit. So, it is only one fruit, is it?//	**Probe**	
526.	Aini:	Not exactly. 'Durian'.	**Rectify**	
527.	Ted:	But, it's the King of one fruit only, or the King of every fruit?	**Probe**	**Teacher/ Coach**
528.	Aini:	It's the King of every fruit.	**Rectify**	
529.	Ted:	So?	**Probe**	
530.	Aini:	Put *'s'*. hahaha!	**Rectify**	

As portrayed in excerpt 26 (line 516), the 'Identify-suggest' pattern of interaction surfaced in which Elle modelled like an 'advisor' when she identified the error and advised Aini to replace the word *'when'* (in the first sentence of the fourth paragraph in the first draft of Aini's Composition 1: 'Subsequently, *when* the fruit season, Malaysia also can organise fruit festival to promote local fruit especially durian, the King of fruit') with the word *'during'*. (italics added).

This 'Identify-suggest' pattern of interaction was retained when Amy and Ted identified the wrong word order of the words *'also can'* and they provided alternative suggestions to replace it with either *'can also'* or *'can'* (see excerpt 26, lines 518 and 519). Then, the discussion took a leap to 'Probe-rectify' pattern whereby Eva modelled like a 'teacher' in posing questions which made Aini realised and rectified her own error by changing the singular form of the word *'fruit'* to the plural form *'fruits'* (see lines 520 and 521). (italics added).

Likewise, as exemplified in excerpt 26 (lines 523 to 530), the 'Probe-rectify' trend of development of ideas was continued with Ted modelling the role of a 'teacher' by posing questions and providing explanation. Besides, like a 'teacher' cum 'coach', Ted again posed another question (in line 527) which made Aini think in order to derive at the correct answer (see line 528). Thus, after taking note of all the feedback given above by her peers, Aini was found to have revised the sentence in the final draft of her

Composition 1 to become 'Subsequently, *during* the fruit season, Malaysia *can also* organise fruit festival to promote local *fruits* especially durian, the King of *fruits*' (italics added).

Aini's ability to rectify her own error with the guidance from Eva and Ted (see excerpt 26, lines 520 to 530) was a sign of the breaking away from the peer scaffolds. (See excerpt 101 in Section 4.2.6.2 for an indepth discussion on Aini's understanding of the grammatical rules that she had learnt from the more capable peers.) (For further illustration, see INTW1/PR/2707 in Appendix R4 for 'Transcript of teacher-student and student-student interactions during peer response session of Composition 1'.)

Excerpt 26 also indicated that Amy had learnt from the feedback given earlier by Cathy concerning the usage of the correct word order of the modal words *'must also'* (in the first draft of Amy's Composition 1 as discussed earlier in excerpt 11). Thus, with this knowledge gained from Cathy, Amy could apply it when she was responding to her peers' first draft. The following excerpt 27 confirmed that Amy had learnt on the usage of the correct word order of the modal words:

Excerpt 27: Peer Response, Composition 1, line 543

543.	Amy:	*'can also'* again (correcting an error in word order by changing from *'also can'* to *'can also'*).	**Identify-correct Teacher**

As evident in excerpt 27 (line 543), Amy emulated Cathy in modelling like a 'teacher' to help identify and correct the wrong word order of the modal words *'also can'* (in the first sentence of paragraph 6 in the first draft of Aini's Composition 1: 'Finally, the organisation of Malaysia's Batik Festival *also can* attract the tourists') to become *'can also'*. An analysis of the final draft indicated that Aini had employed Amy's feedback. Therefore, Aini had amended the sentence to become 'Finally, the organisation of Malaysians Batik Festival *can also* attract the tourists' (italics added).

This shows that learning had occurred; firstly, at the 'inter-psychological plane' (between Cathy and Amy) and then at the 'intra-psychological plane' (within Amy). As such, internalisation had taken place and Amy could function beyond her 'zone of proximal development' by applying the knowledge that she had learnt from Cathy to correct the wrong word order made by Aini in a different context.

Similarly, the 'Identify-suggest' pattern of interaction re-emerged during the peer response session to the first draft of the students' Composition 2. This is exhibited in excerpt 28 below which witnessed the shifting of different patterns of interaction as the discussion ensued among the peers:

Excerpt 28: Peer Response, Composition 2, lines 436 to 442

436.	Cathy:	Next paragraph, 'Besides that, *the* government should *restrict* the laws'. Something wrong with *'restrict'*, wrong use of word. (adding the article *'the'* in front of the word 'government' in the first sentence of paragraph 3 which read 'Besides that, government should *restrict* the laws by increasing the penalties such as strip offending factories owners of their lisence if they let off toxic substances').	**Identify**	**Teacher**
437.	Ted:	*'enforce'*, right?	**Suggest**	**Advisor**
438.	Cathy:	Ya. 'by increasing the *penalties* such as strip'. 'to increase the *penalty'*, is it *'enforcing'*?	**Suggest**	
439.	Ted:	'increasing the *penalty* and, and, and strip', is it? (.) Wait! 'by increasing the penalties and stripping offending', 'strip [*factory* owners]'.	**Identify -correct**	**Examiner**
440.	Cathy:	[*factory* owners]	**Correct**	
441.	Ted:	*'factory'*, *'license'* (pointing out the spelling error of the word *'lisence'*).	**Identify -correct**	**Examiner**
442.	Cathy:	*'if they let off'*. Maybe, you can change that to *'release toxic substances'*?	**Identify -suggest**	**Advisor**

As illustrated in excerpt 28 above, the pattern of interaction shifted from 'Identify-suggest' (lines 436 to 438), to 'Identify-correct' (lines 439 and 440, and 441) and reverted to 'Identify-suggest' (line 442). The 'Identify-suggest' pattern (see line 436) commenced with Cathy modelling like a 'teacher' in identifying and suggesting to insert the article *'the'* in front of the word 'government' (in the first sentence of paragraph 3 in the first draft of Eva's Composition 2: 'Besides that, government should restrict the laws

by increasing the penalties such as strip offending factories owners of their lisence if they let off toxic sentence'). At the same time, Cathy pointed out the inappropriateness of the word *'restrict'* (in the same sentence). Next, Ted modelled like an 'advisor' by suggesting to replace the word *'restrict'* with the word *'enforce'* (see line 437). (italics added).

Besides, Cathy proceeded to correct the plural form of the word *'penalties'* to become the singular form *'penalty'*. This was followed by the 'Identify-correct' pattern of interaction (see excerpt 28, lines 439 and 440) in which Ted and Cathy depicted themselves as 'examiners' in identifying and correcting the plural form of the word *'factories'* after the word 'owners' to become the adjective form *'factory'*. Then, this 'Identify-correct' pattern of interaction (see line 441) continued whereby Ted continued to model like an 'examiner' in pointing out and correcting the spelling error of the word *'lisence'* to become *'license'* (italics added).

The interaction trend then took a leap back to 'Identify-suggest' (see excerpt 28, line 442) in which Cathy portrayed herself as an 'advisor' in identifying and suggesting to rephrase the phrase *'if they let off'* (in the same sentence under discussion) to become *'release toxic substance'*. Hence, upon checking of the final draft, it was revealed that Eva had employed all the feedback (except that she had retained the word 'penalties' in the plural form) given by Cathy and Ted. As such, the amended version of the sentence read 'Besides that, *the* government should *enforce* the laws by increasing the *penalties* such as strip offending *factory* owners of their *license* if they *release toxic substances'*. This shows that through the peer response sessions, there was also learning among the high-proficiency level students. (italics added).

To conclude, Cathy and Ted played outstanding and multiple roles by modelling like 'teachers', 'examiners' and 'advisors' in assisting their group members to identify and suggest suitable words to replace inappropriate words or phrases. It is noted that as the

students were engaged in lengthy discussion to correct problem areas, this 'Identify-suggest' pattern of interaction was either preceded or followed by other primary or secondary categories of the patterns of interaction. The findings also indicated that the intermediate-proficiency level students (specifically, Amy and Elle) collaborated with the high-proficiency level students as the former emulated the latter to model like 'teachers' and 'advisors' in assisting their peers to identify and offer suggestions to correct inappropriate words. However, whenever they did so, they sought for confirmation of their suggestions with the more capable ones (especially, Cathy and Ted). In other words, with guidance from the more capable ones, the less capable ones could apply their knowledge learnt through the peer response sessions when responding to the first drafts of their peers' compositions.

(b) Identify and suggest the insertion of missing punctuation

It was found that the high-proficiency level students (specifically, Ted and Eva) were very concerned about the importance of the mechanics of writing. For instance, they were seen to work closely with Cathy and Aini to identify and suggest the insertion of the appropriate punctuation mark at the correct place when they were responding to the second sentence of paragraph 2 in the first draft of Amy's Composition 3.

This is exemplified in the following excerpt 29 which demonstrates the multiple-patterns of interaction that shifted from 'Identify-suggest' (lines 67 and 72), to 'Identify-rectify' (lines 73 and 74), to 'Suggest-accept' (lines 75 and 76), to 'Reiterate-confirm' (lines 77 and 78), to 'Identify-correct' (line 79), to 'Probe-rectify' (lines 81 and 82), 'to 'Inquire-inform' (lines 84 and 85), to 'Identify-explain' (lines 87 to 89), to 'Correct-accept' (lines 92 and 93), to 'Explain-reiterate' (lines 94 and 95) and back to 'Identify-correct' (line 96) as the students scrutinised and commented on errors which included missing punctuation marks, inappropriate words and grammatical errors:

Excerpt 29: Peer Response, Composition 3, lines 67 to 96

67.	Ted:	Umm, umm, umm, *'school government'* or *'school'* comma, 'government'?	**Identify-suggest**	**Examiner**
68.	Amy:	Hah?		
69.	Ted:	What *'school government'*? 'Kerajaan Sekolah'.		**Translator**
70.	Eva:	'Sekolah Kerajaan'.		**Translator**
71.	Amy:	I think, ha!		
72.	Eva:	I think the *comma* is after 'school'. (adding a *comma* after the word 'school' in the sentence: 'Parents, school government and society should be given more talk about the effect of the bullying to the victims'.)	**Identify-suggest**	**Advisor**
73.	Cathy:	'should give more talk', 'more' is a lot.	**Identify**	**Teacher/ Examiner**
74.	Amy:	*'talks'*.	**Rectify**	
75.	Ted:	I thought *'the* society', right?	**Suggest**	
76.	Cathy:	*'the* society'.	**Accept**	**Referee**
77.	Eva:	Second sentence, 'and *the* society'.	**Reiterate**	
78.	Ted:	Ya, you are supposed to add *'the'* in front of 'society'.	**Confirm**	
79.	Cathy:	And *'the* government'.	**Identify-correct**	**Teacher**
80.	Eva:	*'the* government'. (repeating and pointing to the location of the missing article to Amy).		
81.	Ted:	One school or many schools?	**Probe**	**Teacher**
82.	Amy:	Many.	**Rectify**	
83.	Eva:	Put *'s'*.		**Teacher**
84.	Aini:	Singular or plural?	**Inquire**	
85.	Eva:	In fact, should be plural, right?	**Inform**	
86.	Cathy:	Hehehe!		
87.	Cathy:	How about 'the effect of the bullying victims'? You know, *'bullying'* is a verb. Is it a verb? No, it's a doing things. So, she says, *'bullying victims'*.	**Identify-explain**	
88.	Eva:	'Kata kerja', something that you are doing.	**Explain**	**Translator**
89.	Cathy:	It's a verb.	**Explain**	
90.	Cathy:	Is 'bullying' a verb? (asking Ted) I don't know what it is classified under.		
91.	Ted:	What's a verb and what's a noun?		
92.	Cathy:	Nevermind. *'bullying victims'*, because 'bullying' is a verb', right?	**Correct**	**Expert**
93.	Amy:	Ya.	**Accept**	
94.	Cathy:	And then *'bullying'* is like doing it, you know add the idea. I don't know what you call it.	**Explain**	**Teacher**
95.	Eva:	The action that you are doing.	**Reiterate**	
96.	Cathy:	Ya, 'bullying the victims'. (omitting the article *'the'* in front of the word 'bullying' in the sentence which read	**Identify-correct**	**Teacher**

'Parents, school government and society
should be given more talk about the effect
of the bullying to the victims'.)

As shown in excerpt 29, the 'Identify-suggest' pattern of interaction (see line 67) commenced with Ted modelling like an 'examiner' in identifying and suggesting to insert a *comma* in between the words *'school'* and *'government'* (in the second sentence of paragraph 2 in the first draft of Amy's Composition 3: 'Parents, *school government* and society should be given more talk about the effect of the bullying of the bullying to the victims'). Ted and Eva also translated the words *'school government'* to the Malay term 'Kerajaan Sekolah' (see lines 68 and 69). (italics added).

This 'Identify-suggest' pattern of interaction ensued when Eva modelled like an 'advisor' in suggesting that a *comma* should be inserted after the word 'school' (see excerpt 29, line 72). As the discussion pursued, the pattern of interaction took a turn to 'Identify-rectify' whereby Cathy modelled like a 'teacher' and an 'examiner' in identifying the error of using the singular form of the word *'talk'*; and Amy rectified it to become *'talks'* (see lines 73 and 74). Then, the discussion shifted to the 'Suggest-accept' pattern in which Ted suggested to insert the article *'the'* in front of the word 'society' and Cathy (modelling like a 'referee') accepted the suggestion (see lines 75 and 76). Next, the 'Reiterate-confirm' pattern emerged with Eva reiterating and Ted confirming the insertion of the article (see lines 77 and 78). (italics added).

After a lengthy discussion, the interaction pattern shifted to 'Identify-correct' in which Cathy continued to model like a 'teacher' in identifying and inserting the article *'the'* in front of the word 'government' and this was agreed by Eva (see excerpt 29, lines 79 and 80). Subsequently, the pattern of interaction switched to 'Probe-rectify' in which Ted inquired on whether to use the singular or the plural form for the word *'school'* and this alerted Amy to rectify her own error (see lines 81 and 82). Then, the discussion on the same sentence proceeded with the emergence of the 'Inquire-inform' pattern

whereby Amy made a query and Eva informed that the word should be in the plural form (see lines 84 and 85). (italics added).

As the discussion ensued further, the interaction trend shifted to 'Identify-explain' in which Cathy identified and provided explanation for the term *'bullying victims'* (see excerpt 29, lines 87 and 89). Eva also helped Cathy in the explanation as the former translated the word 'verb' to the Malay term 'kata kerja' (see line 88). This was followed by the 'Correct-accept' pattern of interaction whereby Cathy corrected the word *'bullying to the victims'* to become *'bullying victims'* and this was accepted by Eva (see lines 92 and 93). (italics added).

To add to this, the 'Explain-reiterate' pattern emerged in which Cathy provided further explanation on the meaning of the word *'bullying'* and Eva reiterated the meaning (see excerpt 29, lines 94 and 95). Later, the interaction pattern took a leap to 'Identify-correct' whereby Cathy modelled like a 'teacher' in identifying and omitting the article *'the'* in front of the word 'bullying' (see line 96). (italics added).

A check of the final draft revealed that Amy had taken into consideration most of the feedback given by Cathy, Ted and Eva. As such, the revised version of the sentence concerned in Amy's final draft read 'Parents, *schools*, *the* government and *the* society should be given knowledge about anything that are related to bully especially about the effects of *bullying victims'* (italics added).

This shows that various patterns of interaction emerged as a result of the lengthy interaction among the peers in response to the first draft of Amy's Composition 3. It is noted that by engaging in lengthy and meaningful interaction, the peers (especially, the more proficient ones) could help Amy (the writer) to understand her errors; and thereby suggest ways to rectify them. In other words, there was learning taking place during the lengthy interaction among the peers.

(c) Identify and suggest the use of the correct tenses of words

The high-proficiency level students (specifically, Ted and Cathy) were found to be very concerned about the appropriateness of tenses used in writing compositions. As such, they helped their peers to identify and suggest the usage of the correct tenses of words.

For instance, as noted in excerpt 30 below, the patterns of interaction amongst Ted, Cathy and Amy flowed from 'Identify-suggest' (line 166) to 'Identify-explain' (line 167), to 'Correct-accept' (lines 168 and 169), to 'Identify-correct' (line 170), and then to 'Inquire-confirm' (lines 172 and 173) in their effort to correct the tenses of words as well as grammatical errors:

Excerpt 30: Peer Response, Composition 3, lines 166 to 173

166.	Ted:	*'send'*, *'send'*, you have to change it to past tense.	**Identify-suggest**	**Teacher**
167.	Cathy:	After the word 'be'.	**Identify-explain**	**Teacher/ Expert**
168.	Ted:	*'sent'*.	**Correct**	**Teacher**
169.	Amy:	*'s-e-n-t'*.	**Accept**	
170.	Ted:	*'juvenil'*, you miss an *'e'*.	**Identify-correct**	**Examiner**
171.	Aini:	Ohh!		
172.	Amy:	Do I have to put an *'s'* for 'military *schools* or *juvenile centres'*? (changing the word *'school'* and *'centre'* to the plural form in the third sentence of paragraph 5 which read 'Those bully can be send to military *schoo*l or juvenil *centre'*.)	**Inquire**	
173.	Cathy:	Yes. Next page.	**Confirm**	**Mentor**

As shown in excerpt 30 (line 166) above, the interaction commenced with the 'Identify-suggest' pattern in which Ted modelled like a 'teacher' in identifying and suggesting to change the present tense of the word *'send'* (in the third sentence of paragraph 5 in the first draft of Amy's Composition 3: 'Those bully can be *send* to military school or juvenil centre'). This was followed by the 'Identify-explain' pattern whereby Cathy also modelled like a 'teacher' and an 'expert' in support of Ted's

suggestion; and thereby provided the explanation on the need to change the word to the past tense form (see line 167). (italics added).

In the next exchange, the pattern of interaction changed to 'Correct-accept' in which Ted gave the correct past tense form of the word *'sent'* and this was accepted by Amy (see excerpt 30, lines 168 and 169). As the discussion on the sentence ensued, the interaction pattern took a leap to 'Identify-correct' whereby Ted continued to correct the spelling error of the word *'juvenil'* to become *'juvenile'* (see line 170). It is interesting to note that there was a sign of internalisation of grammatical rule as Amy showed a sense of understanding in the usage of the plural form when the conversation shifted to the 'Inquire-confirm' pattern. In this 'Inquire-confirm' pattern, Amy asked whether to add the plural form to the words *'school'* and also *'centre'* (see line 172) and this query was confirmed by Cathy (see line 173). (italics added).

An analysis of the final draft revealed that Amy had utilised all the feedback given by Ted and Cathy. In addition, she also added the plural form to the word *'bully'* on her own. Thus, the amended sentence read 'Those *bullies* can be *sent* to military *schools* or *juvenile centres'* (italics added).

In winding up, the above example showed that learning had taken place when the students were engaged in lengthy conversation whereby the 'Identify-suggest' pattern of interaction led to other patterns of interaction. In this way, the less proficient students could learn from the more proficient ones as the latter modelled like 'teachers' and 'experts' in providing explanation for their suggestions to change the tenses of certain words concerned. In Ted's opinion, "I learnt that many people [peers] have different ideas and they are all open to my comments. So, … it seems that they are more open-minded" (see INW1/S2/60 in Appendix P2).

In addition, there was also a transfer of learning in which Amy was able to apply her knowledge learnt earlier on the usage of the plural form of words to another context.

This is in line with Vygotsky's (1978) theory that learning takes place first between individuals and then within the individuals. Besides, with the guidance from the more proficient ones, the less proficient ones could perform beyond their 'zone of proximal development'. As noted in an interview with Amy, she mentioned that she had gained through the peer response sessions in that "…, I learnt how to write essays better. And then, I learnt to correct some grammar errors … ." (INW4/S4/232).

(d) Identify and suggest the omission of words

The high-proficiency level students could also help their group members to identify and suggest the omission of words in a sentence. The following excerpt 31 provides an illustration of the 'Identify-suggest' pattern of interaction which surfaced when Cathy was responding to the first draft of Amy's Composition 4:

Excerpt 31: Peer Response, Composition 4, lines 45 to 50

45.	Cathy:	Umm, third paragraph.		**Facilitator**
46.	Amy:	Mmm?		
47.	Cathy:	Third paragraph.		
48.	Amy:	Okay.		
49.	Cathy:	The next sentence, 'By exercising, we can reduce *our* stress', you can cut off *'our'*. (omitting the pronoun *'our'* in between the words 'reduce' and 'stress' in the second sentence of paragraph 3 which read 'By exercising, we can reduce *our* stress and make us feel more relax and we can free our minds from all the problems'.)	**Identify-suggest**	**Teacher**
50.	Amy:	Oh, 'we can reduce stress'?		

As portrayed in excerpt 31 (line 45) above, the peer interaction commenced with Cathy playing the role of a 'facilitator' in steering the group members' attention to paragraph 3 in the first draft of Amy's Composition 4. Then, the 'Identify-suggest' pattern of interaction (see line 49) emerged in which Cathy modelled like a 'teacher' in identifying and suggesting to omit the pronoun *'our'* in front of the word 'stress' (in the second sentence of paragraph 3 in the first draft of Amy's Composition 4: 'By

exercising, we can reduce *our* stress and make us feel more relax and we can free our minds from all the problems'). (italics added).

A check of the final draft revealed that although Amy was careless in missing out the alphabet *'e'* at the end of the word *'mor'* (sic), she had utilised the feedback given by Cathy. Hence, the revised version of the sentence read 'By exercising, we can reduce stress and make us feel *mor* relaxed and we can free our minds from all the problems' (italics added).

Thus, the above example showed that through this 'Identify-suggest' pattern of interaction, the more proficient student (specifically, Cathy) could help to identify and suggest the omission of unnecessary word in the first draft of the less proficient student's composition.

To conclude, through this 'Identify-suggest' pattern of interaction, the more proficient students could guide the less proficient ones to identify errors and provide suggestions to rephrase words or phrases; identify problem area and suggest to insert missing punctuation; identify and suggest to correct the tenses of words; and identify and suggest the omission of words. Besides, multiple-patterns of interaction were found to precede and ensue the 'Identify-suggest' pattern in which the high-proficiency level students (especially, Cathy and Ted) modelled like 'teachers' and 'experts' in helping the novice writers to identify problem areas and to provide suggestions to correct their errors. In addition, there was transfer of learning in which the less proficient student (Amy) could apply her knowledge learnt earlier on grammatical rules to a new context of learning.

4.1.5.3 Identify-rectify

Another common primary pattern of development of ideas utilised by both the high and intermediate-proficiency level students was "Identify-rectify" in which they helped

to identify spelling errors and identify missing gaps in the individual first drafts of their peers' compositions; and subsequently, the writers would rectify those errors. Besides, the high-proficiency level students were also able to identify and self-rectify errors in the usage of punctuation mark, identify and self-rectify errors in the usage of the singular form of words, and identify and self-rectify errors in the spelling of words. In addition, both the high and intermediate-proficiency level students could identify and self-translate words from the Malay Language to the English Language, as well as identify and rectify errors by rephrasing words. The following are some examples of instances in which this 'Identify-rectify' pattern of interaction emerged during the peer response sessions to all the students' compositions. It is noted that in certain instances as shown below, this 'Identify-rectify' (a primary pattern of interaction) was followed by other secondary patterns of interaction as the peers exchanged their ideas.

(a) Identify and rectify spelling errors

It was found that both the high and intermediate-proficiency level students could identify the spelling errors of words; and subsequently, the writers could rectify those errors. This is exhibited in excerpt 32 below:

Excerpt 32: Peer Response, Composition 1, lines 8 and 9

| 8. | Elle: | *'goverment'*. | **Identify** | **Examiner** |
| 9. | Amy: | Oh, spelling. Hahaha! | **Rectify** | |

As witnessed in excerpt 32 (line 8) above, Elle (an intermediate-proficiency level student) modelled like an 'examiner' in identifying the spelling error of the word *'goverment'* (in the fourth sentence of paragraph 1 in the first draft of Amy's Composition 1: 'As a well-known develop country, Malaysia *goverment* had to be serious in maintaining the natural resources and other holiday spots so that the tourist from the outside and inside the country can spending their holiday in Malaysia'). This

helped to alert Amy to rectify the spelling error to become *'government'* in her final draft (italics added).

Likewise, as evident in excerpt 33 (line 16) below, the spelling error of the same word in the same sentence concerned was also pointed out by Cathy (a high-proficiency level student) to Amy:

Excerpt 33: Peer Response, Composition 1, line 16
16. Cathy: Second sentence, eh, no, no. Third **Identify Examiner** sentence, grammar error again, isn't it? (pointing to the word *'goverment'*).

Similarly, as portrayed in excerpt 34 below, Ted (another high-proficiency level student) utilised the 'Identify-rectify' pattern of interaction to assist Eva in rectifying her own error:

Excerpt 34: Peer Response, Composition 1, lines 300 to 303
300. Cathy: The last paragraph, umm//
301. Ted: //*'fell* excited'//   **Identify Facilitator**
302. Cathy: //ya//
303. Eva: //   **Rectify** wrong spelling//

As illustrated in excerpt 34 (line 301) above, Ted played the role of a 'facilitator' in alerting and spotting the spelling error of the word *'fell'* (in the first sentence of the last paragraph in the first draft of Eva's Composition 1: 'Therefore, Malaysia is a place that can let tourist to *fell* excited and worth to spend time with …'). An analysis of the final draft revealed that Eva had corrected the spelling error of the word *'fell'* to become *'feel'*. Therefore, the amended version of the sentence read 'Therefore, Malaysia is a place that allows tourists to *feel* excited and it is worth to spend time with' (italics added).

In short, specifically Cathy, Ted and Elle played the roles of 'facilitators' and 'examiners' in helping their peers to identify their spelling errors. This helped to alert the writers concerned to rectify their errors. Through my observations, I also noticed that there was a sense of teamwork as all the group members were interested in each

others' writing. As such, they were enthusiastic in identifying errors and alerting their peers to rectify them. (For illustration, see field notes in FW2/D2/1108, lines 45 to 52 in Appendix Q.)

(b) Identify and rectify words from plural to singular form

The high-proficiency level students were able to identify and rectify their own errors by changing words from the plural to the singular form. This is depicted in excerpt 35 below:

Excerpt 35: Peer Response, Composition 1, lines 258 and 259

258.	Cathy:	And, umm third paragraph, third line. Since Malaysia is one country, so the word that follows Malaysia is? (pointing to the mistake *'have'* in the sentence which read 'Malaysia *have* many exotic flora and fauna such as Rafflesia, Tapir and Big Foot'.)	**Identify Coach**
259.	Eva:	Ohh! After Malaysia, *'has'*.	**Rectify**

The above excerpt 35 (lines 258 and 259) demonstrates that with the scaffold (in the form of giving explanation and posing a question) provided by Cathy (a high-proficiency level student), Eva (another high-proficiency level student) was able to rectify her own error by changing the plural form of the word *'have'* (in the third line of paragraph 3 in Eva's Composition 1: 'Malaysia *have* many exotic flora and fauna such as Rafflesia, Tapir and Big Foot') to become the singular form *'has'* . Thus, the altered version of the sentence read 'Malaysia *has* many exotic flora and fauna such as Rafflesia, Tapir and Big Foot' (italics added).

This shows that learning had also taken place among the high-proficiency level students as Cathy modelled like a 'coach' in providing explanation and posing a question to make Eva think in order to derive at the correct word form.

(c) Identify and self-rectify errors in punctuation, grammar and spelling

The findings in this study revealed that the high-proficiency level students could identify and self-rectify their own errors in punctuation, grammar and spelling of words in the first drafts of their compositions. The following excerpt 36 illustrates this point:

Excerpt 36: Peer Response, Composition 1, lines 156 to 163
156.	Cathy:	I noticed that I made some mistakes.		
157.	Aini:	I like the essay.		
158.	Amy:	Me, too.		
159.	Cathy:	So, I'll comment on my own.		
160.	Cathy:	Second sentence in the first paragraph, *t*ourism *b*oard of *M*alaysia' is a name, so have to use 'cap'.	**Identify-rectify**	**Self-evaluator/ Mentor**
161.	Eva:	Ha?		
162.	Cathy:	*t*ourism *b*oard of *M*alaysia' is a name, so you have to use 'cap'.	**Explain**	
163.	Aini:	Oh '*T*ourism', capital letter.		

As manifested in excerpt 36 (line 160) above, Cathy could identify and self-correct her own error by changing the small letter of the first and second words in the phrase '*t*ourism *b*oard of *M*alaysia' (in the second sentence of paragraph 1 in the first draft of Cathy's Composition 1) to the capital letter '*T*ourism *B*oard of *M*alaysia' (in her final draft). (italics added).

As the peer response session progressed, it is noted that the constant correction of errors concerning the singular and plural form of words by the group members had made the writer (Eva) to be more conscious of her own error. The following excerpt 37 is an example of how Ted alerted Eva to self-rectify her own error:

Excerpt 37: Peer Response, Composition 1, lines 291 to 293
291.	Ted:	Fourth paragraph, third line. 'Malaysia is filled with beautiful//	**Identify**	**Facilitator**
292.	Eva:	//*islands* and parks', 'national parks'. I spot my own mistakes also//	**Rectify**	
293.	Cathy:	And many *'islands'* such as that, that, that!	**Identify-correct**	**Teacher**

As exhibited in excerpt 37 above, Ted played the role of a 'facilitator' in drawing Eva's attention to the problem area (see line 291). This made Eva realised and rectified

her own error (see line 292) by changing the singular form of the words *'island'* and *'park'* (in the fourth sentence of paragraph 4 in the first draft of Eva's Composition 1: 'Malaysia is filled with beautiful *island* and national *park'*) to become the plural form for the words *'islands'* and *'parks'* respectively (italics added).

An analysis of the final draft indicated that Eva had rectified the errors which were pointed out by Ted. Thus, the revised version of the sentence read 'Malaysia is filled with beautiful *islands* and national *parks'*. This shows that an understanding had been achieved between Ted and Eva as the former only had to point out the errors and the latter (Eva, being the writer) knew how to rectify her own error. (italics added).

This shows that Eva had learnt about the correct usage of the plural form as during an interview after the completion of the final draft of her Composition 1, she reported, "I learn my own mistakes and I learn how to improve it and I also learn from my friends' mistakes. So, I will try not to do the same mistake again" (INW1/S3/54).

This was followed by the 'Identify-correct' pattern of interaction (see excerpt 37, line 293) in which Cathy modelled like a 'teacher' in identifying and changing the singular form of the word *'island'* (in the last sentence of paragraph 4 in the first draft of Eva's Composition 1: 'Many beautiful *island* such as Pulau Pinang, Pulau Sipadan dan Pulau Tioman') to the plural form *'islands'*. A check of the final draft found that Eva had rectified the grammatical error. Thus, the sentence was amended to become 'There are many beautiful *islands* such as Pulau Pinang, Pulau Sipadan and Pulau Tioman' (italics added).

Likewise, Ted (another high-proficiency level student) was also able to rectify his own spelling error. The following excerpt 38 demonstrates this point:

Excerpt 38: Peer Response, Composition 1, lines 585 to 593

585.	Ted:	Well, I found my own mistake. Paragraph 3, line 3, *'heaven'*. I don't think it's *'heaven'*, it should be, I made a spelling error. It should be *'haven'*.	**Identify-rectify**	**Self-rectify**
586.	Aini:	I think so. Hahaha!		

587.	Ted:	I think so.	
588.	Amy:	Which one?	
589.	Aini:	Umm, paragraph 3, line.	
590.	Ted:	Line 3, 'tiga', 'tiga' (meaning 'three', 'three' in English).	
591.	Amy:	So, what should it be?	**Inquire**
592.	Ted:	*'h-a-v-e-n'*.	**Reiterate**
593.	Amy:	*'h-a-v-e-n'*.	

As evident in excerpt 38 (line 585), Ted was able to self-rectify his spelling error of the word *'heaven'* (in the second sentence of paragraph 3 in the first draft of his Composition 1: 'With the presence of these races, Malaysia is able to become a *heaven* for food lovers') to become *'haven'* (italics added).

Next, this 'Identify-rectify' pattern of development of ideas switched to the 'Inquire-reiterate' pattern in which Amy sought for confirmation on the error and Ted reiterated the correction (see excerpt 38, lines 591 and 592). Upon analysis of the final draft, it was revealed that Ted had rectified the error. Hence, the corrected version of the sentence read 'With the presence of these races, Malaysia is able to become a *haven* for food lovers' (italics added).

To conclude, the high-proficiency level students (especially, Cathy and Ted) could identify and rectify their own errors in punctuation, grammar and spelling of words. Besides, it is noted that with Ted's guidance, Eva (another high-proficiency level student) could rectify her own error. It was found that the 'Identify-rectify' pattern of interaction was immediately followed by other patterns of interaction as the students were anxious in detecting other errors on the same sentence under discussion.

(d) Identify and rectify errors by inserting missing words

The high-proficiency level students were found to be capable of helping their peers to identify missing gaps; and subsequently, the writer could rectify his or her error by inserting the missing words.

For instance, excerpt 39 below displays the multiple-patterns of interaction that took place amongst Cathy, Ted and Eva as they were discussing on how to improve the first draft of Eva's Composition 1. It is interesting to note how Cathy and Ted demonstrated their skills and tact as the discussion unrolled from the 'Identify-rectify' pattern (lines 267 to 268), to 'Identify-suggest' (line 269), and then to 'Probe-rectify' pattern (lines 270 to 271, and lines 273 to 274).

Excerpt 39: Peer Response, Composition 1, lines 267 to 274

267.	Cathy:	Last sentence of the third paragraph. 'That is why we should promote our country's flora and fauna using'//	**Identify**	**Facilitator**
268.	Eva:	//'by'//	**Rectify**	
269.	Cathy:	//ya, *'by using advertisement'* or you can say *'through advertisement'*//	**Identify-suggest**	**Advisor**
270.	Ted:	Umm, are you sure you can promote our country using one advertisement only?	**Probe**	**Examiner/ Teacher**
271.	Eva:	*'advertisements'*.	**Rectify**	
272.	Cathy:	Ahmm!		
273.	Cathy:	'encourage more tourists' to, to what?//	**Probe**	**Examiner/ Teacher**
274.	Eva:	*//visit Malaysia*// [*Eva was able to understand Cathy's question and the former was able to provide her own elaboration*.]	**Rectify**	

As illustrated in excerpt 39 above, Cathy played a dominant role, followed by Ted in modelling like 'teachers' and 'examiners' in examining Eva's text and guiding Eva to self-correct her own errors. The 'Identify-rectify' pattern of interaction (see line 267) commenced with Cathy facilitating and pointing out a missing preposition in front of the word 'using' (in the last sentence of paragraph 3 in the first draft of Eva's Composition 1: 'That is why we should promote our country's flora and fauna using advertisement to encourage more tourists'). This alerted Eva to rectify her own error by inserting the missing preposition *'by'* (see line 268). (italics added).

Then, the peer interaction shifted to 'Identify-suggest' in which Cathy modelled like an 'advisor' by agreeing to Eva's correction, and at the same time suggesting another

alternative phrase to replace the phrase *'by using advertisement'* (see excerpt 39, line 269). This was followed by the 'Probe-rectify' pattern of development of idea whereby Ted modelled like an 'examiner' and a 'teacher' as he utilised a probing question to inquire on whether to use the singular or the plural form for the word *'advertisement'* (see line 270). This made Eva realised the need to add the plural form *'s'* to the word *'advertisement'* (see line 271). The next exchange also involved the 'Probe-rectify' pattern of development of idea in which Cathy also modelled like an 'examiner' and a 'teacher' in posing a question to help Eva to elaborate her own point (see lines 273 and 274). (italics added).

An analysis of the final draft revealed that Eva had employed both Ted's and Cathy's advice. Hence, she had revised the sentence to become 'That is why we should promote our country's flora and fauna *by* using *advertisements* to encourage more tourists *to visit Malaysia'*. During an interview, Eva also disclosed that "…, they [peers] tell me how to improve my sentence" (INW1/S3/27). Her understanding on the change of the singular form of the word *'advertisement'* to become the plural form *'advertisements'* was evident from her remark, "Add an *'s'* because we don't only promote using one advertisement, we use more than one" (INW1/S3/33). (italics added).

This shows that the more proficient students (specifically, Cathy and Ted) played their roles well in modelling like 'facilitators', 'examiners' and 'teachers' to guide their peers, especially the less proficient ones to rectify their own errors. Besides, both the high and intermediate-proficiency level students were found to focus their attention in giving feedback not only on grammatical errors but on the adequacy of elaboration; thus, resulting in the emergence of multiple-patterns of interaction as the peer discussion progressed along.

(e) Identify and self-translate words from the Malay Language to the English Language

It was found that both the high and intermediate-proficiency level students were able to identify and rectify their own errors by translating words from the Malay Language to the English Language. For instance, excerpt 40 below illustrates how Ted utilised the 'Identify-rectify' pattern to assist Eva in self-translating a word from the Malay Language to the English Language:

> **Excerpt 40: Peer Response, Composition 1, lines 294 to 299**
>
> 294. Ted: And you spell, you left the sentence **Identify Facilitator** hanging.
> 295. Eva: Hahaha! I saw my mistake, *'and'*. The **Rectify** word 'and' I spelt it in B.M. *'dan'*.
> 296. Amy: Hahahaha!
> 297. Ted: I didn't see that.
> 298. Cathy: She wrote it in B.M.
> 299. Ted: You wrote in B.M.?

As portrayed in excerpt 40 (lines 294 and 295) above, Ted played the role of a 'facilitator' in guiding Eva to spot and self-correct her own error by translating the Malay word *'dan'* (in the last sentence of paragraph 4 in the first draft in her Composition 1: 'Many beautiful island such as Pulau Pinang, Pulau Sipadan *dan* Pulau Tioman') to the English word *'and'* in her final draft. This shows that Ted was very sharp as he helped to identify a word written in the Malay Language and this alerted Eva to rectify the error by self-translating it to the English Language version. (italics added).

Similarly, the findings in this study revealed that the intermediate-proficiency level student could also spot and self-translate words from the Malay Language to the English Language. This is evident in excerpt 41 below:

> **Excerpt 41: Peer Response, Composition 1, line 474**
>
> 474. Aini: Okay, okay, okay. *'Gunung'* is **Identify- Self-translator** changed to *'Mount* Kinabalu', right? **rectify**

As shown in excerpt 41 (line 474) above, the 'Identify-rectify' pattern emerged during the peer response session whereby Aini was able to identify and translate the

Malay word *'Gunung'* (in the last sentence of paragraph 1 in the first draft of her Composition 1: 'For example, the tallest mountain in South Asia, *Gunung* Kinabalu, the biggest flower in the world, rafflesia flower which is located in *Gunung* Kinabalu, University Sabah, the most beautiful university in Asia Pacific and other else') to the English word *'Mount'* (in the last sentence of paragraph 1 in the final draft). This shows that the peer response sessions had alerted Aini to be more cautious in detecting her own error of using a Malay word and thereby to self-translate it to the English Language version. (italics added).

In short, the peer response sessions had sharpened the writers' skill in identifying and rectifying their own errors by self-translating words from the Malay Language to the English Language.

(f) Identify and rectify errors by rephrasing words

Both the high and intermediate-proficiency level students were found to be able to identify errors and this alerted the writers concerned to rectify those errors by rephrasing them on their own. This is exemplified in excerpt 42 below which illustrates how Cathy helped to identify the error made by Elle and this alerted the latter to rectify that error by rephrasing it on her own:

Excerpt 42: Peer Response, Composition 2, lines 577 to 579

577.	Cathy:	Third paragraph, third paragraph, second sentence, the word *'restrict'*//	**Identify**	**Examiner**
578.	Elle:	//*'enforce'* hia?//	**Rectify**	
579.	Cathy:	Mmm.	**Confirm**	

Elle had learnt and internalised the word *'enforce'* from the feedback given earlier by Cathy and Ted to Eva (see excerpt 28, lines 436 to 438 which has been discussed earlier). As such, Elle was able to apply this word to correct her own error. As shown above in excerpt 42 (line 577), Cathy modelled like an 'examiner' in identifying the error *'restrict'* (in the first sentence of paragraph 3 in the first draft of Elle's

Composition 2: 'To avoid and save these kind of problems, the government should *restrict* the laws and increases the fines') and this alerted Elle to rectify her own error by changing that word to *'enforce'* (see line 578). This was confirmed by Cathy (see line 579). (italics added).

An analysis of the final draft revealed that Elle had rectified the error *'restrict'* to become *'enforce'*. Thus, the altered version of the sentence read 'To avoid and solve these kind of problems, the government should *enforce* the laws and increase the fines *to those sabotagians'*. However, it is noted that the addition of a phrase *'to those sabotagians'* by Elle to expand the sentence did not make sense. Nevertheless, what is important here is that it shows Elle had learnt and internalised the word *'enforce'* from the feedback given earlier by Cathy and Ted to the other group members. Therefore, Elle could use this word in the right context to correct her own error. (italics added).

Likewise, excerpt 43 below demonstrates that Aini also had learnt and internalised the usage of the word *'enforce'* from the feedback given earlier by her peers (see excerpts 28 and 42 as discussed earlier).

Excerpt 43: Peer Response, Composition 2, lines 673 to 675

673.	Cathy:	Okay, next paragraph, paragraph 3. 'we have to *restrict* the law', the use of word is wrong.	**Identify Examiner**
674.	Aini:	*'restrict'* change to *'enforce'*?	**Rectify**
675.	Cathy:	Yeah.	

As portrayed in excerpt 43 (line 673) above, the 'Identify-rectify' pattern of interaction was utilised by Cathy when she modelled like an 'examiner' in identifying the wrong usage of the word *'restrict'* (in the first sentence of paragraph 3 in the first draft of Aini's Composition 2: 'Subsequently, we have to *restrict* the law by increasing the penalty to whom that are damaging the earth by logging or dumping toxic substances into the river'); and Aini rectified it by changing the word to become *'enforce'* (see line 674). (italics added).

This shows that there was a sign of the breaking down of the peer scaffold as Aini had learnt and understood the usage of the word *'enforce'*; and thus, she could apply it to rectify her own error. Upon checking of the final draft, Aini was found to have rectified the error concerned. Therefore, the amended version of the sentence read 'Subsequently, we have to *enforce* the laws by increasing the penalty to those who are damaging the earth by logging or dumping toxic substances into the river' (italics added).

The two cases as discussed above in excerpts 42 and 43 showed that Elle and Aini followed the peer response sessions closely. These findings concur with Vygotsky's (1978) theory that the more proficient writers can guide and assist the less proficient writers to function on their own when there is collaboration.

Similarly, Amy had learnt from the earlier feedback given by Ted and Cathy during the previous peer response sessions to the students' Compositions 1 and 2 (see excerpts 16 and 17 which have been discussed earlier). This is witnessed in excerpt 44 below:

Excerpt 44: Peer Response, Composition 3, lines 151 and 152

151.	Amy:	Oh ya, *'the'*! Before the word 'government', I should put *'the'* right? (adding a missing article *'the'* in front of the word 'government' in the first sentence of paragraph 5 which read 'Apart from that, the responsible people such as government should enforce the laws'.)	**Identify-rectify**
152.	Cathy:	Yes.	

As demonstrated in excerpt 44 (line 151) above, Amy could identify and rectify her own error by adding the word *'the'* in front of the word 'government' (in the first sentence of paragraph 5 in the first draft of her Composition 3: 'Apart from that, the responsible people such as government should enforce the laws'). This ability in rectifying her own error shows that Amy had learnt and internalised the need to use the article *'the'* in front of the word 'government' (italics added).

Thus, upon analysis of the final draft found that Amy had rectified the error and had revised the sentence to become 'Apart from that, the responsible people such as *the* government should enforce law'. This shows that learning had taken place as there was collaboration and guidance from the more proficient writers (italics added).

To conclude, both the high and intermediate-proficiency level students could help their peers to identify and rectify their errors. Generally, I noticed that the less proficient writers have learnt from the constant correction of errors by Cathy and Ted concerning grammatical errors, as well as the usage of certain words and the specific article *'the'*. Thus, after having internalised those rules and the correct usage of certain words, the less proficient writers (Amy, Aini and Elle) could apply that knowledge gained to rectify their own errors in those areas.

In an interview, Ted expressed his confidence in his peers' feedback and that there was mutual learning as he mentioned, "Yes, because we are all students, so they may know something I do not know and I may know something that they do not know. So, it's good to exchange feedback with my friends" (INW3/S2/96).

4.1.5.4 Inquire-explain

The findings in this study revealed that this 'Inquire-explain' pattern of interaction is one of the secondary patterns of development of ideas. Through this pattern of interaction, the writers could understand the reason in correcting an error; and on the part of the readers, they could understand better the intended message of the writers. As such, through the peer interaction and the peer feedback, the writers can improve in the revision of the first drafts of their compositions. The following examples demonstrate some instances in which this pattern of interaction occurred.

For instance, excerpt 45 (lines 499 to 504) exhibits three patterns of development of ideas which flowed from 'Inquire-explain' to 'Identify-correct', and then to 'Identify-suggest' as Ted helped Aini to improve the first draft of her Composition 1:

Excerpt 45: Peer Response, Composition 1, lines 499 to 504

499.	Ted:	But third paragraph, I don't understand the first sentence. 'Next, attraction strategy is by *organisers* or *organising* Mega Sale Carnival annually'. What do you mean? (referring to the sentence which read 'Next attraction strategy is by *organisers* Mega Sale Carnival annually'.)	**Inquire**	
500.	Aini:	The next way to attract the tourists to Malaysia is we can organise Mega Sale Carnival and we like every year, we organised Mega Sale.	**Explain**	
501.	Ted:	So, it's not 'Next' comma. It is just 'Next attraction'.	**Identify-correct**	**Examiner**
502.	Aini:	Yes, 'Next attraction', *no comma*, cancel.		
503.	Ted:	Umm, I think you can put a *'The'* in front of the 'Next'. It would be better, I think, easier to understand.	**Identify-suggest**	**Advisor**
504.	Aini:	Add a *'The'*, okay.		

The above excerpt 45 (line 499) illustrates the 'Inquire-explain' pattern of interaction whereby Ted asked Aini to clarify the first sentence of paragraph 3 in the first draft of her Composition 1. Then, Aini responded by providing the explanation (see line 500). This was followed by the 'Identify-correct' pattern of interaction (see line 501) in which Ted modelled like an 'examiner' in identifying and instructing Aini to omit the *comma* after the word 'Next' (in the first sentence of paragraph 3: 'Next, attraction strategy is by *organisers* Mega Sale Carnival annually'). As the discussion on the sentence proceeded, the pattern of interaction changed to 'Identify-suggest' whereby Ted identified the problem area and advised Aini to insert the missing article *'The'* in front of the word 'Next' (see line 503). (italics added).

Upon analysis of the final draft, it was found that Aini had employed the feedback given by Ted. As such, she had revised the sentence to become '*The* next attraction strategy is by *organising* Mega Sale Carnival annually'. Thus, this shows that through

the explanation given by Aini (see excerpt 45, line 500), Ted could understand the message that Aini was trying to convey to the audience. With this, Ted could help Aini to rephrase the sentence. (italics added).

Likewise, excerpt 46 below depicts four patterns of interaction that shifted from 'Inquire-explain', to 'Inquire-confirm', to 'Identify-suggest' and then to 'Suggest-accept' as Aini and Cathy were discussing on how to improve the first draft of Ted's Composition 2:

Excerpt 46:   Peer Response, Composition 2, lines 906 to 916

906.	Aini:	Umm, third paragraph, second sentence. 'that it is *no big deal'*; *'not big deal'* or *'no a big deal'*?	**Inquire**	
907.	Cathy:	There's nothing wrong with *'no big deal'*.	**Explain**	
908.	Aini:	Nothing wrong, ahh! Hahaha!	**Inquire**	
909.	Ted:	It's okay.	**Confirm**	
910.	Cathy:	'They feel that *it is no big deal* in polluting the environment', do you think it is a better sentence?	**Identify-suggest**	**Advisor**
911.	Ted:	*'no big deal'*.		
912.	Aini:	*'not a big deal'*.		
913.	Cathy:	You can say that *'There is no big deal* in polluting the environment'.	**Suggest**	**Advisor**
914.	Ted:	Yes.	**Accept**	
915.	Cathy:	Instead of *'it'*.	**Suggest**	
916.	Ted:	Okay, then?	**Accept**	

As portrayed in excerpt 46 (line 906) above, the 'Inquire-explain' pattern of interaction commenced with Aini inquiring on the appropriateness of the phrase *'no big deal'* (in the second sentence of paragraph 3 in the first draft of Ted's Composition 2: 'They feel that it is *no big deal* to pollute the environment as Mother Nature will work her magic and allow the pollutants to disintegrate or disappear'). (italics added).

Then, Cathy modelling like a 'teacher' confidently explained that there was nothing wrong with the phrase (see excerpt 46, line 907). As the discussion ensued, this pattern of interaction switched to 'Inquire-confirm' in which Aini again asked for confirmation of the phrase and this was reconfirmed by Ted (see lines 908 and 909). (italics added).

Next, the pattern of interaction moved to 'Identify-suggest' in which Cathy continued to advise Ted to change the word *'it'* behind the word 'that' to become *'there'* (see excerpt 46, line 910). This was followed by the 'Suggest-accept' pattern of interaction in which Cathy again made the same suggestion and this was accepted by Ted (see lines 913 and 916). Ted also disclosed the acceptance of his peers' feedback during an interview after the completion of his Composition 1 as he remarked, "… they [peers] gave quite good advice and some words which should be … changed and the grammar that has to be corrected" (see INW1/S2/16 in Appendix P2). (italics added).

Thus, a check of the final draft found that Ted had restructured his sentence based on Cathy's feedback to become '*Most people feel that there* is no big deal in polluting the environment as Mother Nature will work her magic and allow the pollutants to disintegrate or disappear'. It is noted that in this corrected version, Ted had included the phrase *'Most people feel …'* because he had synthesized and combined the information in the first sentence ('It is the mindset of people that encourages them to pollute the environment') and the second sentence ('They feel that it is *no big deal* to pollute the environment as Mother Nature will work her magic and allow the pollutants to disintegrate or disappear') to ensure that his message was clear to his readers. This is evident when he explained during an interview, "…, she [the class teacher] don't understand what I mean by *'mindset'*. So in my second draft, I cancelled out the *'mindset'* and put *'"peoples" feeling'* (INW2/S2/132). (italics added).

This shows that Ted took into consideration the feedback given by his peers and class teacher. Besides, he had also reflected upon those feedback before making a decision to revise the sentence concerned. According to Ted, "… I accept it [peer feedback] willingly but I have to look through to see if their [peers'] comments are relevant" (INW2/S2/120). In other words, he did not just follow his peers' feedback blindly. (See excerpt 132 in Section 4.2.6.8 for related discussion.)

Another instance in which the 'Inquire-explain' pattern of interaction occurred have already been discussed earlier (see excerpt 21, lines 502 to 504 during the peer response session to the individual first draft of Aini's Composition 2). The findings indicated that the 'Inquire-explain' pattern of interaction was either preceded or followed by the other types of pattern of interactions during the peer response sessions to the students' compositions.

To conclude, through the 'Inquire-explain' trend of interaction, the writers benefited as their peers provided explanation to assist them to produce better final drafts.

4.1.5.5 Inquire-confirm

This 'Inquire-confirm' pattern of interaction is one of the secondary patterns of development of ideas. Through this pattern of interaction, the writer could seek for confirmation of his or her peer's suggestion to omit a preposition; and on the other hand, the reader could seek for confirmation of his or her suggestions or other readers' suggestions to insert words, to rephrase word form and to correct word order. The following are examples to illustrate some instances in which this pattern of interaction occurred.

The following excerpt 47 shows that through this 'Inquire-confirm' pattern of interaction, the writer could seek for confirmation on the need to omit a preposition as suggested by a reader. It is noted that in excerpt 47 below, the 'Inquire-confirm' pattern of interaction (see lines 16 and 17) was preceded and followed by the 'Identify-correct' pattern of interaction (see lines 12 to 14, as well as lines 18 and 19):

Excerpt 47: Peer Response, Composition 2, lines 10 to 20

10.	Cathy:	Do you think there is something wrong with the first sentence?	**Facilitator**
11.	Ted:	No. At works and become their freedom.	
12.	Cathy:	*'most of human being'* (reading the phrase in first sentence of the first paragraph of Amy's first draft).	**Identify**
13.	Eva:	*'most of human being'*.	

14.	Amy:	Hah? *'most human being'*?	**Correct**	
15.	Ted:	Ya, *'most human beings'*.	**Accept**	
16.	Amy:	Cut *'of'* kah?	**Inquire**	
17.	Ted:	Cut of the *'of'* lah!	**Confirm**	**Advisor**
18.	Cathy:	*'human beings'*, *'s'*. *'have'*, not *'had'*.	**Identify-correct**	**Teacher**
19.	Ted:	*'manners'* (changing the word *'manner'* from singular to the plural form *'manners'*).	**Identify-correct**	**Teacher**
20.	Amy:	Okay.	**Accept**	

The discussion began with Cathy (see excerpt 47, line 10) gearing the group members' attention to the problem area. This was followed by the 'Identify-correct' pattern of interaction (see lines 12 to 14) in which Cathy identified and Amy omitted the preposition *'of'* in front of the word 'human' (in the first sentence of paragraph 1 in the first draft of Amy's Composition 2: 'Moving towards world of globalisation that grow each day, most *of* human being had lost their good manner'). Then, Ted accepted the correction as suggested by Cathy (see line 15). (italics added).

Next, the interaction switched to the 'Inquire-confirm' pattern in which Amy sought for confirmation on the omission of the preposition *'of'* and this was confirmed by Ted (see excerpt 47, lines 16 and 17). As the discussion on the same sentence continued, the pattern shifted to 'Identify-correct' in which Cathy modelled like a 'teacher' in adding the plural form to the word *'being'*, and changing the past tense form of the word *'had'* in front of the word 'lost' to the present tense form *'have'* (see line 18). Similarly, Ted changed the singular form of the word *'manner'* to the plural form *'manners'* and this was accepted by Amy (see lines 19 and 20). (italics added).

An analysis of the final draft revealed that Amy had used her peers' feedback to correct her errors. Hence, the altered version of her sentence read 'Moving towards the world of globalisation that grows each day, most human beings *have* lost their *manners*'. Here, Amy had understood the reason in using the plural form as she mentioned during an interview, "And then, my singular and plural, like *'human being'* is

a lot, … should be *'human being'* with *'s'*, and after that *'have'*." (INW2/S4/49). (italics added).

Likewise, in another example, Ted utilised this 'Inquire-confirm' pattern of interaction to seek for confirmation on the need to insert the article *'The'* when responding to the first draft of Eva's Composition 2. This is illustrated in excerpt 48 below in which the peer interactions generated multiple-patterns which shifted from 'Correct-explain', to 'Inquire-confirm', to 'Inquire-explain', to 'Identify-explain', to 'Reiterate-confirm', and then to 'Identify-explain':

Excerpt 48: Peer Response, Composition 2, lines 445 to 469

445.	Ted:	*'The'*.	**Correct**	
446.	Aini:	*'The* 3R campaign'?		
447.	Ted:	Yes. I mean if you start a new sentence//	**Explain**	**Coach**
448.	Aini:	//must put *'The'*//		
449.	Ted:	//must put *'The'*, right?//	**Inquire**	**Expert**
450.	Cathy:	*'the* environment', *'the* government'.	**Confirm**	**Referee**
451.	Ted:	*'the* campaign'. (This correction triggers Aini to remember the earlier discussion on the need to use the article *'The'* in front of the word 'media').		**Catalyst**
452.	Aini:	*'The* media'.	**Reiterate**	
453.	Aini:	'the environmental issues'.		
454.	Cathy:	Yes.	**Confirm**	
455.	Eva:	What if it's in the middle of a sentence?	**Inquire**	
456.	Cathy:	It should have the word *'the'*.	**Explain**	**Coach/ Expert**
457.	Ted:	But after a punctuation, omit the word *'the'*.	**Identify- explain**	**Coach/ Expert**
458.	Eva:	Punctuation.		
459.	Aini:	So, the fourth paragraph, *'The* 3R campaign'?	**Reiterate**	**Reminder**
460.	Cathy:	Ya. *'The* 3R campaign should be held', there's nothing wrong with it.	**Confirm**	
461.		(.)		
462.	Ted:	When you put *'the'*, right? Like you learn something already, then you put *'the'* the next time you use it on something.	**Identify- explain**	**Coach/ Advisor**
463.	Cathy:	*'the'* itself, right it's only one, not a lot.	**Explain**	**Coach**
464.	Ted:	One out of a lot lah.	**Explain**	**Coach**
465.	Cathy:	You have *'a'*, *'an'* and *'the'*.	**Explain**	**Coach**
466.	Ted:	What do you call them?		
467.	Cathy:	I don't know. I can't remember.		
468.	Eva:	What if something is one? If you don't use *'a'* or *'an'*, then you use *'the'*.		**Team- player**
469.	Cathy:	Ya, sometimes, you don't use either one at all.		

In the 'Correct-explain' pattern of interaction as shown in excerpt 48 (line 445), Ted inserted the article *'The'* in front of the word '3R' (in the first sentence of paragraph 4 in the first draft of Eva's Composition 2: '3R campaign should also be held'). Next, Ted modelled like a 'coach' in providing explanation on the need to insert the article (see line 447). (italics added).

This was ensued by the 'Inquire-confirm' pattern of interaction whereby Ted sought for confirmation on his suggestion and Cathy modelled like a 'referee' in providing the confirmation (see excerpt 48, lines 449 and 450). Ted also followed Cathy in providing another example to show the use of the article *'the'* (see line 451). At this point, the pattern of interaction shifted to 'Reiterate-confirm' (see lines 452 to 454) as Ted's suggestion served as a catalyst which triggered Aini to reiterate the need to use the article *'the'* in front of the word 'media' which she had learnt earlier from the feedback given by Cathy and Ted to her and her peers (see excerpts 16, 17 and 18 which have been discussed earlier). In other words, Aini had internalised the rule of using the article *'the'* in this context. (italics added).

Consequently, the discussion shifted to another pattern 'Inquire-explain' whereby Eva inquired further about the usage of the article *'the'* in a sentence; and modelling like a 'coach' and an 'expert', Cathy provided the explanation (see excerpt 48, lines 455 and 456). Next, the interaction took a leap to the 'Identify-explain' (see line 457) pattern in which Ted also modelled like a 'coach' and an 'expert' to provide more explanation on the need to omit the article after a punctuation. Then, the interaction continued with the 'Reiterate-confirm' pattern in which Aini played the role of a 'reminder' in repeating the correction suggested by Ted; and this was agreed by Cathy (see lines 459 and 460). (italics added).

After that, the conversation flowed to the 'Identify-explain' pattern in which Ted and Cathy modelled like 'coaches' and 'advisors' in identifying and providing further

explanation on the usage of the article (see excerpt 48, lines 462 to 465). Next, Eva was seen to have understood the usage of the article *'the'* and she even shared her knowledge on the usage of the article *'a'*, *'an'* and *'the'* with the other group members (see line 468). (italics added).

Upon analysis of the final draft, it was revealed that Eva had heeded her peers' feedback. Therefore, she had revised the sentence to become '*The* 3R campaign should also be organised'. I noticed that there was learning taking place here as the peers were exposed to the usage of the article *'the'*; and thus, they were able to apply this knowledge in the revision of the individual drafts of their subsequent compositions. (See excerpt 113 in Section 4.2.6.4 for more detailed discussion.) An interview with Aini substantiated this claim that she had understood the rule of using the article *'the'* as she elucidated, "… the specific word, I use it before the word *'media'*, and *'the government'*." (INW3/S5/126). (italics added).

Besides, through Ted's observation, he also noticed:

> Like now, Aini, she in some cases where you need to write *'the'* in front of an object, previously she didn't write it but now recently she has been writing *'the'* in the object that need the word *'the'* in front of it (INW4/S2/56). (italics added).

Similarly, this 'Inquire-confirm' pattern of interaction is also employed in yet another instance by the students to seek for confirmation on the usage of the correct word order. This is witnessed in excerpt 49 below which demonstrates that the 'Inquire-confirm' pattern of interaction (see lines 86 and 87) was preceded by the 'Inquire-negotiate' pattern (see lines 69 to 77) and then the 'Inquire-select' pattern (see lines 82 and 85):

Excerpt 49: Peer Response, Composition 4, lines 69 to 87

69.	Eva:	*'must also'* or *'also must'*?	**Inquire**
70.	Cathy:	*'must also'*.	
71.	Ted:	Can do both ways, right?	**Negotiate**
72.	Cathy:	*'must also'*, *'also must'*, *'can also'*.	**Negotiate**
73.	Ted:	*'we also can'*, *'we also must'*.	**Negotiate**

74.	Ted:	Can use both ways, right? Is it? Yes or no?	**Negotiate**	**Negotiator**
75.	Cathy:	*'we also must'*.	**Negotiate**	
76.	Ted:	*'we must also'*.	**Negotiate**	
77.	Cathy:	*'we can also'*.	**Negotiate**	
78.	Amy:	Ask teacher lah! Teacher! We need help.		
79.	Aini:	S.O.S.		
80.	Ted:	'Ambulans perangkap'.		
81.	Aini:	Haha!		
82.	Ted:	Teacher, is it *'we must also'* or *'also must'*? Can use both ways, is it?	**Inquire**	
83.	Ted:	One, two, three, fourth, fifth paragraph.		
84.	Amy:	Line 1.		
85.	Liza:	*'we must also* do'. (changing the word order of the words *'we also must'* in the first sentence of paragraph 5 which read 'Not only that, *we also must* do medical check-up at least twice a year so that we know if we are suffering from any disease'.)	**Select**	**Consultant**
86.	Ted:	So, we can't use both ways?	**Inquire**	
87.	Liza:	Ya.	**Confirm**	

As portrayed in excerpt 49, the 'Inquire-negotiate' pattern of interaction (see line 69) commenced with Eva inquiring on whether to use *'must also'* or *'also must'* (in the first sentence of paragraph 5 in the first draft of Amy's Composition 4: 'Not only that, we *also must* do medical check-up at least twice a year so that we know if we are suffering from any disease'). (italics added).

This was followed by a lengthy discussion and negotiation between Cathy and Ted (see lines 70 to 77). Ted played the role of a 'negotiator' (see line 74) asking if both *'must also'* and *'also must'* are acceptable. Next, the interaction switched to another pattern 'Inquire-select' in which Ted sought for Liza's (class teacher's) opinion on the correct word order of the words *'also must'*, and Liza was seen to be like a consultant in selecting the right word order *'must also'* (see lines 82 and 85). Subsequently, the interaction shifted to 'Inquire-confirm' whereby Ted sought for confirmation on the correct usage of *'must also'* and Liza provided the confirmation (see lines 86 and 87). (italics added).

Upon checking of the final draft, it was revealed that Amy had utilised the feedback given by Cathy and Liza. Thus, the altered version of the sentence read 'Not only that, we *must also* do medical check-ups at least twice a year so that we know if we are suffering from any disease' (italics added).

To conclude, through the 'Inquire-confirm' pattern of interaction, Cathy played a key role in modelling like a 'referee' in providing confirmation on the omission of words, the correct insertion of words, and the correct word order of certain words. I observed that the counter-checking between Cathy and Ted on the feedback given to their peers had given confidence to the less proficient writers to use those feedback to revise the individual first drafts of their compositions. I noticed that Liza also played the role of a consultant to confirm the usage of the correct word order of certain words when the peer discussion ended in a deadlock.

4.1.5.6 Probe-rectify

The findings in this study revealed that the 'Probe-rectify' pattern of interaction emerged as a result of the tactfulness of the high-proficiency level students (especially, Ted, followed by Cathy) in using probing questions to help their peers think and seek for solution to their own errors (in using the singular form of words and in using inappropriate words). The following are some examples from the peer response sessions to illustrate how this pattern of interaction works. It must be noted here that in certain situations, this pattern of interaction is either preceded or followed by other patterns of interaction that transpired among the group members to develop an idea.

In this 'Probe-rectify' pattern of interaction, Ted was found to play a major role, followed by Cathy in modelling like 'teachers' and 'facilitators' by posing questions to probe for information from the writers. This is evident in excerpt 50 below:

Excerpt 50: Peer Response, Composition 1, lines 511 and 512
511.   Ted: Umm, 'local and foreign *tourist*', only one, is it? **Probe   Teacher**

512.   Aini: Where? Hehehe! Sorry, plural, *'s'*.   **Rectify**

As exhibited in excerpt 50 (lines 511 and 512), the 'Probe-rectify' pattern of interaction was utilised by Ted who modelled like a 'teacher' in posing a question which made the writer (Aini) realised and rectified her own error by changing the singular form of the word *'tourist'* (in the second sentence of paragraph 3 in the first draft of Aini's Composition 1: 'This also will attract the local and foreign *tourist* to shop in Malaysia because the price of the goods are reasonable and very cheap') to the plural form *'tourists'* (italics added).

Upon analysis of the final draft, it is noted that Aini had rectified the error concerned. Therefore, the revised version of the sentence read 'This will also attract the local and foreign *tourists* to shop in Malaysia because the price of the goods are reasonable and very cheap'. This shows that the use of probing questions by Ted had alerted Aini to rectify her own error. (italics added).

Like Ted, Cathy also followed this 'Probe-rectify' pattern of interaction in which she utilised probing question to assist Amy (the writer) to rectify her own error. This is evident in excerpt 51 below:

Excerpt 51: Peer Response, Composition 3, lines 58 to 63

58.	Cathy:	'So, we must think of a *way*', one way only?	**Probe**	**Teacher**
59.	Amy:	Ohh! 'many *ways*'.	**Rectify**	
60.	Eva:	'think of *ways*'. (adding the plural form to the word 'way' in the sentence which read 'So, we must think of a way on how to curb bullying in school'.)	**Accept**	**Team-player**
61.	Cathy:	You cancel off the *'a'*.	**Identify -correct**	**Teacher**
62.	Ted:	Bullying happens only in *'one school'* or *'many schools'*?	**Probe**	**Teacher**
63.	Amy:	'Many *schools*'.	**Rectify**	

As depicted in excerpt 51 (lines 58 and 59) above, Cathy modelled like a 'teacher' by using probing question to assist the writer to rectify her own error (see lines 58 and 59) by changing the singular form of the word *'way'* (in the last sentence of paragraph 1

in the first draft of Amy's Composition 3: 'So, we must think of a *way* on how to curb bullying in school') to the plural form *'ways'* (italics added).

Next, Eva played the role of a 'team-player' in accepting Amy's correction of the error (see excerpt 51, line 60). Following that, the 'Identify-correct' pattern of interaction emerged whereby Cathy continued to model like a 'teacher' in identifying and asking Amy to omit the article *'a'* in front of the word 'way' (see line 61). At this point, the pattern of interaction took a twist back to the 'Probe-rectify' in which Ted posed a question (see line 62) and this alerted Amy to rectify her own error by changing the singular form of the word *'school'* to the plural form *'schools'* (see line 63). A check on the final draft showed that Amy had rectified the error. As such, the revised version read 'So, we must think of *ways* to curb bullying in *schools*' (italics added).

Hence, the above example again indicated that the use of probing questions by Cathy and Ted served as scaffolds in guiding Amy (an intermediate-proficiency level student) to rectify her own error.

Besides helping the less capable students to rectify their own errors, Ted also employed the 'Probe-rectify' trend of interaction to alert Cathy to rectify her own error. This is exhibited in excerpt 52 below:

Excerpt 52: Peer Response, Composition 3, lines 216 to 219

216.	Aini:	Fifth paragraph of Cathy's essay.		**Facilitator**
217.	Ted:	*'violence movies'* or *'violent movies'*?	**Probe**	**Facilitator**
218.	Cathy:	*'violent'*.	**Rectify**	
219.	Ted:	*'violent* movies and games' or 'movies and games containing *violence'*?	**Suggest**	

As shown in excerpt 52 (line 217) above, the 'Probe-rectify' trend of development of idea re-surfaced when Ted utilised probing question to steer Cathy to rectify her own error for the phrase *'violence movies'* (in the last sentence of paragraph 5 in the first draft of Cathy's Composition 3: 'Besides that, the government should also ban certain *violence movies* and games so that students would not pick up juvenile behaviours from

there'). This made Cathy realised and changed the phrase *'violence movies'* to become *'violent movies'* (see line 218). Besides, Ted also provided alternative phrase for Cathy to use (see line 219). (italics added).

A check of the final draft found that Cathy had rectified the error. Hence, the corrected version read 'Besides that, the government should also ban certain *violent* movies and games so that students would not pick up juvenile behaviours from there'. This indicates that Cathy had gained from the peer response session. (italics added).

Therefore, the above examples showed that Ted, followed by Cathy played vital roles in modelling like 'teachers' and 'facilitators' to guide the less proficient writers to rectify their own errors. It was also found that even Cathy benefited from the 'Probe-rectify' trend of development of ideas as through the use of probing question by Ted, Cathy could realise and rectify her own errors. This indicates that not only the less proficient writers gained from the peer response sessions, but the more proficient writers as well.

4.1.5.7 Probe-explain

The 'Probe-explain' pattern of development of ideas was found to be followed by the high-proficiency level students during the peer response sessions to the first drafts of the students' compositions. The findings in this study revealed that Ted, followed by Cathy (as readers) played crucial roles in using this probing technique to obtain explanation on unclear statements.

As portrayed in the following excerpt 53, the 'Probe-explain' pattern of interaction (see lines 711 to 713) was preceded by the 'Identify-correct' (see line 705) and 'Inquire-explain' (see lines 706 to 710) patterns. In addition, the 'Probe-explain' pattern of interaction was followed by a string of other patterns which included 'Oppose-explain' (see lines 715 to 719), 'Probe-interpret' (see line 720), 'Suggest-accept' (see lines 722 to

726), 'Inquire-explain' (see lines 727 to 729), 'Inquire-reiterate' (see lines 730 to 731)

and 'Reiterate-confirm' (see lines 733 to 737).

Excerpt 53: Peer Response, Composition 2, lines 705 to 741

705.	Cathy:	Umm, when you say 'to build the chimney higher', it refers to something. It's not *'chimney'*. It should be the *'smokestack'*. (correcting the word 'chimney' in the last sentence of paragraph 3 which read 'There should be a law to ask factory's owners to build the *chimney* of their factory higher').	**Identify-correct**	**Teacher/ Expert**
706.	Aini:	How do you spell *'smokestack'*?	**Inquire**	
707.	Cathy:	's-m-o-k-e' (spelling the word aloud).	**Explain**	**Teacher**
708.	Aini:	's-m-o-k-e'(spelling the word aloud).		
709.	Cathy:	's-t-a-c-k-s'(spelling the word aloud).	**Explain**	**Teacher**
710.	Ted:	'a-c-k-s', 's-t-a-c-k-s'(spelling the word aloud).	**Explain**	**Teacher/ Expert**
711.	Cathy:	Why do you do it 'higher' for? They still have the same effect.	**Probe**	**Evaluator**
712.	Ted:	Why they should build it 'higher'?	**Probe**	**Evaluator**
713.	Cathy:	Considering that the effects will be the same.	**Explain**	
714.	Aini:	I cannot elaborate anymore or?		
715.	Ted:	No, why, why they should build it 'higher'?	**Oppose**	
716.	Cathy:	It has the same effect.	**Explain**	
717.	Eva:	Even if you build the chimney//	**Explain**	**Evaluator**
718.	Cathy:	//smokestacks higher, it will still release the same gas//	**Explain**	
719.	Eva:	//will pollute our environment//	**Explain**	
720.	Amy:	Maybe, she wants to say like 'filter the air in the smokestack'.	**Probe-interpret**	**Interpreter**
721.	Cathy:	She didn't say 'install//		
722.	Ted:	//electro static precipitator'//	**Suggest**	**Problem-solver/ Expert**
723.	Cathy:	Yes, that's it!	**Accept**	
724.	Aini:	Hahaha! 'install *electro*//	**Accept**	
725.	Ted:	//*static*//	**Accept**	
726.	Cathy:	//*precipitator'*//	**Accept**	
727.	Aini:	Hah?	**Inquire**	
728.	Ted:	*'electro static p-r-e-c-i-p-i-t-a-t-o-r'* (Ted is spelling the word aloud while Aini is uttering the letters along as she is jotting them down on her paper).	**Explain**	**Teacher**
729.	Amy:	*'precipitator', 'precipitator'.*	**Explain**	
730.	Aini:	So, the sentence 'There should be a law to ask factory owners to build smoke, smoke' what?	**Inquire**	
731.	Ted:	*'smokestacks'.*	**Reiterate**	**Teacher/ Expert**
732.	Aini:	*'smokestacks'.*		
733.	Cathy:	'a law to ask factory owners to install smoke',	**Reiterate**	**Teacher**

		eh ['*electro static precipitator*] on the smokestacks'.		
734.	Ted:	['*electro static precipitator*]	**Reiterate**	**Teacher**
735.	Aini:	'a law to ask factory owners to install'//	**Reiterate**	
736.	Cathy:	// ['*electro static precipitator*] on the *smokestack*'.	**Reiterate**	
737.	Ted:	['*electro static precipitator*]// (dictating to Aini while the latter is seen to be jotting down the words on her paper).	**Confirm**	
738.	Aini:	'a law to ask factory owners to install//	**Reiterate**	
739.	Cathy:	// '*electro static precipitator [on the smokestack]*'.	**Reiterate**	
740.	Ted:	*[on the smokestack]*//	**Reiterate**	
741.	Aini:	Then? Okay, thank you.		

As illustrated in excerpt 53 (line 705), the discussion commenced with the 'Identify-correct' pattern in which Cathy modelled like a 'teacher' and an 'expert' in identifying and changing the term *'chimney'* (in the last sentence of paragraph 3 in the first draft of Aini's Composition 2: 'There should be a law to ask factory's owners to build the *chimney* of their factory higher') to become *'smokestack'*. Then, the 'Inquire-explain' pattern emerged with Aini asking for the spelling of the word which was later furnished by Cathy and Ted (see lines 706 to 710). (italics added).

This was followed by the 'Probe-explain' pattern of interaction whereby Cathy and Ted modelled like 'evaluators' in posing questions to investigate on the reason for making the smokestack higher (see excerpt 53, lines 711 and 712). At the same time, Cathy explained that the effect would be the same (see line 713). Next, the interaction pattern shifted to 'Oppose-explain' (see lines 715 to 719) when Ted voiced out his disagreement that the smokestacks should be built higher. Ted's opinion was shared by Eva and Cathy. After that, the interaction trend took a turn to 'Probe-interpret' in which Amy tried to probe and interpret the message put forward by Aini (see line 720).

It is noted that Cathy and Ted were rather harsh and authoritative in their tone when they posed the probing question to Aini (see lines 711 and 712). At that point, Aini was

seen to have run out of ideas as evident from her utterance (see line 714). Nevertheless, through my observation, Aini did not mind the harsh tone of her peers. Instead, she waited patiently for the more competent peers to help her. I observed that even though Ted and Cathy showed their authority during the group discussion, they were very helpful in providing explanation and corrections to Aini's errors (see FW2/D2/1108, lines 53 to 59 in Appendix Q for field notes of in-class observation of the peer response session to the individual first drafts of the students' Composition 2). This indicates that they were comfortable with each other and they were willing to accept each others' views.

Thus, after a lengthy discussion, the interaction switched to 'Suggest-accept' pattern in which the matter was solved when Ted suggested additional information (that is, the installation of the *'electrostatic precipitator'*) to be included in the sentence and this was agreed by Cathy (see excerpt 53, lines 722 to 726). Subsequently, the 'Inquire-explain' pattern surfaced, whereby Aini sought for clarification on the term and Ted as well as Amy attended to her query (see lines 727 to 729). Then, the conversation flowed to 'Inquire-reiterate' (see lines 730 to 731) in which Aini again sought for clarification of the term *'smokestacks'* and Ted repeated the term. In the next exchange, the 'Reiterate-confirm' pattern emerged with Cathy and Ted modelling like 'teachers' as they reiterated the sentence suggested earlier by the group members (see lines 733 to 736). Later, this new sentence structure was confirmed by Ted (see line 737). (italics added).

An analysis of the final draft revealed that Aini had utilised her peers' feedback and she had amended the sentence to become 'There should be a law to ensure factory owners to install more *electrostatic precipitators* on the *smokestacks'*. Hence, this shows that the 'Probe-explain' pattern of interaction is useful as by probing for the real message of the writer, the readers could help the writer to reconstruct her sentence so as to convey her intended message to the audience. The other patterns of interaction which

preceded or followed the 'Probe-explain' pattern also played pertinent roles as they helped to facilitate and maintain the interaction; thereby, enabling the group members to search for the correct term to rectify Aini's error. (See excerpt 100 in Section 4.2.6.1 (c) for related discussion.) (italics added).

4.1.5.8 Evaluate-suggest

The 'Evaluate-suggest' pattern of interaction which was utilised by both the high and intermediate-proficiency level students was also found to be useful. The findings in this study portrayed that Cathy, followed by Aini and Ted played pertinent roles in evaluating words, phrases and points used by the writers and suggesting alternative replacement for those inappropriate words or phrases, as well as suggesting ways to relate the points to the topic under discussion. The following are some instances of this pattern of development of ideas which occurred during the peer response sessions to the individual first drafts of the students' compositions.

(a) Evaluate and suggest a change in word form

The findings in this study indicated that the high-proficiency level students could evaluate on the appropriateness of words used in the individual first drafts of their peers' compositions. This is evident in excerpt 54 below:

Excerpt 54: Peer Response, Composition 1, line 379

379.	Cathy:	'Mega Sale is organised once a year'. 'you can see a lot of *tourism*' (reading aloud the sentences in paragraph two). 'you see a lot of *tourism*'? It should be *'tourists'*. *'Tourism'* is.	**Evaluate-suggest** **Evaluator/ Teacher**

As illustrated in excerpt 54 (line 379) above, the 'Evaluate-suggest' pattern of development of ideas was utilised by Cathy who modelled like an 'evaluator' in evaluating the appropriateness of the word *'tourism'* (in the last sentence of paragraph 2

in the first draft of Elle's Composition 1: 'During mega sale festival, you can see a lot of *tourism* come to hunter their needs because all products will have discount'). Then, Cathy modelled like a 'teacher' in providing suggestion to replace the word *'tourism'* with a more appropriate word *'tourists'* (see line 379). (italics added).

It was found that Cathy's feedback had alerted Elle on the difference in the meaning of the words *'tourism'* and *'tourists'* as during an interview, Elle explained, "…, one of the sentences 'we can see a lot *tourisms'*, they say *'tourisms'* is not *'people'*; it's *'tourists'*. *'come to hunter their needs'* need to change to *'come to hunt for their needs'*." (INW1/S6/38). (italics added).

However, Elle did not correct those words in the same sentence when she revised her first draft as she mentioned, "I did not write in Draft 2 because my first draft is out of the topic" (INW1/S6/42). She further explained that her revision of the point concerned was due to "My friends comment. Aini comment to me" (INW1/S6/44).

Nevertheless, upon analysis of the final draft, it was found that she had employed Cathy's comment by replacing the word *'tourism'* with *'tourists'* in her other sentences. This is evident in the two sentences which she used the words *'tourism'* and *'tourists'*. An example on the usage of the word *'tourism'* is demonstrated in the last sentence of paragraph 1 of her final draft ('To promote Malaysia, government must promote the *tourisms* of Malaysia first'). Another example on the usage of the word *'tourists'* is depicted in the first sentence of paragraph 2 in the final draft of Elle's Composition 1 ('Firstly, the government need to develop more places and organise more campaigns in order to attract more *tourists* to come to Malaysia'). (italics added).

This shows that through this 'Evaluate-suggest' pattern of interaction, Cathy managed to make Elle to realise and understand the difference between the words *'tourism'* and *'tourists'*. As noted in the final draft, Elle was able to apply those two words when revising the first draft of her Composition 1. (italics added).

(b) Evaluate and suggest to rephrase sentences or to elaborate a point

It was found that the high-proficiency level students could evaluate and make suggestions to rephrase sentences. This is manifested in excerpt 55 below which witnessed the emergence of three patterns of interaction that flowed from 'Evaluate-suggest' (see line 304) to 'Identify-correct' (see lines 305 and 306) and then to 'Suggest-confirm (see lines 308 and 309):

Excerpt 55: Peer Response, Composition 1, lines 304 to 314

304.	Cathy:	'is a place that can let'. Maybe, you can write 'can allow tourists to feel excited and it is worth to spend time with'. I think you should write something more'.	**Evaluate-suggest**	**Advisor/ Expert**
305.	Ted:	Umm, 'tourist' or 'tourists'?	**Identify**	
306.	Cathy:	'allow tourists'.	**Correct**	**Problem-solver**
307.	Ted:	If you put 'Malaysia is a place that can let tourists feel excited'.		
308.	Cathy:	If you write 'let tourists'. 'allow tourists', I think 'allow tourists' right?	**Suggest**	**Problem-solver**
309.	Ted:	'allow tourists'.	**Confirm**	
310.	Cathy:	Ya.		
311.	Eva:	'allow tourists'.	**Reiterate**	
312.	Ted:	'feel excited'.	**Reiterate**	
313.	Amy:	Ahahaha! 'feel'.	**Reiterate**	
314.	Cathy:	So, so, you need some correction for your last paragraph.		

In the 'Evaluate-suggest' pattern of interaction (see excerpt 55, line 304 above), Cathy modelled like an 'expert' in evaluating and suggesting to rephrase the phrase 'a place that can *let tourist* to *fell* excited and worth to spend time with' (in the first sentence of the last paragraph in the first draft of Eva's Composition 1: 'Therefore, Malaysia is a place that can *let tourist* to *fell* excited and worth to spend time with') to become '… can *allow tourists* to *feel* excited and it is worth to spend time with'. At the same time, Cathy also noticed the lack of elaboration, and hence, she advised the writer to elaborate the point concerned. (italics added).

This was followed by the 'Identify-correct' pattern as the group members proceeded to discuss the usage of the word *'tourist'* in the same sentence. Here, Ted identified the

error while Cathy solved the problem by changing the singular form of the word *'tourist'* to the plural form *'tourists'* (see excerpt 55, lines 305 and 306). Next, the discussion pattern shifted to 'Suggest-confirm' when Cathy suggested to change the word *'let'* in front of the word 'tourist' to become *'allow'* (see line 308). This correction was agreed by Ted (see line 309). At this point, Eva, Ted and Amy also repeated the correction '*feel* excited' to replace the error '*fell* excited'. (italics added).

Upon checking of the final draft, it was revealed that Eva had taken into consideration these corrections and feedback recommended by Cathy, Ted and Amy. Hence, the revised version read 'Therefore, Malaysia is a place that *allows tourists* to *feel* excited and it is worth to spend time with'. This shows that through the 'Evaluate-suggest' pattern of interaction, Cathy (a high-proficiency level student) could advise Eva (another high-proficiency level student) to rephrase a phrase. (italics added).

Similarly, this 'Evaluate-suggest' pattern of development of idea was also utilised by Liza (the class teacher) in assisting Cathy to rephrase her sentence which Cathy's group members disagreed with. This is illustrated in excerpt 56 below:

Excerpt 56: Peer Response, Composition 2, lines 335 to 341

335.	Liza:	'A heavy penalty should be enforced on those caught in open-burning' (reading part of the third sentence of paragraph 4). I know what you mean. Can we change that sentence, the structure? *'A heavy penalty should be enforced on those who are caught'*//	**Evaluate-suggest**	**Advisor**
336.	Ted:	//'open burners'//		
337.	Liza:	//'caught openly' or 'are caught red-handed in doing open-burning'//	**Suggest**	**Problem-solver**
338.	Eva:	'caught openly burning'?		
339.	Ted:	'discharging polluted effluent'. *'effluent'* or *'effluents'*? (referring to the third sentence of paragraph 4 which read 'A heavy penalty should be enforced on those caught in open-burning or discharging polluted effluent into our water').	**Inquire**	**Facilitator**
340.	Cathy:	I think I should put *'s'*.	**Rectify**	
341.	Ted:	Would *'water source'* be more appropriate?	**Suggest-**	**Advisor**

I mean polluted effluents flow into the **explain**
water, right? What do you mean *'water'*,
'your' water, *'our'* water?

As portrayed in excerpt 56 (lines 335 and 337), Liza evaluated and helped to
rephrase the third sentence of paragraph 4 in the first draft of Cathy's Composition 2 ('A
heavy penalty should be enforced on those caught in open burning or discharging
polluted effluent into our water').

Next, the conversation flowed to another pattern 'Inquire-rectify' whereby Ted
asked if the word *'effluent'* should be in the singular or the plural form and Cathy
rectified this error by changing it to the plural form *'effluents'* (see excerpt 56, lines 339
and 340). As the discussion progressed, the 'Suggest-explain' pattern of interaction
emerged in which Ted advised Cathy to add the word *'source'* after the word 'water' in
the same sentence under discussion (see line 341). At the same time, Ted provided
explanation. (italics added).

An analysis of the final draft noticed that Cathy had taken Liza's and Ted's feedback
into consideration but she had forgotten to rectify her own error by changing the
singular form of the word *'effluent'* to the plural form *'effluents'*. Therefore, the
amended version of her sentence read 'A heavy penalty should be enforced on *those*
caught red-handed in open burning or discharging polluted *effluent* into our water
source'. In a later interview, Cathy explained that by inserting the word *'source'* after
the word *'water'*, it would make her point "To be clear" (INW2/S1/142). (See excerpt
107 in Section 4.2.6.2 for related discussion.) This shows that Cathy had reflected on
Ted's advice before deciding to use his feedback. (italics added).

In the same manner, in another example, Cathy again modelled as an 'evaluator' in
evaluating the words used by Ted in the first draft of his Composition 3. This is
exhibited in the following excerpt 57 in which the group discussion flowed from

'Evaluate-suggest' pattern (see lines 365 to 367) to 'Suggest-accept' (see lines 368 and

369) and then to 'Inquire-explain' pattern (see lines 372 to 373):

Excerpt 57: Peer Response, Composition 3, lines 365 to 375

365.	Cathy:	In the third paragraph, I think you write a person. *'A person'* is one person, right, and how come you use 'they don't'? (referring to the second sentence of paragraph 3 which read 'If *a person* who bullies feel that *they* don't have any power over you, it takes the 'fun' out of it for them'.)	**Evaluate**	**Evaluator**
366.	Ted:	I don't know.		
367.	Cathy:	Maybe you can change to *'he does not'*.	**Suggest**	**Advisor/ Catalyst**
368.	Ted:	I should change to *'the bully'*.	**Suggest**	
369.	Cathy:	Ya.	**Accept**	
370.	Eva:	Where?		
371.	Ted:	And then? And then?		**Facilitator**
372.	Cathy:	'It's the bullied' or 'the bully'?	**Inquire**	
373.	Ted:	It's people who bully.	**Explain**	
374.	Ted:	And then? And then? Anything else?		**Facilitator**
375.	Elle:	'bullies' no 's', hia?		

As manifested in excerpt 57 (line 365) above, the 'Evaluate-suggest' pattern of

interaction started with Cathy evaluating the phrase *'a person'* and the word *'they'* (in

the second sentence of paragraph 3 in the first draft of Ted's Composition 3: 'If *a*

person who bullies feel that *they* don't have any power over you, it takes the 'fun' out of

it for them'). Then, Cathy proceeded to advise Ted to change the word *'they'* to become

'he does not' (see line 367). This made Ted to realise his mistake and thus the pattern of

interaction shifted to 'Suggest-accept' in which Ted suggested to change the word *'they'*

to become *'the bully'* (see line 368). Ted's suggestion was accepted by Cathy (see line

369). Then, the discussion flowed to the 'Inquire-explain' pattern whereby Cathy

sought for clarification on Ted's intended message (see excerpt 57, line 372), and Ted

provided the explanation (see line 373). (italics added).

An analysis of the final draft found that after having thought about the feedback

given by Cathy, Ted had corrected the error by rephrasing the sentence. Thus, the

corrected version of the sentence read 'If *bullies* feel that *they* have no power over you, it takes the "fun" out of it for them'. In an interview, Ted stressed that Cathy had informed him about the error but he did not use her feedback as he elucidated, "No, I didn't put *'a person'*, I just changed the word to *'bullies'*." (INW3/S2/26). Nevertheless, Ted was positive about his peers' feedback as he perceived that "… their [peers'] feedback made me cleared up some misunderstanding in my first draft and I thinks I wrote a better piece in my second draft" (INW3/S2/60). This shows that even Ted (a high-proficiency level student) benefited from the 'Evaluate-suggest' pattern of interaction as Cathy helped to alert him of his error and this enabled him to rectify the error concerned. (italics added).

To conclude, both the high and intermediate-proficiency level students had gained through this 'Evaluate-suggest' pattern of interaction. I noticed that the class teacher (Liza) also lent a helping hand when she found that the group members encountered difficulties in rephrasing a sentence. In other words, the class teacher also played a vital role in facilitating and guiding the students in the revision of the individual first drafts of their compositions. Besides, the chain of patterns of development of ideas (whether primary or secondary patterns) which preceded or followed the 'Evaluate-suggest' pattern of interaction played significant role in facilitating and maintaining the group discussion. This enabled the group members to be engaged in deep discussion in order to provide suggestions to improve the individual first drafts of each others' compositions.

(c) Evaluate the relevancy of content and adequacy of elaboration as well as provide suggestions

The findings in this study revealed that the intermediate-proficiency level student (Aini) could evaluate the relevancy of content and adequacy of elaboration for the points

on the individual first drafts of Elle's and Ted's Composition 1. For instance, excerpt 58 below demonstrates Aini's capability in responding to the first draft of Elle's Composition 1:

Excerpt 58: Peer Response, Composition 1, lines 341 to 345

341.	Aini:	You should, like I said to Eva to how to attract Malaysia, not attraction of Malaysia.	**Evaluate-suggest**	**Teacher/ Evaluator**
342.	Elle:	Sorry, loh!		
343.	Aini:	Okay, loh! Nevermind.		
344.	Cathy:	Hahahah!		
345.	Aini:	So, you must describe more lah!	**Suggest**	**Advisor**

The above excerpt 58 (line 341) shows the 'Evaluate-suggest' pattern of interaction which was utilised by Aini when she modelled like a 'teacher' and an 'evaluator' in evaluating and suggesting the need for Elle to relate her points to the topic of her Composition 1. Besides, Aini also advised Elle to provide adequate elaboration for her points (see line 345). The need to look into the aspects of relevancy of content and adequacy of elaboration for the points could be the influence of the guidelines given by the class teacher prior to the response session. This is evident in excerpt 59 (line 8) below:

Excerpt 59: Class Observation, Peer Response Session, Composition 1, lines 8 and 9

8.	Liza:	… Okay, … I want you to look at. … Vocabulary, check. … the spelling errors. Vocabulary, the words used, is it appropriate? … Is it spelt correctly? These are the things you look at. Ideas, you look at your friends' ideas. Is it enough? I mean, does he need more example? Examples, does he need more elaborations? Do you need to give more ideas to elaborate on the ideas. … . …, you refer to the question, is it relevant? Relevancy meaning relevant, 'berkaitan'. Is it related to the topic? Always look at the topic because I read most of your essays and most of you have just given the places of interest, Malaysia has this and that; but refer to the question. What does the question wants? How to attract, how to promote? That should be in the main body. That should be in the discussion. Okay? …
9.	Liza:	Okay, now get into your groups and think about grammar, vocabulary, ideas, relevancy, spelling, punctuation. … .

Through my observation, prior to the peer response session to the individual first drafts of the students' Composition 1, the class teacher provided guidelines which

emphasised the accuracy of all aspects of writing (grammar, spelling, vocabulary and content) and the students were found to follow these guidelines closely.

Besides, during the peer response session, I observed that the class teacher evaluated and provided general feedback on the students' first drafts. I also noticed that she advised them to relate the content of their composition to the topic. This is portrayed in excerpt 60 (line 38) below in which the class teacher provided advice to the students:

Excerpt 60: Peer Response, Composition 1, line 38
38. Liza: Okay, I found that this group has pretty much, umm a wide variety of ideas but refer back to the question. You have just said Malaysia has this, Malaysia has that, but look at the question. What does it want you to promote? Okay, have a look at that. I like Cathy's work.

In addition, the class teacher also stressed during an interview that "My main concern is the flow of ideas; did they answer the question; … is it related; and … grammar, the glaring one … that needs to be corrected …" (see INW1/T/24 in Appendix P1). This shows that the class teacher played a significant role in providing the appropriate scaffold (instructional scaffold) to guide the students in the revision of the first drafts of their compositions. It is noted that although the students provided their own scaffolds to help their group members to revise the first drafts of their compositions, they still adhered closely to the guidelines and advice given by their class teacher as they respected the class teacher whom they regarded as a person of authority in the field of writing.

Thus, an analysis of the final draft of Elle's Composition 1 found that Aini's feedback made Elle realised the shortcoming of her first draft in terms of the relevancy of contents and the elaboration of points. As such, although Elle only presented two points with a little bit of elaboration for each point in her final draft, it is noted that she had reorganised her points to relate to the topic and emphasised the ways to attract tourists to Malaysia. An interview with Elle also found out that she did not use some of the class teacher and peer feedback to revise the first draft of her Composition 1 as she

explained, "I did not write in Draft 2 because my first draft is out of the topic" (INW1/S6/42).

Likewise, in another instance as shown in excerpt 61 below, Aini again demonstrated her ability to evaluate the relevancy of content when she responded to the first draft of Ted's Composition 1:

Excerpt 61: Peer Response, Composition 1, lines 581 to 584

581.	Aini:	Ted, Ted. Ted essay. I have no comment.		**Facilitator**
582.	Elle:	Only can say one thing. It is too long.		
583.	Aini:	Too long.		
584.	Aini	This is not how to attract the tourists to Malaysia. This is umm attraction of Malaysia. I think so, hahaha! Only that lah! No comment.	**Evaluate- suggest**	**Evaluator**

As exemplified in excerpt 61 (line 584) above, Aini employed the 'Evaluate-suggest' pattern of development of ideas to evaluate and voice out her opinion on the need for Ted to relate his points to the topic of the composition.

The lack of relevancy of points was also highlighted by Ted during an interview as he reported, "… they [peers including Aini] said that my first draft was not the way how to attract the tourists to Malaysia but it is the attractions in Malaysia" (see INW1/S2/24 in Appendix P2) and "So, basically I was out of the theme." (see INW1/S2/26 in Appendix P2). Ted emphasised the usefulness of his peers' comment as he uttered, "…, their comments allowed me to stick to the theme and not stray away from the theme" (see INW1/S2/43 in Appendix P2).

Besides, I found that the class teacher also gave the same comment that some of Ted's points were not related to the topic. This is evident in Ted's statement during an interview in that "She [Liza] gave a few comments like, … work is just, … about attractions in Malaysia instead of ways to promote tourists in the tourism industry" (see INW1/S2/88 in Appendix P2). Next, he quoted an example, "And a sentence in my

third paragraph, I wrote … was out of the topic in the third paragraph; so my teacher pointed out my mistake to me" (see INW1/S2/90 in Appendix P2).

This shows that not only the intermediate-proficiency level students benefited from the 'Evaluate-suggest' pattern of interaction but the high-proficiency level students also gained from the session. In other words, there was mutual learning taking place among both the high and intermediate-proficiency level students. As Ted expressed during an interview, "Yes, as you can see I improve from my first draft to the second" (see INW1/S2/62 in Appendix P2), "And the improvement was very great" (see INW1/S2/64 in Appendix P2) and he reported that in his final draft, "… it was a balance piece between the attractions in Malaysia and ways to attract tourists to Malaysia" (see INW1/S2/70 in Appendix P2).

Liza also mentioned during an interview, "… they do, … they give ideas. They may not be good in sentence construction or grammatically correct sentences, but then in terms of ideas, I think they are able to contribute as well" (INW3/T/56).

To conclude, collaboration among the high and intermediate-proficiency level students as well as the class teacher is crucial in helping the students in the revision of the individual first drafts of their compositions. In other words, through the 'Evaluate-suggest' pattern of interaction, both the high and intermediate-proficiency level students could evaluate and provide useful as well as constructive suggestions to assist their peers in the revision of the individual first drafts of their compositions. It is also noted that there was transfer of learning from the class teacher to the students as Aini was influenced by the class teacher's emphasis on the relevancy of contents and adequacy of elaboration when she was responding to the individual first drafts of her peers' compositions.

4.1.5.9 Evaluate-correct

"Evaluate-correct' was another primary pattern of interaction utilised by the high-proficiency level students. The findings in this study revealed that through this 'Evaluate-correct' pattern of interaction, the high-proficiency level students could evaluate and change words from the singular to the plural form, and also evaluate and omit redundant article in a sentence. The following are some instances which exhibit the occurrences of this pattern of interaction during the peer response sessions to the individual first drafts of the students' compositions.

(a) Evaluate and change words from the singular to the plural form

The high-proficiency level students were found to be able to evaluate and change words from the singular to the plural form, as well as evaluate and change adverbs to adjectives. This is manifested in excerpt 62 below:

Excerpt 62: Peer Response, Composition 1, lines 120 to 125

120.	Eva:	So, the first and second sentence of paragraph 4, 'Next, we can send an embassador to other country', not only one.	**Evaluate**	**Evaluator/ Expert**
121.	Ted:	It means that we can cut the *'an'* and put the *'s'* at the *'ambassador'*.	**Correct**	**Evaluator/ Expert**
122.	Cathy:	Cut off what?		
123.	Ted:	The *'an'* because it is not possible for one ambassador to go around every country in the world.	**Explain**	**Evaluator**
124.	Cathy:	We write *'ambassadors'* lah?	**Suggest**	**Advisor**
125.	Ted:	I suppose so.	**Accept**	

As illustrated in excerpt 62 (lines 120 and 121), the 'Evaluate-suggest' pattern of development of ideas was employed by Eva and Ted who modelled like 'evaluators' and 'experts' in evaluating and changing the singular form of the word *'embasador'* (in the first sentence of paragraph 4 on the first draft of Amy's Composition 1: 'Next, we can send an embasador to other country to promote Malaysia') to the plural form *'ambassadors'*. Ted also provided the reason for the change from the singular to the

plural form (see line 123). Then, the discussion shifted to the 'Suggest-accept' pattern in which Cathy suggested to use the plural form *'ambassadors'* and this was accepted by Ted (see lines 124 and 125). (italics added).

An analysis of Amy's final draft indicated that she had utilised the feedback given by Cathy and Ted by changing the singular form of the word *'embasador'* to the plural form *'ambasadors'* (but with an *'s'* missing in between the letters 'a' and 's'). Thus, the revised version of the sentence read 'Next, we send some *ambasadors* to other countries to promote Malaysia'. (italics added).

This shows that through the 'Evaluate-correct' pattern of interaction, the readers (especially the more competent ones) could help the less competent ones to correct errors in the first drafts of their compositions.

(b) Evaluate and omit an article as well as provide explanation

The findings in this study revealed that the high-proficiency level students modelled like 'evaluators and 'experts' in evaluating and omitting redundant article in a sentence. This is portrayed in excerpt 63 below:

Excerpt 63: Peer Response, Composition 1, lines 134 to 138			
134.	Ted:	Yes. Since you wrote 'transportation services', I think you should cut off the *'a'*. Because there's an *'s'*, so you don't need the *'a'*.	**Evaluate-correct**	**Evaluator/ Expert**
135.	Cathy:	You have to cut off the *'a'*.	**Correct**	**Expert**
136.	Amy:	So, you don't have to do anything here?		
137.	Eva:	You don't need the *'a'*.	**Confirm**	**Coach**
138.	Eva:	'atau' lah, 'or'. Don't need both.	**Explain**	

As demonstrated in excerpt 63 (lines 134 and 135) above, Ted and Cathy modelled like 'evaluators' and 'experts' in evaluating and omitting the article *'a'* in front of the word 'good' (in the last sentence of paragraph 4 in the first draft of Amy's Composition 1: 'We must develop more holiday spot and prepare *a* good transportation services').

At the same time, Ted also provided the explanation for the omission of the article (see line 134). (italics added).

Ensuing that, Eva modelled like a 'coach' in providing confirmation on the redundancy of the article *'a'* and she even codeswitched to the Malay Language to provide explanation to Amy (see lines 137 and 138). A close analysis of the final draft revealed that Amy had adhered to the feedback given by Cathy, Ted and Eva and she had amended the sentence to become 'We must develop more holiday spots and prepare good transportation services'. (italics added).

To conclude, through this 'Evaluate-correct' pattern of interaction, the more proficient writers (Cathy, Ted and Eva) modelled like 'evaluators' and 'experts' to work in place of the class teacher to help the less proficient writers (especially, Amy) to evaluate and correct inappropriate words by omitting them.

4.1.5.10 Inquire-define

The findings in this study suggested that in this 'Inquire-define' pattern of interaction, Liza and Cathy provided the most help by providing the meanings of words to the less capable ones. The following are some instances to illustrate how this pattern of interaction works.

An example of the 'Inquire-define' pattern of interaction which was utilised by Elle and Liza is shown in excerpt 64 below:

Excerpt 64: Peer Response, Composition 1, lines 96 and 97		
96. Elle: What is *'embassador'*?	**Inquire**	
97. Liza: *'ambassador'* is someone sent to other countries to promote Malaysia. 'duta' (meaning 'ambassador' in Malay), act like a promoter.	**Define**	**Expert**

As exhibited in excerpt 64 (line 96) above, the 'Inquire-define' pattern surfaced with Elle inquiring for the meaning of the word *'embassador'* (in the first sentence of paragraph 4 in the first draft of Amy's Composition 1: 'Next, we can send some

embasador to other country to promote Malaysia'). This was followed by Liza modelling like an 'expert' in providing the definition and explanation for the word (see line 97). (italics added).

I observed that most of the time, the class teacher gave the students a lot of freedom to respond to their peers' compositions (see field notes in FW2/D2/1108, lines 34 to 35 in Appendix Q). However, when the students encountered problem, she would lend a helping hand, especially to provide the definitions for difficult words. This shows that although Liza gave the students the opportunity to respond to each others' writing; at the same time, she also monitored their progress.

Similarly, another example as illustrated in excerpt 65 below exhibits the 'Inquire-define' pattern of interaction which was utilised by Cathy to define a term to Amy:

Excerpt 65: Peer Response, Composition 1, lines 200 to 202
200. Amy: What is this word? (pointing to the word **Inquire**
              'accessible')
201. Cathy: 'gain access'.   **Define   Teacher**
202. Amy: Oh, I see.

As evident in excerpt 65 (line 200) above, the 'Inquire-define' pattern of interaction commenced with Amy asking for the definition of the term *'accessible'* (in the third sentence of paragraph 3 in the first draft of Cathy's Composition 1: 'To attract tourists, we need to improve our infrastructure to make many tourist spots *accessible*'). This was followed by Cathy who modelled like a 'teacher' in providing the definition of that term to help Amy to understand her message (see line 201). (italics added).

Thus, it can be seen that Liza and Cathy played significant roles in providing the definitions of unfamiliar words to the less capable students. This helped to enhance their understanding of the writers' messages. I noticed that although the class teacher (Liza) gave the students the freedom to discuss and respond to their peers' compositions, she also monitored their progress and provided help whenever her students encountered difficulties.

4.1.6 Conclusion

In conclusion, multiple-patterns of development of ideas (consisting of the primary and secondary categories) were found to emerge as a result of the lengthy teacher-student and student-student interactions during the peer response sessions which served as the platform for students to share their thoughts, knowledge and skills as well as to provide constructive feedback to help their group members in the revision of the individual first drafts of all their four compositions. The primary pattern of development of ideas that occurred the most frequently was 'Identify-correct'. This was followed by the other patterns of development of ideas which included 'Identify-suggest', 'Identify-rectify', 'Probe-rectify', 'Probe-explain', 'Evaluate-suggest', 'Evaluate-correct' and 'Inquire-define'. The secondary pattern of development of ideas that occurred the most frequently was 'Inquire-explain'. This was followed by the other patterns of development of ideas which included 'Inquire-confirm', 'Inquire-locate', 'Suggest-accept', 'Reiterate-confirm', 'Inquire-select', 'Inquire-inform', 'Inquire-suggest' and 'Correct-accept' (just to name a few). It is noted that these secondary patterns of development of ideas emerged following the primary patterns of interaction. The findings in this study revealed that these secondary patterns of interaction are as important as the primary patterns of interaction in helping to initiate, facilitate and maintain the peer interaction in order to assist the students in the revision of their compositions.

As these patterns of interaction unfolded during each peer response session, both the high and intermediate-proficiency level students played multiple roles to assist one another in the revision of the individual first drafts of their compositions. I noticed that Cathy, followed by Ted played dominant and leading roles in initiating, facilitating and maintaining the group discussions throughout all the four peer response sessions. Through my observations, I found that Cathy stood out among the rest as she was the

most vocal. Most of the discussions initiated by Cathy and Ted were found to be well-developed by the group members as all of them worked enthusiastically as a team in providing feedback to help one another in the revision of the first drafts of all their four compositions.

The findings in this study indicated that there was a difference in the roles played by the class teacher and the students during the peer response sessions. Compared to the class teacher, the students performed more multiple roles. Among the six students, Cathy, followed by Ted played the most predominant roles in modelling like a 'teacher', an 'advisor', an 'examiner', an 'expert', an 'evaluator', a 'mentor', a 'referee' and a 'coach' in guiding the less proficient ones in the revision of the individual first drafts of all their four compositions. On the other hand, Ted was more dominant as compared to Cathy in modelling like a 'facilitator', a 'problem-solver', a 'negotiator', an 'interpreter', and a 'catalyst' in leading the peer interactions during the peer response sessions. The other group members were found to collaborate and work closely with Cathy and Ted to help one another as a team. The students were given the opportunity to undertake multiple roles as the class teacher (Liza) gave them the freedom to discuss and respond to each others' first drafts of their compositions.

On the other hand, I observed that the class teacher walked around to monitor the progress of the peer interaction within each group. I noticed that whenever the students encountered difficulties, she would act as a facilitator, an expert, an advisor, a consultant, a monitor, a motivator, an evaluator, a problem-solver, a translator, a catalyst and an instructor in assisting the students to solve their problems.

Generally, there was mutual learning between the high and intermediate-proficiency level students as they were engaged in lengthy and meaningful discussions throughout the peer response sessions. The findings indicated that with the guidance from the more capable peers (specifically, Cathy and Ted) and the class teacher, the less capable

writers could perform at a higher level as they could apply their knowledge learnt from the more capable ones to help their peers and also themselves to rectify errors. In other words, the less competent writers have understood, learnt and internalised some of the grammatical rules and the correct usage of the specific article *'the'* from the more competent writers. With that knowledge gained, there were signs of the breaking away from the peer and class teacher scaffolds as they could perform beyond their 'zone of proximal development' as the writing of the subsequent compositions and the peer response sessions progressed along. This is evident in Aini's acceptance of her peers' feedback as she mentioned during an interview, "… I learnt from my previous, … writing, drafts, like my friends' comments, I used it" (see INW2/S5/331 in Appendix P3). Elle also stressed the usefulness of the peer feedback as she uttered, "I learn a lot of things. Help each other. Improve my essay" (INW2/S6/178). She further mentioned that it was "In terms of grammar, vocab., and etcetera" (INW2/S6/180). Thus, this finding is in congruent with Vygotsky's (1978) theory that with the help from a more capable person, a learner would be able to perform beyond the current developmental level.

At the same time, I noticed that the more capable students also learnt among themselves and from the feedback given by the less capable ones. This finding is substantiated by the views of the students as Cathy perceived that her peers' feedback helped her "to be more careful because they [peers] will criticise on my errors" (INW2/S1/61). She also felt that through the peer response session, "… I learnt different points of view" (INW3/S1/72) and "And different style of writing" (INW3/S1/74). Eva pointed out that with the peers' feedback, "The mistakes that I have done last time, … I will try not to repeat it" (INW2/S3/90). Eva's acceptance of her peer feedback is also noted in her statement "Because my friends can give their opinion on my mistakes and they can tell me how to improve it" (INW2/S3/98).

The findings in this study also revealed that the students were very meticulous about all aspects of errors (which included grammar, spelling, punctuation marks, adequacy of contents and relevancy of elaborations) when they were responding to the individual first drafts of their peers' compositions. As Elle remarked during an interview, "My friends, every point they will check carefully …" (INW1/S6/149). Compared to the students, the class teacher provided less verbal feedback during the peer response sessions. Nevertheless, I noticed that the students' emphasis on the importance of all aspects of writing reflected what has been highlighted by the class teacher before the students worked in their group during the peer response sessions. On top of that, the class teacher also emphasised the importance of the correct organisation of contents and the correct usage of linkers. However, the students' feedback focused less on the organisation of content and the usage of linkers. This is perhaps the students had taken note of those aspects while composing the individual first drafts of their compositions. Thus, there were fewer mistakes detected by the students on those areas concerned during the peer response sessions.

Hence, the peer response sessions helped to sharpen the critical thinking skills of the students, to self-reflect and to improve their writing.

4.2 RESEARCH QUESTION 2: What are the types of scaffolds provided by the class teacher and peers during the teacher-student and student-student interaction sessions?

The purpose of this research question is to identify the types of scaffolds provided by the class teacher and peers during the teacher-student and student-student interaction sessions. In this present study, 'scaffolds' are seen as temporary assistance provided by the class teacher and peers for the writers during the pre-writing, composing and peer response sessions (See Section 1.8.5 for further definition of 'scaffolds'). To provide an

in-depth analysis, the different types of class teacher and peer scaffolds were identified during the teacher-student and student-student interactions in all the pre-writing sessions and peer response sessions of all the students' compositions. The answers to this research question are reported in accordance beginning with the types of class teacher and peer scaffolds during the pre-writing sessions; followed by the frequency and percentages of the occurrences of the class teacher and peer scaffolds during the pre-writing sessions; peer and class teacher scaffolds provided during the pre-writing sessions; types of class teacher and peer scaffolds during the peer response sessions; frequency and percentages of the occurrences of the class teacher and peer scaffolds during the peer response sessions; and finally the peer and class teacher scaffolds provided during the peer response sessions. It is noted that the types of scaffolds provided by the class teacher are reported side-by-side with that of the peers instead of splitting them into two separate sections. This is to show the impact of both the class teacher scaffolds and peer scaffolds which were deemed to complement each other as they helped the students (especially, the intermediate-proficiency level students) to understand, internalise and thereafter to use their higher order thinking in order to function beyond their 'zone of proximal development'.

4.2.1   Types of Class Teacher and Peer Scaffolds during Pre-Writing Sessions

The findings in this study unveiled a total of 38 types of scaffolds provided by the class teacher and peers throughout the pre-writing sessions of all the four students' compositions. The 38 types of scaffolds comprised 17 common class teacher and peer scaffolds, eight distinctive types of class teacher scaffolds and 13 distinctive types of peer scaffolds. The categories of the class teacher and peer scaffolds were data-driven (See Section 3.5.2 on the procedures of the data analysis to answer Research Question

2.) Table 7 below displays the common and distinctive types of class teacher and peer scaffolds provided during the pre-writing sessions of all the students' compositions.

Table 7
Common and Distinctive Types of Class Teacher and Peer Scaffolds provided during Pre-writing Sessions of All the Students' Compositions

Types of Class Teacher and Peer Scaffolds during Pre-writing Sessions		
Common Types of Scaffolds	**Distinctive Types of Scaffolds**	
Class Teacher and Peer	**Class Teacher**	**Peer**
Paraphrasing	Asking to give examples	Asking for the definition of terms
Providing advice	Commenting on the lack of clarity	Malay-English codeswitching
Providing appropriate or alternative words	Modelling	Defining words or terms
Providing clarification	Providing clues	Identifying spelling errors
Providing elaborations	Providing compliments	Providing terms
Providing examples	Providing encouragement	Providing confirmation
Providing explanation	Providing sequence connectors	Providing corrections of errors
Providing guidelines	Referring to the internet	Providing the spelling of words
Providing information		Recapping points
Providing suggestions		Reminding not to repeat errors
Redirecting thoughts to topic		Rephrasing words/phrases/sentences
Repeating information		Selecting the correct words
Setting a context		Summarising points
Sharing personal experience		
Translating words		
Using mind-mapping		
Using questions		
Total: 17	**8**	**13**

As shown in Table 7 above, among the 17 common types of class teacher and peer scaffolds were *paraphrasing, providing advice, providing appropriate or alternative words, providing clarification, providing elaborations, providing examples, providing explanation, providing guidelines, providing information, providing suggestions, redirecting thoughts to topic, repeating information, setting a context, sharing personal experience, translating words, using mind-mapping* and *using questions.* (The examples of these common types of scaffolds utilised by both the class teacher and peers throughout all the pre-writing sessions will be discussed in Section 4.2.3.)

Among the eight distinctive types of scaffolds provided by the class teacher during the pre-writing sessions of all the students' compositions were *asking the students to give examples, commenting on the lack of clarity, providing modelling of student's composition, providing clues, providing compliments, providing encouragement,*

providing sequence connectors and referring to the internet. These eight distinctive types of class teacher scaffolds were utilised by the class teacher during the teacher-student interaction at the beginning of the writing session for each of the compositions and during the composing session when the students worked in their respective groups.

On the other hand, the 13 distinctive types of scaffolds provided by the peers during the pre-writing sessions of all the students' compositions were *asking for the definition of terms, Malay-English codeswitching, defining words* or *terms, identifying spelling errors, providing terms, providing confirmation, providing corrections of errors, providing the spelling of words, recapping points, reminding not to repeat errors, rephrasing words* or *phrases* or *sentences, selecting the correct words* and *summarising points.* These 13 distinctive types of peer scaffolds were utilised among the peers without the overt presence of the class teacher when the students worked within their respective groups. (The examples of these distinctive types of scaffolds utilised by the class teacher and peers throughout all the pre-writing sessions will be discussed in Section 4.2.3.)

This shows that although majority of the scaffolds were commonly utilised by both the class teacher and students, it is noted that the students provided more types of scaffolds which were distinct from those provided exclusively by the class teacher. What is fascinating is that the scaffolds provided exclusively by the class teacher served different functions as those scaffolds provided exclusively by the students. The functions of the scaffolds which were exclusively provided by the class teacher included giving assistance to the writers to help strengthen or support their main points; providing clues, compliments and encouragements; as well as providing sequence connectors to ascertain the coherence of the ideas presented within and between paragraphs in the students' composition concerned. On the other hand, the functions of the distinctive types of peer scaffolds were more on providing assistance to the writers

at the word and sentence level. Nevertheless, although both the distinctive types of class teacher and peer scaffolds served different functions, they were found to complement each other in assisting the students to generate ideas for composing the individual first drafts of their compositions. There is evidence to confirm this point (See Section 4.2.3 for examples of instances which demonstrate the functions of the class teacher and peer scaffolds during the pre-writing sessions.)

The next section presents the frequency and percentages of the occurrences of the class teacher and peer scaffolds during the pre-writing sessions of all the students' compositions.

4.2.2   Frequency and Percentages of the Occurrences of the Class Teacher and Peer Scaffolds during Pre-writing Sessions

Broadly speaking, among the 38 types of scaffolds found in this study, *providing information* was the most frequently employed by the class teacher and peers throughout the pre-writing sessions of all the four students' compositions. The pre-writing session was carried out prior to the writing of the first draft of each composition. During the pre-writing session, the teacher introduced and explained the writing task to the whole class. (See Section 3.4.2 for a detailed description on the pre-writing sessions.) Table 8 on the following page displays the frequency and percentages of the occurrences of scaffolds during the pre-writing sessions of all the students' compositions.

As evident in Table 8, out of an overall total of 677 occurrences of scaffolds, *providing information* occurred at 18.3% (124 times), followed by using *questions* at 15.7% (106 times), *providing e*laborations at 11.1% (75 times), *providing examples* with 10.8% (73 times), *repeating information* at 8.4% (57 times), *providing explanation* at 5.5% (37 times), *providing guidelines* at 3.4% (23 times), *providing the spelling of words* at 2.5% (17 times), *providing suggestions* and *translating words* at 2.4% each (16

Table 8
Frequency and Percentages of the Occurrences of Scaffolds during Pre-writing Sessions of All the Students' Compositions

Types of Scaffolds	Pre-Writing Sessions								Total	
	Composition 1		Composition 2		Composition 3		Composition 4			
	(n=677)	(%)	(n=677)	(%)	(n=677)	(%)	(n=677)	(%)	(n=677)	(%)
Providing information	25	3.7	37	5.5	31	4.6	31	4.6	124	18.3
Using questions	18	2.7	24	3.5	15	2.2	49	7.2	106	15.7
Providing elaboration	17	2.5	18	2.7	9	1.3	31	4.6	75	11.1
Providing examples	56	8.3	-	-	6	0.9	11	1.6	73	10.8
Repeating info./points/words	13	1.9	11	1.6	15	2.2	18	2.7	57	8.4
Providing explanation	4	0.6	6	0.9	6	0.9	21	3.1	37	5.5
Providing guidelines	7	1.0	11	1.6	2	0.3	3	0.4	23	3.4
Providing the spelling of words	4	0.6	8	1.2	4	0.6	1	0.1	17	2.5
Providing suggestions	1	0.1	9	1.3	-	-	6	0.9	16	2.4
Translating words	5	0.7	5	0.7	4	0.6	2	0.3	16	2.4
Sharing personal experience	-	-	-	-	-	-	11	1.6	11	1.6
Providing appropriate/ alternative words	2	0.3	9	1.3	-	-	-	-	11	1.6
Providing confirmation	3	0.4	2	0.3	1	0.1	5	0.7	11	1.6
Rephrasing words/phrases	3	0.4	3	0.4	1	0.1	3	0.4	10	1.5
Malay-English codeswitching	2	0.3	3	0.4	2	0.3	3	0.4	10	1.5
Providing clarification	5	0.7	2	0.3	-	-	1	0.1	8	1.2
Redirecting thoughts to topic	4	0.6	2	0.3	1	0.1	1	0.1	8	1.2
Defining words/terms	1	0.1	4	0.6	2	0.3	-	-	7	1.0
Setting a context	-	-	3	0.4	4	0.6	-	-	7	1.0
Using mind-mapping	-	-	6	0.9	-	-	1	0.1	7	1.0
Paraphrasing	2	0.3	-	-	-	-	4	0.6	6	0.9
Providing correction of errors	2	0.3	3	0.4	-	-	-	-	5	0.7
Recapping points	1	0.1	3	0.4	-	-	1	0.1	5	0.7
Providing a term	2	0.3	-	-	-	-	2	0.3	4	0.6
Providing advice	-	-	-	-	-	-	4	0.6	4	0.6
Providing compliments	-	-	1	0.1	-	-	2	0.3	3	0.4
Summarising points	-	-	-	-	3	0.4	-	-	3	0.4
Asking to provide definition	-	-	2	0.3	-	-	-	-	2	0.3
Providing encouragement	2	0.3	-	-	-	-	-	-	2	0.3
Asking to give examples	1	0.1	-	-	-	-	-	-	1	0.1
Commenting on lack of clarity	-	-	-	-	-	-	1	0.1	1	0.1
Identifying spelling error	-	-	-	-	1	0.1	-	-	1	0.1
Modelling	-	-	1	0.1	-	-	-	-	1	0.1
Providing clues	1	0.1	-	-	-	-	-	-	1	0.1
Providing sequence connectors	1	0.1	-	-	-	-	-	-	1	0.1
Reminding not to repeat errors	-	-	-	-	1	0.1	-	-	1	0.1
Selecting the correct words	-	-	-	-	1	0.1	-	-	1	0.1
Referring to the internet	-	-	-	-	1	0.1	-	-	1	0.1
TOTAL:	**182**	**26.9**	**173**	**25.6**	**110**	**16.2**	**212**	**31.3**	**677**	**100.0**

times each), and the other types of scaffolds occurred at less than 2.4% each (less than

16 times each). The overall 677 occurrences of the various types of scaffolds provided

by the class teacher and students comprised the total occurrences of the class teacher

scaffolds and peer scaffolds during the pre-writing sessions of Composition 1 which is

26.9% (182) occurrences, Composition 2 which is 25.6% (173) occurrences,

Composition 3 which is 16.2% (110) occurrences and Composition 4 which is 31.3%

(212) occurrences. The question posited here is: What causes the increase in the

occurrences of class teacher and peer scaffolds during the pre-writing session of

Composition 4? This is perhaps the class teacher and students were more familiar with

the topic on 'Healthy lifestyle' for Composition 4. Another reason for the familiarity of

the topic is that the students were in the science stream. As such, they utilised their

background knowledge on the topic to build scaffolds upon scaffolds to assist their

group members to brainstorm for ideas and to compose the individual first drafts of their

Composition 4.

While Table 8 as displayed on page 246 provides a global view of the frequency and

percentages of the occurrences of the various types of scaffolds during the pre-writing

sessions for all the compositions, it is useful to know which party concerned provided

the most scaffolds. This is shown in Table 9 below which exhibits the differences in the

frequency and percentages of the occurrences of scaffolds provided by the class teacher

and students during the pre-writing sessions of all the students' compositions.

Table 9
**Differences in Frequency and Percentages of the Occurrences of Scaffolds provided by the
Class Teacher and Students during Pre-Writing Sessions of All the Students'
Compositions**

Participants (n=7)	Proficiency level	Occurrences of Scaffolds during Pre-Writing Sessions								Total	
		Composition 1		Composition 2		Composition 3		Composition 4			
		(n=182)	(%)	(n=173)	(%)	(n=110)	(%)	(n=212)	(%)	(n=677)	(%)
Students	H	108	59.3	130	75.1	60	54.5	135	63.7	**433**	**64.0**
	I	49	26.9	13	7.5	14	12.7	13	6.1	89	13.1
Class Teacher		25	13.7	30	17.3	36	32.7	64	30.2	155	22.9
Total:		**182**	**100**	**173**	**100**	**110**	**100**	**212**	**100**	**677**	**100**

As portrayed in Table 9, an overall analysis revealed that the high-proficiency level students provided more scaffolds as compared to the class teacher and the intermediate-proficiency level students in their effort to assist their group members to generate ideas to compose the individual first drafts of their compositions. This is evident in Table 9 which indicates that the high-proficiency level students employed a total of 64% (433 times out of a total of 677) of the occurrences of scaffolds, while the class teacher utilised a total of 22.9% (155 times) of the occurrences of scaffolds to guide the students to compose the individual first drafts of their compositions. On the other hand, the intermediate-proficiency level students provided a total of 13.1% (89 times) of the occurrences of scaffolds to assist their group members to generate ideas and compose the individual first drafts of their compositions.

This shows that the high-proficiency level students have taken over the role of the teacher and have created an active young 'experts' community to provide scaffolds to assist the less competent writers to generate ideas and compose the individual first drafts of their compositions. However, the question raised here is: What types of scaffolds were frequently utilised by the high-proficiency level students and how did these scaffolds assist the group members in generating ideas to compose the individual first drafts of their compositions? Table 10 as shown on the following page provides the answers to these questions.

Table 10 illustrates the frequency and percentages of the types of class teacher and peer scaffolds during the pre-writing sessions of all the students' compositions. As portrayed in Table 10, out of a total of 433 occurrences of the scaffolds involving the high-proficiency level students in the pre-writing sessions of all the students' compositions, the type of scaffold which was the most extensively used was *providing information* which is 21.9% (95 times), followed by *providing elaboration* which is 15.0% (65 times), *using questions* which is 9.7% (42 times), *providing examples* which

Table 10
Frequency and Percentages of the Types of Class Teacher and Peer Scaffolds during the Pre-writing Sessions of All the Students' Compositions

Types of Scaffolds	H (n=433)	(%)	I (n=89)	(%)	CT (n=155)	(%)	Total (n=677)	(%)
Providing information	95	21.9	17	19.1	12	7.7	124	18.3
Using questions	42	9.7	4	4.5	60	38.7	106	15.7
Providing elaboration	65	15.0	4	4.5	6	3.9	75	11.1
Providing examples	40	9.2	23	25.8	10	6.5	73	10.8
Repeating info./points/words	38	8.8	16	18.0	3	1.9	57	8.4
Providing explanation	25	5.8	2	2.2	10	6.5	37	5.5
Providing guidelines	11	2.5	-	-	12	7.7	23	3.4
Providing the spelling of words	16	3.7	1	1.1	-	-	17	2.5
Providing suggestions	10	2.3	2	2.2	4	2.6	16	2.4
Translating words	14	3.2	1	1.1	1	0.6	16	2.4
Sharing personal experience	5	1.2	-	-	6	3.9	11	1.6
Providing appropriate/ alternative words	8	1.8	1	1.1	2	1.3	11	1.6
Providing confirmation	10	2.3	1	1.1	-	-	11	1.6
Rephrasing words/phrases	9	2.1	1	1.1	-	-	10	1.5
Codeswitching	5	1.2	5	5.6	-	-	10	1.5
Providing clarification	5	1.2	2	2.2	1	0.6	8	1.2
Redirecting thoughts to topic	5	1.2	1	1.1	2	1.3	8	1.2
Defining words/terms	2	0.5	-	-	5	3.2	7	1.0
Setting a context	1	0.2	-	-	6	3.9	7	1.0
Using mind-mapping	3	0.7	3	3.4	1	0.6	7	1.0
Paraphrasing points	5	1.2	-	-	1	0.6	6	0.9
Providing correction of errors	5	1.2	-	-	-	-	5	0.7
Recapping points	4	0.9	1	1.1	-	-	5	0.7
Providing a term	3	0.7	1	1.1	-	-	4	0.6
Providing advice	2	0.5	-	-	2	1.3	4	0.6
Providing compliment	-	-	-	-	3	1.9	3	0.4
Summarising points	-	-	3	3.4	-	-	3	0.4
Asking to provide definition	2	0.5	-	-	-	-	2	0.3
Providing encouragement	-	-	-	-	2	1.3	2	0.3
Asking to give examples	-	-	-	-	1	0.6	1	0.1
Commenting lack of clarity	-	-	-	-	1	0.6	1	0.1
Identifying spelling error	1	0.2	-	-	-	-	1	0.1
Modelling	-	-	-	-	1	0.6	1	0.1
Providing clues	-	-	-	-	1	0.6	1	0.1
Providing sequence connectors	-	-	-	-	1	0.6	1	0.1
Reminding not to repeat errors	1	0.2	-	-	-	-	1	0.1
Selecting the correct words	1	0.2	-	-	-	-	1	0.1
Referring to the internet	-	-	-	-	1	0.6	1	0.1
TOTAL:	**433**	**100.0**	**89**	**100.0**	**155**	**100.0**	**677**	**100.0**

Key: H - High-proficiency level students
I - Intermediate-proficiency level students
CT - Class Teacher

is 9.2% (40 times), *repeating information* or *points* or *words* which is 8.8% (38 times), *providing explanation* which is 5.8% (25 times) and the other types of scaffolds occurred at less than 5.8% (less than 25 times). (Some examples on the usage of these types of scaffolds by the high-proficiency level students in assisting their group

members during the pre-writing sessions for all the compositions will be shown in Section 4.2.3.)

Table 10 also indicates that out of a total of 89 occurrences of the scaffolds employed by the intermediate-proficiency level students, the scaffold which was the most commonly utilised by them throughout all the pre-writing sessions of all the students' compositions is *providing examples* which is 25.8% (23 times), followed by *providing information* which is 19.1% (17 times), *repeating information* or *points* or *words* which is 18.0% (16 times), and the other types of scaffolds were only employed at less than 18.0% (less than 16 times). This shows that the intermediate-proficiency level students did not merely receive help from the high-proficiency level students but they also provided scaffolds to assist their group members during the pre-writing sessions for all the compositions. (Some examples on the usage of these types of scaffolds by the intermediate-proficiency level students in assisting their group members during the pre-writing sessions for all the compositions will be shown in Section 4.2.3.)

However, out of a total of 155 occurrences of the scaffolds provided by the class teacher in the pre-writing sessions of all the four compositions, the highest percentage of scaffolds comprised the *use of* q*uestions* which is 38.7% (60 times), followed by *providing information* and *providing guidelines* which is 7.7% each (12 times each), *providing examples* and *providing explanation* which is 6.5% each (10 times each), and the other types of scaffolds were employed at less than 6.5% (less than 10 times). (Some examples on the usage of these types of scaffolds by the class teacher in assisting the students during the pre-writing sessions for all the compositions will be shown in Section 4.2.3.)

Thus, this shows that learning was driven by the high-proficiency level students as they had taken control over the task of the teacher as 'experts' in providing various types of scaffolds to assist the 'novices' (less competent learners) in their writing. Since

the findings in this study pointed to the dominant role played by the high-proficiency level students, the question posited here is: What is the role of the class teacher in the writing class? Table 11 on the following page provides the answer to this question.

Table 11 presents a detailed analysis on the frequency and percentages of the individual types of scaffolds provided by the class teacher and peers during the pre-writing sessions of all the students' compositions. As manifested in Table 11, during the pre-writing session of the first draft of Composition 1, the class teacher employed 50% (9 times out of a total of 18) of the occurrences of the usage of questions as scaffolds, while the high-proficiency level students employed 44.4% (8 times) and the intermediate-proficiency level students employed only 5.6% (once) in the usage of questions as scaffolds. Likewise, during the pre-writing session of the individual first drafts of Composition 2, the class teacher employed 58.3% (14 times out of a total of 24 times) of the occurrences of the usage of questions as scaffolds, while the high-proficiency level students employed 41.7% (10 times) of this type of scaffold.

Similarly, during the pre-writing session of the first draft of Composition 3, the class teacher provided 73.3% (11 times out of a total of 15) of the occurrences of the usage of questions as scaffolds, while the high-proficiency level students provided 20% (3 times) and the intermediate-proficiency level students provided only 6.7% (once) of this type of scaffold. On the same note, the class teacher provided a majority of 53.1% (26 times out a total of 49) of the occurrences of the usage of questions as scaffolds, while the high-proficiency level students provided 42.9% (21 times) and the intermediate-proficiency level students provided only 4.1% (twice) of the occurrences of this type of scaffold to guide the students during the pre-writing session to compose the individual first drafts of their Composition 4. This shows that although the class teacher allowed learners' autonomy in the writing class, she still played a pertinent role in utilising questions as a form of scaffold to acquaint the students with the topic of the writing

Table 11
Frequency and Percentages of the Individual Types of Scaffolds provided by the Class Teacher and Peers during the Pre-Writing Sessions of All the Students' Compositions

Types of Scaffolds	C1 H (n)	(%)	I (n)	(%)	CT (n)	(%)	Total (n)	(%)	C2 H (n)	(%)	I (n)	(%)	CT (n)	(%)	Total (n)	(%)	C3 H (n)	(%)	I (n)	(%)	CT (n)	(%)	Total (n)	(%)	C4 H (n)	(%)	I (n)	(%)	CT (n)	(%)	Total (n)	(%)
Providing information	12	48.0	11	44.0	2	8.0	25	100.0	32	86.5	4	10.8	1	2.7	37	100.0	25	80.6	1	3.2	5	16.1	31	100.0	26	83.9	1	3.2	4	12.9	31	100.0
Using questions	8	44.4	1	5.6	9	50.0	18	100.0	10	41.7	-	-	14	58.3	24	100.0	3	20.0	1	6.7	11	73.3	15	100.0	21	42.9	2	4.1	26	53.1	49	100.0
Providing elaboration	13	76.5	2	11.8	2	11.8	17	100.0	17	94.4	1	5.6	-	-	18	100.0	8	88.9	-	-	1	11.1	9	100.0	27	87.1	1	3.2	3	9.7	31	100.0
Providing examples	33	58.9	21	37.5	2	3.6	56	100.0	-	-	-	-	-	-	-	-	1	16.7	-	-	5	83.3	6	100.0	6	54.5	2	18.2	3	27.3	11	100.0
Repeating info./points/words	7	53.8	6	46.2	-	-	13	100.0	11	100.0	-	-	-	-	11	100.0	9	60.0	5	33.3	1	6.7	15	100.0	11	61.1	5	27.8	2	11.1	18	100.0
Providing explanation	3	75.0	1	25.0	-	-	4	100.0	3	50.0	1	16.7	2	33.3	6	100.0	3	50.0	-	-	3	50.0	6	100.0	16	76.2	-	-	5	23.8	21	100.0
Providing guidelines	2	28.6	-	-	5	71.4	7	100.0	9	81.8	-	-	2	18.2	11	100.0	-	-	-	-	2	100.0	2	100.0	-	-	-	-	3	100.0	3	100.0
Providing the spelling of words	3	75.0	1	25.0	-	-	4	100.0	8	100.0	-	-	-	-	8	100.0	4	100.0	-	-	-	-	4	100.0	1	100.0	-	-	-	-	1	100.0
Providing suggestions	1	100.0	-	-	-	-	1	100.0	7	77.8	1	11.1	1	11.1	9	100.0	-	-	-	-	-	-	-	-	2	33.3	1	16.7	3	50.0	6	100.0
Translating words	5	100.0	-	-	-	-	5	100.0	5	100.0	-	-	-	-	5	100.0	3	75.0	1	25.0	-	-	4	100.0	1	50.0	-	-	1	50.0	2	100.0
Sharing personal experience	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	45.5	-	-	6	54.5	11	100.0
Providing appro./alternative wd	2	100.0	-	-	-	-	2	100.0	6	66.7	1	11.1	2	22.2	9	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Providing confirmation	2	66.7	1	33.3	-	-	3	100.0	2	100.0	-	-	-	-	2	100.0	1	100.0	-	-	-	-	1	100.0	5	100.0	-	-	-	-	5	100.0
Rephrasing words/phrases	3	100.0	-	-	-	-	3	100.0	3	100.0	-	-	-	-	3	100.0	-	-	1	100.0	-	-	1	100.0	3	100.0	-	-	-	-	3	100.0
Codeswitching	-	-	2	100.0	-	-	2	100.0	2	66.7	1	33.3	-	-	3	100.0	-	-	2	100.0	-	-	2	100.0	3	100.0	-	-	-	-	3	100.0
Providing clarification	3	60.0	2	40.0	-	-	5	100.0	2	100.0	-	-	-	-	2	100.0	-	-	-	-	-	-	-	-	-	-	-	-	1	100.0	1	100.0
Redirecting thoughts to topic	3	75.0	1	25.0	-	-	4	100.0	1	50.0	-	-	1	50.0	2	100.0	-	-	-	-	-	-	-	-	1	100.0	-	-	-	-	1	100.0
Defining words/terms	1	100.0	-	-	-	-	1	100.0	1	25.0	-	-	3	75.0	4	100.0	-	-	-	-	2	100.0	2	100.0	-	-	-	-	-	-	-	-
Setting a context	-	-	-	-	-	-	-	-	1	33.3	-	-	2	66.7	3	100.0	-	-	-	-	4	100.0	4	100.0	-	-	-	-	-	-	-	-
Using mind-mapping	-	-	-	-	-	-	-	-	3	50.0	3	50.0	-	-	6	100.0	-	-	-	-	-	-	-	-	-	-	-	-	1	100.0	1	100.0
Paraphrasing points	2	100.0	-	-	-	-	2	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	75.0	-	-	1	25.0	4	100.0
Providing correction of errors	2	100.0	-	-	-	-	2	100.0	3	100.0	-	-	-	-	3	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Recapping points	1	100.0	-	-	-	-	1	100.0	2	66.7	1	33.3	-	-	3	100.0	-	-	-	-	-	-	-	-	1	100.0	-	-	-	-	1	100.0
Providing a term	2	100.0	-	-	-	-	2	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	50.0	1	50.0	-	-	2	100.0
Providing advice	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	50.0	-	-	2	50.0	4	100.0
Providing compliment	-	-	-	-	-	-	-	-	-	-	-	-	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	2	100.0	2	100.0
Summarising points	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	100.0	-	-	-	-	3	100.0	-	-	-	-	-	-	-	-
Asking to provide definition	-	-	-	-	-	-	-	-	2	100.0	-	-	-	-	2	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Providing encouragement	-	-	-	-	2	100.0	2	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asking to give examples	-	-	-	-	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Commenting lack of clarity	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	100.0	1	100.0
Identifying spelling error	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	100.0	-	-	-	-	1	100.0	-	-	-	-	-	-	-	-
Modeling	-	-	-	-	-	-	-	-	-	-	-	-	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Providing clue	-	-	-	-	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Providing sequence connectors	-	-	-	-	1	100.0	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Reminding not to repeat errors	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	100.0	-	-	-	-	1	100.0	-	-	-	-	-	-	-	-
Selecting the correct words	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	100.0	-	-	-	-	1	100.0	-	-	-	-	-	-	-	-
Referring to the internet	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	100.0	1	100.0	-	-	-	-	-	-	-	-

Key: H – High-proficiency level students
        I - Intermediate-proficiency level students
      CT – Class Teacher

tasks and to guide them to generate further ideas when they worked in their respective groups during the pre-writing session of each of the compositions.

While Tables 7 to 11 as exhibited earlier present the overall view of the types of scaffolds provided by the high and intermediate-proficiency level students and the class teacher, Table 12 on the following page displays the frequency and percentages of the class teacher and peer scaffolds during the pre-writing session of the individual compositions. At the individual pre-writing session level for each of the four compositions, it was found that the four most popularly utilised types of class teacher and peer scaffolds included *providing information*, *using questions*, *providing elaboration* and *providing examples*. However, it is noted that there were similarities and differences in the ranking of these four types of scaffolds used by both the class teacher and students to assist their peers to compose their compositions. This is illustrated in Table 12 which demonstrates that during the pre-writing session of Composition 1, *providing examples* which comprised 30.8% (56 times out of a total of 182) occurrences was the most frequently utilised by the class teacher and students, followed by *providing information* which comprised 13.7% (25 times), *using questions* which comprised 9.9% (18 times) and *providing elaboration* which comprised 9.3% (17 times).

The high-proficiency level students were found to provide more *examples* which served as scaffolds to assist the less proficient writers who were less familiar with the topic on 'How to attract tourists to Malaysia'. This is evident as during an interview, Elle disclosed that she is "… Not so familiar" (INW1/S6/2) with the topic of Composition 1 and she faced a bit of difficulty as "I don't know how to write … the way how to attract the tourists to come to Malaysia" (INW1/S6/6). However, she continued to stress that "As I was writing the essay, I asked them [peers, especially the high-proficiency level students] how to … improve my grammar, and they teach …,

Table 12

Frequency and Percentages of the Class Teacher and Peer Scaffolds during the Pre-Writing Session of Individual Compositions

Note: Each person cell shows "n %". A dash (-) indicates no occurrence.

Types of Scaffolds	Pre-Writing Session (Composition 1)							Total	Pre-Writing Session (Composition 2)							Total	Pre-Writing Session (Composition 3)							Total	Pre-Writing Session (Composition 4)							Total	Overall Total
	Cathy	Ted	Eva	Amy	Aini	Elle	Liza	(n) (%)	Cathy	Ted	Eva	Amy	Aini	Elle	Liza	(n) (%)	Cathy	Ted	Eva	Amy	Aini	Elle	Liza	(n) (%)	Cathy	Ted	Eva	Amy	Aini	Elle	Liza	(n) (%)	(n) (%)
Providing information	8 4.4	4 2.2	-	1 0.5	5 2.7	5 2.7	2 1.1	25 13.7	12 6.9	11 6.4	9 5.2	1 0.6	3 1.7	-	1 0.6	37 21.4	11 10.0	13 11.8	1 0.9	1 0.9	-	-	5 4.5	31 28.2	12 5.7	6 2.8	8 3.8	-	1 0.5	-	4 1.9	31 14.6	124 18.3
Using questions	4 2.2	3 1.6	1 0.5	-	-	1 0.5	9 4.9	18 9.9	2 1.2	7 4.0	1 0.6	-	-	-	14 8.1	24 13.9	1 0.9	2 1.8	-	1 0.9	-	-	11 10.0	15 13.6	3 1.4	16 7.5	2 0.9	2 0.9	-	-	26 12.3	49 23.1	106 15.7
Providing elaboration	7 3.8	5 2.7	1 0.5	1 0.5	-	1 0.5	2 1.1	17 9.3	11 6.4	4 2.3	2 1.2	1 0.6	-	-	-	18 10.4	3 2.7	5 4.5	-	-	-	-	1 0.9	9 8.2	12 5.7	9 4.2	6 2.8	1 0.5	-	-	3 1.4	31 14.6	75 11.1
Providing examples	13 7.1	17 9.3	3 1.6	5 2.7	11 6.0	5 2.7	2 1.1	56 30.8	-	-	-	-	-	-	-	-	-	1 0.9	-	-	-	-	5 4.5	6 5.5	5 2.4	1 0.5	-	-	1 0.5	1 0.5	3 1.4	11 5.2	73 10.8
Repeating info./points/words	6 3.3	1 0.5	-	2 1.1	4 2.2	-	-	13 7.1	9 5.2	2 1.2	-	-	-	-	-	11 6.4	6 5.5	1 0.9	2 1.8	1 0.9	2 1.8	2 1.8	1 0.9	15 13.6	2 0.9	4 1.9	5 2.4	-	5 2.4	-	2 0.9	18 8.5	57 8.4
Providing explanation	1 0.5	2 1.1	-	-	1 0.5	-	-	4 2.2	2 1.2	-	-	1 0.6	1 0.6	-	2 1.2	6 3.5	2 1.8	1 0.9	-	-	-	-	3 2.7	6 5.5	10 4.7	3 1.4	3 1.4	-	-	-	5 2.4	21 9.9	37 5.5
Providing guidelines	2 1.1	-	-	-	-	5 2.7	-	7 3.8	7 4.0	2 1.2	-	-	-	-	2 1.2	11 6.4	-	-	-	-	-	-	2 1.8	2 1.8	-	-	-	-	-	-	3 1.4	3 1.4	23 3.4
Providing the spelling of words	2 1.1	1 0.5	-	-	-	1 0.5	-	4 2.2	6 3.5	2 1.2	-	-	-	-	-	8 4.6	3 2.7	-	-	1 0.9	-	-	-	4 3.6	1 0.5	-	-	-	-	-	-	1 0.5	17 2.5
Providing suggestions	-	1 0.5	-	-	-	-	-	1 0.5	5 2.9	2 1.2	-	1 0.6	-	-	1 0.6	9 5.2	-	-	-	-	-	-	1 0.5	1 0.5	1 0.5	-	-	-	1 0.5	-	3 1.4	5 2.4	16 2.4
Translating words	2 1.1	3 1.6	-	-	-	-	-	5 2.7	-	-	5 2.9	-	-	-	-	5 2.9	1 0.9	-	-	2 1.8	-	1 0.9	-	4 3.6	-	1 0.5	-	-	-	-	1 0.5	2 0.9	16 2.4
Sharing personal experience	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1 0.5	1 0.5	3 1.4	-	-	-	6 2.8	11 5.2	11 1.6
Providing appro./alternative wd	1 0.5	1 0.5	-	-	-	-	-	2 1.1	2 1.2	4 2.3	-	-	1 0.6	-	2 1.2	9 5.2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11 1.6
Providing confirmation	1 0.5	1 0.5	-	1 0.5	-	-	-	3 1.6	1 0.6	-	-	1 0.6	-	-	-	2 1.2	1 0.9	-	-	-	-	-	-	1 0.9	4 1.9	1 0.5	-	-	-	-	-	5 2.4	11 1.6
Rephrasing words/phrases	1 0.5	1 0.5	1 0.5	-	-	-	-	3 1.6	3 1.7	-	-	-	-	-	-	3 1.7	-	-	-	1 0.9	-	-	-	1 0.9	2 0.9	-	-	1 0.5	-	-	-	3 1.4	10 1.5
Codeswitching	-	-	-	-	1 0.5	1 0.5	-	2 1.1	1 0.6	1 0.6	-	-	-	1 0.6	-	3 1.7	-	-	2 1.8	-	-	-	-	2 1.8	-	-	2 0.9	1 0.5	-	-	-	3 1.4	10 1.5
Providing clarification	2 1.1	1 0.5	-	-	2 1.1	-	-	5 2.7	1 0.6	-	1 0.6	-	-	-	-	2 1.2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1 0.5	1 0.5	8 1.2
Redirecting thoughts to topic	-	2 1.1	1 0.5	1 0.5	-	-	-	4 2.2	1 0.6	-	-	-	-	-	1 0.6	2 1.2	-	-	-	-	-	-	1 0.9	1 0.9	1 0.5	-	-	-	-	-	-	1 0.5	8 1.2
Defining words/terms	1 0.5	-	-	-	-	-	-	1 0.5	1 0.6	-	-	-	-	-	3 1.7	4 2.3	-	-	-	-	-	-	2 1.8	2 1.8	-	-	-	-	-	-	-	-	7 1.0
Setting a context	-	-	-	-	-	-	-	-	1 0.6	-	-	-	-	-	2 1.2	3 1.7	-	-	-	-	-	-	4 3.6	4 3.6	-	-	-	-	-	-	-	-	7 1.0
Using mind-mapping	-	-	-	-	-	-	-	-	1 0.6	1 0.6	1 0.6	1 0.6	1 0.6	1 0.6	-	6 3.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1 0.5	1 0.5	7 1.0
Paraphrasing points	2 1.1	-	-	-	-	-	-	2 1.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2 0.9	1 0.5	-	-	-	-	1 0.5	4 1.9	6 0.9
Providing correction of errors	2 1.1	-	-	-	-	-	-	2 1.1	1 0.6	2 1.2	-	-	-	-	-	3 1.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5 0.7
Recapping points	1 0.5	-	-	-	-	-	-	1 0.5	1 0.6	1 0.6	-	-	1 0.6	-	-	3 1.7	1 0.5	-	-	-	-	-	-	1 0.5	-	-	-	-	-	-	-	-	5 0.7
Providing a term	-	2 1.1	-	-	-	-	-	2 1.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1 0.5	-	-	1 0.5	-	-	2 0.9	4 0.6
Providing advice	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1 0.5	1 0.5	-	-	-	-	2 0.9	4 1.9	4 0.6
Providing compliment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1 0.6	1 0.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2 0.9	2 0.9	3 0.4
Summarising points	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1 0.9	2 1.8	-	3 2.7	-	-	-	-	-	-	-	-	3 0.4
Asking to provide definition	-	-	-	-	-	-	-	-	1 0.6	1 0.6	-	-	-	-	-	2 1.2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2 0.3
Providing encouragement	-	-	-	-	-	2 1.1	-	2 1.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2 0.3
Asking to give examples	-	-	-	-	-	1 0.5	-	1 0.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1 0.1
Commenting lack of clarity	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1 0.5	1 0.5	1 0.1
Identifying spelling error	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1 0.9	1 0.9	-	-	-	-	-	-	-	-	1 0.1
Modeling	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1 0.6	1 0.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1 0.1
Providing clue	-	-	-	-	-	1 0.5	-	1 0.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1 0.1
Providing sequence connectors	-	-	-	-	-	1 0.5	-	1 0.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1 0.1
Reminding not to repeat errors	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1 0.9	1 0.9	-	-	-	-	-	-	-	-	1 0.1
Selecting the correct words	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1 0.9	-	-	1 0.9	-	-	-	-	-	-	-	-	1 0.1
Using internet	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1 0.9	1 0.9	-	-	-	-	-	-	-	-	1 0.1
TOTAL:	**56 30.8**	**45 24.7**	**7 3.8**	**13 7.1**	**23 12.6**	**13 7.1**	**25 13.7**	**182 100**	**68 39.3**	**47 27**	**15 8.7**	**5 2.9**	**7 4.0**	**-**	**30 17.3**	**173 100**	**30 27.3**	**24 21.8**	**6 5.5**	**6 5.5**	**4 3.6**	**4 3.6**	**36 32.7**	**110 100**	**58 27.4**	**48 22.6**	**29 13.7**	**4 1.9**	**9 4.2**	**-**	**64 30.2**	**212 100**	**677 100**

correct my grammar. … ." (INW1/S6/20). The class teacher also mentioned during an interview that the students were acquainted with the topic on 'Tourism' (which is part of the theme for their syllabus), "… But not in great detail. They [Students] know about tourism destination, … attractive places" [see INW1/T/4 in Appendix P1] and not only the ways to attract tourists to Malaysia. As such, she remarked that she assisted the students "… by going around … facilitating their discussion and if they come up with difficulties and problems, like words or ideas … they will ask me. Sometimes, I just write on the board for everybody to know … the … common errors or common things that they need to know in relation to the topic." (see INW1/T/6 in Appendix P1).

On the other hand, the three most frequently utilised types of scaffolds by the class teacher and students during the pre-writing sessions for Compositions 2 and 3 were the same. This is evident in Table 12 on page 254 in which during the pre-writing session for Composition 2, *providing information* occurred most frequently at 21.4% (37 times out of a total of 173) occurrences, followed by *using questions* at 13.9% (24 times), and *providing elaboration* at 10.4% (18%). It is interesting to note that even though majority of the students were familiar with the topic on 'How to save the environment from being polluted' for Composition 2, they (especially, the high-proficiency level students) still *provided information* which served as a type of scaffold to assist their group members in generating ideas to compose the individual first drafts of their composition. This is substantiated by Eva's view in that she was familiar with the topic of Composition 2 "… because I always heard about it" (INW2/S3/4) "… Through newspapers, friends and teacher" (INW2/S3/6). Moreover, Amy revealed that "… some of the information I know myself and some ideas are my friends' and teacher's …" (INW2/S4/4) and "… after I share with my friends on the ideas … they helped me to develop it, and they also read my points … ." (INW2/S4/12). This shows that since majority of the students were familiar with the topic of the composition, they applied

their background knowledge to build scaffolds upon scaffolds by *providing* more *information* to strengthen their ideas on the topic as they discussed among the group members during the pre-writing session.

Likewise, during the pre-writing session for Composition 3, *providing information* occurred most frequently at 28.2% (31 times out of a total of 110) occurrences, followed by *using questions* and *repeating information* at 13.6% each (15 times each), as well as *providing elaboration* at 8.2% (9 times). It is noted that more scaffolds were given in the form of *providing information* as the students were not so familiar with the topic on 'How to curb the problem of bullying in schools'. According to the class teacher, "… the topic is rather new to them [students] but then the concept … of 'Bullying' is quite familiar to them. … they know a little bit about it" (INW3/T/2). She further stressed that she offered help to the students on "… how to define … that term ['Bullying'], but then ways, they are able to come up with the steps on how to curb bullying in schools. They got quite good ideas" (INW3/T/4). Amy mentioned that her peers helped her by "Giving the points" (INW3/S5/24) and "We … discussed about the points and the conclusion, and the definition, and also elaborate it" (INW3/S5/18).

Conversely, during the pre-writing session for Composition 4, the *use of questions* topped the list of scaffolds used with 23.1% occurrences (49 times out of a total of 212 occurrences), followed by *providing elaboration* and *providing information* with 14.6% occurrences each (31 times each), and *providing explanation* with 9.9% occurrences (21 times). The *use of questions* by the class teacher and high-proficiency level students was more rampant during the pre-writing session for Composition 4 to help elicit more information from the group members on the topic of 'How to lead a healthy lifestyle'.

A detailed analysis at the individual students' perspective found that Cathy was the most proactive and dominant in providing scaffolds to assist her peers in generating ideas to compose the individual first drafts of their compositions, especially for

Compositions 1 and 2. Cathy's leading role in providing scaffolds to guide her peers in composing the first drafts of their compositions was followed by Ted. The class teacher also played a major role in providing the most number of scaffolds to guide the students to compose the individual first drafts of their Compositions 3 and 4. Following behind was Cathy, and then Ted in providing assistance to their peers during the pre-writing sessions of Compositions 3 and 4. This is evident in Table 13 below which exhibits the frequency and percentages of the occurrences of the class teacher and individual students' scaffolds during the pre-writing sessions of all the students' compositions.

Table 13
Frequency and Percentages of the Occurrences of the Class Teacher and Individual
Students' Scaffolds during the Pre-Writing Sessions of All the Students' Compositions

Participants (n=7)	Name of participants	Pre-Writing Sessions							
		Composition 1 (n=182)	(%)	Composition 2 (n=173)	(%)	Composition 3 (n=110)	(%)	Composition 4 (n=212)	(%)
High-proficiency	**Cathy**	56	30.8	68	39.3	30	27.3	58	27.4
level students	**Ted**	45	24.7	47	27.2	24	21.8	48	22.6
	Eva	7	3.8	15	8.7	6	5.5	29	13.7
Intermediate-	**Amy**	13	7.1	5	2.9	6	5.5	4	1.9
proficiency level	**Aini**	23	12.6	7	4.0	4	3.6	9	4.2
students	**Elle**	13	7.1	-	-	4	3.6	-	-
Class Teacher	**Liza**	25	13.7	30	17.3	36	32.7	64	30.2
TOTAL:		**182**	**100**	**173**	**100**	**110**	**100**	**212**	**100**

Figure 11 as shown on the following page provides a more vivid representation of the percentages of the occurrences of the class teacher and individual students' scaffolds during the pre-writing sessions of all the students' compositions. As portrayed in Table 13 and Figure 11, Cathy provided a total of 30.8% (56 times out of a total of 182) of the occurrences of scaffolds, followed by Ted who provided a total of 24.7% (45 times), and Liza provided a total of 13.7% (25 times) of the occurrences of scaffolds to the group members during the pre-writing session of Composition 1.

Similarly, during the pre-writing session of Composition 2, Cathy topped the list in providing 39.3% (68 times out of a total of 173) of the occurrences of scaffolds, followed by Ted providing 27.2% (47 times) of the occurrences of scaffolds to their
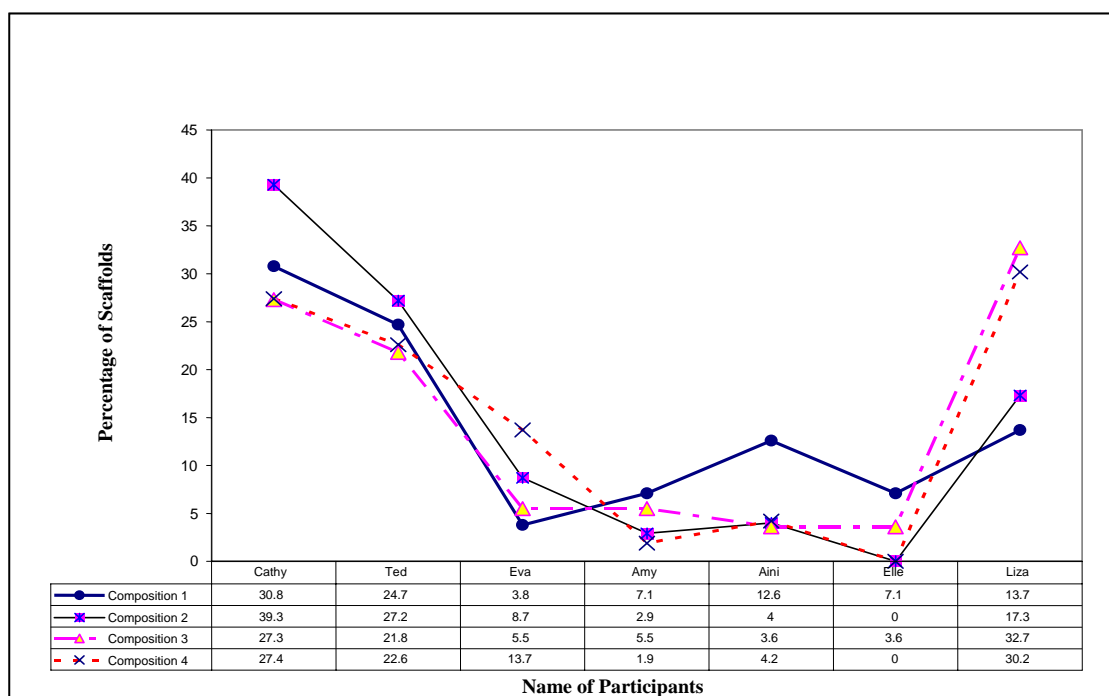
Figure 11
Percentages of the Occurrences of the Class Teacher and Individual Students' Scaffolds during the Pre-writing Sessions of All the Students' Compositions

peers. However, during the pre-writing session of Composition 3, the class teacher furnished the most guidance with 32.7% (36 times out of a total of 110) of the occurrences of scaffolds to the students. This is because as mentioned earlier in this section, the topic of Composition 3 was rather new for some of the students. As such, the class teacher provided more scaffolds to assist the students. This was followed by Cathy providing 27.3% (30 times), and Ted providing 22.8% (24 times) of the total occurrences of scaffolds to their peers. Likewise, during the pre-writing session of Composition 4, the class teacher topped the list in providing 30.2% (64 times out of a total of 212) of the occurrences of scaffolds to the students. Cathy followed closely behind by providing 27.4% (58 times), and Ted providing 22.6% (48 times) of the total occurrences of scaffolds to their peers.

Thus, this substantiated the claim in Table 12 as shown earlier on page 254 in that the high-proficiency level students were actively involved in providing more scaffolds

as compared to the intermediate-proficiency level students to assist their group members in generating ideas to compose the individual first drafts of their Compositions 1, 2 and 3. Likewise, Table 13 as exhibited on page 257 also portrayed that the class teacher played a major role in providing the most number of scaffolds to guide the students in eliciting and generating more ideas to compose the individual first drafts of their Composition 4.

While Eva (a high-proficiency level student) was initially shy, Aini, Amy and Elle (intermediate-proficiency level students) provided an average number of scaffolds to assist their peers in writing the individual first drafts of their Composition 1. However, as the pre-writing sessions progressed further to the writing of Compositions 2, 3 and 4, Eva provided more scaffolds as compared to Aini, Amy and Elle. This is evident in Table 13 and Figure 11 as shown earlier in which initially, Aini provided 12.6% (23 out of a total of 182) occurrences of scaffolds, followed by Amy and Elle who provided 7.1% each (13 times each) of the occurrences of scaffolds while Eva provided 3.8% (7 times) of the occurrences of scaffolds during the pre-writing session of Composition 1.

They provided only an average number of scaffolds as they were more cautious in utilising only scaffolds which they felt were useful in helping their peers to compose the individual first drafts of their compositions. This is evident as Amy indicated during an interview that she found difficulty in contributing her ideas "Because my English is not really good, and I cannot speak well in English and it's kind of hard …" (INW3/S4/232). Nevertheless, she managed to get help from her friends as she mentioned that "… if I don't know how to say the ideas in English, I will say in B.M.[Malay] Then, they [peers] translate it to English" (INW3/S4/234). Likewise, Aini disclosed that "…, because they have more ideas, … I am more comfortable with them …" (INW4/S5/135). In other words, although they contributed their ideas during the

pre-writing sessions, their contribution was lesser as compared to that of the high-proficiency level students.

However, during the pre-writing session of Composition 2, Eva provided more scaffolds which increased to 8.7% (15 times out of a total of 173) occurrences, followed by Aini providing 4% (7 times) occurrences and Amy with 2.9% (5 times) of the occurrences of scaffolds. During the pre-writing session of Composition 3, Eva, Amy and Aini provided almost the same amount of scaffolds to their peers. As shown earlier in Table 13 and Figure 11, Eva and Amy provided 5.5% each (6 times each out of a total of 110) of the occurrences of scaffolds, while Aini and Elle provided 3.6% each (4 times each) of the occurrences of scaffolds during the pre-writing session of Composition 3.

As the process writing approach progressed to Composition 4, Eva appeared to have gained more confidence in providing scaffolds to assist her peers during the pre-writing session to compose the individual first drafts of their Composition 4. This is exhibited in Table 13 and Figure 11 as shown earlier in which Eva provided 13.7% (29 times out of a total of 212) of the occurrences of scaffolds to her peers during the pre-writing session of Composition 4. This was followed by Aini who had also gained more confidence as she provided 4.2% (9 times) and Amy provided 1.9% (4 times) of the total occurrences of scaffolds to assist their peers during the pre-writing session to compose the individual first drafts of their Composition 4.

As noted earlier in Table 13 and Figure 11, although Elle did not provide any scaffold for her peers during the pre-writing sessions of Compositions 2 and 4, she had provided some scaffolds for her peers during the pre-writing session of Composition 1 which is 7.1% (13 times out of a total of 182) of the occurrences of scaffolds, and 3.6% (4 times out of a total of 110) of the occurrences of scaffolds during the pre-writing session of Composition 3. This is perhaps the student-student interaction throughout the pre-writing sessions for all the four compositions were dominated by Cathy and Ted.

Nevertheless, through my observations, although Elle was more reserve, she listened attentively during the student-student interaction and had benefited from the sharing of ideas with the group members, especially from the high-proficiency level students.

Thus, as discussed above, Tables 7 to 13 and Figure 11 provided the context in which the class teacher and peer scaffolds occurred. The following section presents some instances on the functions of the various types of scaffolds utilised by the class teacher and students during the pre-writing sessions to assist the group members to compose the individual first drafts of all their four compositions. It is noted that some of the excerpts as exhibited below entailed more than one type of scaffold which were employed by the students and class teacher.

4.2.3 Peer and Class Teacher Scaffolds during Pre-writing Sessions

The following are examples of some instances which demonstrate the functions and usage of the various types of scaffolds employed by both the students (the high and intermediate-proficiency level students) and the class teacher during the pre-writing sessions of all the students' four compositions. The types of scaffolds which will be discussed in this section were those which occurred more often during the teacher-student and student-student interactions in the pre-writing sessions. Those scaffolds concerned are *providing information, using questions, providing elaboration, providing examples, repeating information or points or words, providing explanation and providing guidelines*. Certain excerpts presented below also displayed how the students and class teacher built scaffold upon scaffold in their effort to co-construct an idea.

4.2.3.1 Providing Information

Generally, the findings in this study revealed that *providing information* was the most popular type of scaffold utilised by the students (especially, the high-proficiency

level students – Cathy and Ted) during the pre-writing sessions of Compositions 2, 3 and 4. Although it ranked the second during the pre-writing session of Composition 1, it occurred at a high frequency.

For instance, when discussing on ways to attract local and foreign tourists to Malaysia, Cathy *provided the information* of a tourist spot in the state of Sarawak (see excerpt 66, line 69 below). The *provision of the information* served as a form of scaffold which witnessed the co-construction of meaning by the rest of the group members.

Excerpt 66: Pre-writing, Peer Discussion, Composition 1, lines 69 to 79

69.	Cathy:	*'Cultural Village'*.	**Providing information** (Catalyst)
70.	Amy:	*'Tradition'*.	**Elaboration**
71	Cathy:	*'Tradition'*. Different races, for example, Ibans, Dayaks, Malays, Melanaus. *(These are the different ethnic groups in Sarawak).*	**Elaborating**
72.	Amy:	Ibans is Dayak.	**Clarifying**
73.	Ted:	Ibans and Bidayuhs also Dayaks, right?	
74.	Amy:	Melanaus also Dayaks.	**Clarifying**
75.	Ted:	Penans?	
76.	Cathy:	Ibans, Bidayuhs, and Melanaus are all Dayaks?	
77.	Amy:	'Melayu'.	
78.	Cathy:	'Melayu' is 'Melayu'.	**Clarifying**
79.	Amy:	'Melayu' is 'Melayu', 'Malay'.	**Clarifying**

As indicated in excerpt 66 (line 69) above, Cathy named *'Cultural Village'* (a major tourist attraction) in the state of Sarawak. This served as a catalyst which triggered the word *'Tradition'* from Amy (see line 70). The students seemed to work well with each other as the use of only one term by Cathy was understood by the rest of the group members and they began to collaborate to co-construct meaning by elaborating the point based on their knowledge of a familiar context (*'Cultural Village'*). This *'Cultural Village'* is famous for providing an ambience with models of houses with different unique structures which depict the culture and traditions of the diverse ethnic groups in the state of Sarawak. This was followed by Cathy elaborating on that point concerned

(see line 71). This shows that the pre-writing session served as a platform for mutual peer scaffolding as Amy, Ted and Cathy were seen to explore the identity of the various ethnic groups in Sarawak (see excerpt 66, lines 72 to 79). According to Ted during an interview, "… basically we [group members] just discuss around each other to get points, … brainstorm more points so that we will be able to write a better essay" (see INW1/S2/8 in Appendix P2). He explained, "…, I gave up some points and they gave me some points. So, it is like give and take" (see INW1/S2/10 in Appendix P2). (italics added).

It was found that the intermediate-proficiency level students did not merely receive information from the high-proficiency level students but they also played a part in *providing information* which helped to generate more ideas and elaboration. This is exemplified in excerpt 67 below:

Excerpt 67: Pre-writing, Peer Discussion, Composition 1, lines 103 to 111

103.	Elle:	Durian season.	**Providing information** (Catalyst)
104.	Aini:	What? Durian season, okay.	
105.	Cathy:	Malaysia has different kinds of food.	**Rephrasing**
106.	Ted:	*'Haven'*.	**Providing a term**
107.	Cathy:	Like Malay, Chinese and Indians. Indians is 'roti canai'.	**Providing example**
108.	Aini:	'Meruku' Indian is 'meruku'. Malay is 'rendang'. *(These are the local food specialties of the different races in Malaysia).*	**Providing examples**
109.	Elle:	Malay 'curry'.	**Providing example**
110.	Ted:	'kueh kochi'.	**Providing example**
111.	Amy:	Hahaha! 'kueh kochi'.	

For example, in excerpt 67 (line 103) above, Elle provided a new point which served as a catalyst for the rest of the group members to provide more examples of a variety of tantalising local cuisine that can attract tourists to visit Malaysia. Ted even provided the term *'Haven'* (see line 106) to help the group members (especially, the intermediate-proficiency level students) to describe Malaysia as a food paradise. (italics added).

This shows that there was mutual scaffolding among the group members as they worked together as a team to brainstorm and exchange ideas with one another. This sense of teamwork was also acknowledged by the students during an interview with each one of them. For example, Ted mentioned, "During brainstorming, many people give different ideas. So, a person is able to process his ideas and write a piece of work which is flawless and sometimes better than the actual one that was supposed to write" (see INW1/S2/750 in Appendix P2). Aini disclosed that she felt interested and motivated to work as a group "Because they [peers] have a lot of ideas, and more examples than me." (INW1/S5/121). Elle reported that "Everybody got involved" (INW1/S6/12) and that all of the group members were "Very cooperative" (INW1/S6/14) as they "Discuss how to attract and the place that attract people" (INW1/S6/18). Cathy elucidated that "… we were discussing and thinking of what points to put down and whether they are suitable or not" (INW1/S1/9). She also felt that she benefited from the peer discussion session as "… they [peers] helped me to remember some of the attractions" (INW1/S1/13). She added that she obtained some information from her peers "Like, the Iban food and all these kinds of things" (INW1/S1/15). In other words, Ted, Aini, Elle and Cathy welcomed collaborative writing as they felt they have gained from the peer interaction.

Akin to that, during the pre-writing session of Composition 2, Cathy and Ted were zealous in *providing information* as a form of scaffold for the group members. As such, mutual scaffolding again occurred among the group members and the contribution of one idea or point led to another.

For instance, in excerpt 68 below, the provision of a solution by Ted led to the generation of more solutions to the problem of pollution:

Excerpt 68: Pre-writing, Peer Discussion, Composition 2, lines 119 to 123

119.	Ted:	Advertise. Advertise environmental issue.	**Providing information** (solution)
120.	Liza:	Maybe have a show on how bad our	**Providing example**

		environment is. Like what we have, like a poster with rubbish, that kind of poster. Heart wrenching that kind.	(solution)
121.	Aini:	Everybody has to play their part.	**Providing information** (solution)
122.	Ted:	Media.	**Providing information** (solution)
123.	Aini:	Ah, ya! Media massa. Hahaha! Poster.	

As portrayed in excerpt 68 (line 119), Ted *provided a solution* to curb the problem of pollution. Then, Liza joined in the discussion to contribute another solution by *providing examples* on ways to overcome the problem of pollution (see line 120). These scaffolds (*providing solutions and examples*) provided by Ted and Liza helped to spur Ted and Aini to think and provide more ways to curb the problem concerned (see lines 122 to 123). This indicates that providing information served as a form of scaffold to stimulate the students' thoughts. (For illustration, see INTW2/PW/0308 in Appendix R3 for 'Transcript of teacher-student and student-student interactions during pre-writing session of Composition 2'.)

On Liza's part, she was tactful in *providing background information* as a form of scaffold to lead in to the topic of 'How to lead a healthy lifestyle' for Composition 4. This is evident in excerpt 69 (lines 44 and 54) below:

Excerpt 69:		**Pre-writing, Classroom Observation, Composition 4, lines 44 to 55**	
44.	Liza:	Looking at the newspaper today, it seems that most people are getting unhealthy day by day. Why? It is because of the way they live, their lifestyle. If you look at the lifestyle, especially people in the city, they don't have enough rest, they don't have proper meals because of working. Students as well, alright, you have students who don't want to eat because they only eat junk food, could be most of you. Are you junk food lovers?	**Providing background information**
45.	Ss:	No.	
46.	Liza:	Do you drink cola all the time? Coke?	**Using probing question**
47.	Ss:	No.	
48.	S:	No, I drink coffee only.	
49.	Liza:	Do you eat tit-bits, and twistees and whatsoever?	**Using probing question**

50.	Ss:	Yes!	
51.	Liza:	Are those healthy?	**Using probing question**
52.	Ss:	Yes!	
53.	Ss:	Hahaha!	
54.	Liza:	No wonder, you are not feeling well. Those are the lifestyle that people are facing nowadays because they eat a lot of junk food, they don't have enough rest, they don't have enough sleep, they don't eat well maybe, no balanced meal. That will contribute to many kinds of diseases. Okay? Other than the newspaper, did you read about children nowadays? They are facing obesity. Most kids, most children nowadays, especially toddlers and children, they are big in size, maybe fat, obesity, obese. Why? Because they don't do much?	**Providing background information**
55.	Ss:	Exercise.	

After providing the background information as witnessed in excerpt 69 (lines 44 and 54), Liza proceeded to relate the information to the students' daily life by using *probing questions* to elicit further information (see lines 46, 49 and 51). The above claim on Liza's expertise was substantiated during an interview in which she revealed that in the pre-writing session, she used "… lead-in activity, giving ideas about 'Healthy Lifestyle', … what kind of diseases they [students] are exposed to nowadays is not having a healthy lifestyle, something like that" (INW4/T/16). This implies that Liza was skilful in *providing some background information* in order to set the context and to frame the students' mind for the topic of the writing task concerned. The *provision of the background information* served as a form of scaffold to stimulate the students' thoughts and to generate more ideas for discussion during their group work.

4.2.3.2 Using questions

On the whole, the *use of questions* as a form of scaffold was the most frequently utilised by the class teacher, followed by the high-proficiency level students throughout the pre-writing sessions of all the four compositions. The findings in this study showed

that both Liza and the students utilised *questions* to probe for information as well as to guide the group members during the peer discussion of the first drafts of their compositions.

For example, when discussing on the tourist attractions in Malaysia, Liza utilised *probing question* to elicit information from the students. This is exhibited in excerpt 70 (line 30) below:

Excerpt 70: Pre-writing, Classroom Observation, Composition 1, lines 24 to 31

24. Liza: Okay, think of Sarawak instead. Name me some of the tourist spots.
25. S: Gua Niah.
26. Liza: We have Gua Niah.
27. S: Mulu Cave
28. Liza: We have Mulu Cave.
29. S: Sarawak Cultural Village.
30. Liza: We have Sarawak Cultural Village. **Using probing question** What else do we have?
31. S: Museum.

As portrayed in excerpt 70 above, the *use of probing questions* by Liza served as a scaffold which generated more ideas from the students on the tourist attraction in Malaysia (see lines 30 and 31).

Likewise, Ted also *used probing questions* to elicit information. This is manifested in excerpt 71 (lines 170 and 172) below:

Excerpt 71: Pre-writing, Peer Discussion, Composition 1, lines 170 to 177

170. Ted: 'trishaw' got or not in Penang? **Using probing question**
171. Aini: Melaka. Penang also, and in Melaka.
172. Ted: So, what else tourists should know a lot **Using probing question** more?
173. Cathy: Another attraction is like the Mulu Caves.
174. Aini: Traditional games.
175. Amy: 'Congkak'.
176. Aini: 'Congkak', *, 'Gasing', 'Wau'.
177. Ted: 'Firecrackers'.

As indicated in excerpt 71 above, the *use of probing questions* by Ted (see lines 170 and 172) had spurred Aini (see lines 171, 174 and 176), Cathy and Amy (see lines 173 and 175) to provide more information on the attractions to lure tourists to Malaysia.

4.2.3.3 Providing elaboration

By and large, *providing elaboration* was the second most widely utilised type of

scaffold by the high-proficiency level students (particularly, Cathy, followed by Ted)

throughout the pre-writing sessions for all the four compositions. It was observed that

although the high-proficiency level students were more dominant in *providing*

elaboration to main points raised by the group members during the peer discussion, the

intermediate-proficiency level students also helped to *elaborate points* in certain

instances.

This is exemplified in excerpt 72 (lines 86 to 93) below when the students were

discussing on how to attract tourists to Malaysia:

Excerpt 72: Pre-writing, Peer Discussion, Composition 1, lines 86 to 93

86.	Ted:	We have many cultural dance.	**Providing information**
87.	Elle:	'Perayaan'.	**Codeswitching to Malay**
88.	Cathy:	We have culture and traditions.	**Paraphrasing**
89.	Elle:	How to say 'perayaan'?	
90.	Ted:	'Festival'.	**Translating to English**
91.	Cathy:	And religious festivals. It's like at the 'kampong', they will kill animals.	**Providing elaboration**
92.	Ted:	By giving appease.	**Rephrasing**
93.	Cathy:	Ya.	

As evident in excerpt 72 (line 91) above, Cathy elaborated the point given earlier by

Elle (in line 87). The other types of scaffolds used during the peer interaction as

witnessed in excerpt 72 included *providing information* on one of the ways to attract

tourists to Malaysia by Ted (see line 86), *codeswitching to Malay* to provide information

by Elle (see line 87), *paraphrasing a point* by Cathy (see line 88), *translating a word* to

English by Ted (see line 90) and *rephrasing words* by Ted (see line 92).

This shows that there was mutual peer scaffolding among the high and intermediate-

proficiency level students as they collaborated and worked together as a team to develop

an idea or a point raised by one of the group members. According to Cathy during an

interview, "We discussed the points and shared it and brainstorm for new ones …"

(INW2/S1/10). Eva reported that during the pre-writing session "when we discuss in group, I get other ideas from my friends" (INW2/S3/12) and "We talked, discussed about the essay, the causes and ways to overcome …" (INW2/S3/18). Ted remarked that "Basically, I just gave some ideas, and my friends also gave their own ideas, and we just choose the better ideas to write the essay" (INW2/S2/10). In other words, as the students were sharing ideas amongst the group members, they built scaffold upon scaffold in their effort to develop a point concerned.

On the same note, Liza also provided useful *elaboration* of a point raised by the students to help prompt the students to think further. This is illustrated in excerpt 73 (lines 57 to 61) below when Liza and the students were discussing on how to promote Malaysia to tourists:

Excerpt 73: Pre-writing, Classroom Observation, Composition 1, lines 57 to 61

57.	Ss:	Culture.	
58.	Liza:	Culture. Our many different cultures. Our many various and beautiful culture.	**Providing elaboration**
59.	Liza:	What else? Look around you. There are Malays, and there's Ibans, and there's Chinese, and there's Indians.	**Providing elaboration**
60.	Ss:	*'Races'*.	
61.	Liza:	Races. Yes, so, this is what we have. Okay, how are we going to promote all these to the tourists so that we can be the best spot for tourism?	

As portrayed in excerpt 73 above, in response to a point raised by the students (see line 57), Liza *elaborated* on the uniqueness of the multi-racial society in Malaysia to frame the students' thoughts by sharing with them a familiar context (see lines 58 and 59). Thus, this acted as a scaffold that led the students to derive at the point *'Races'* (see line 60). (italics added).

Similarly, during the pre-writing session of Composition 2, *providing elaboration* was also the second most widely employed type of scaffold, especially by the high-proficiency level students to assist their peers to compose the first drafts of their composition.

For example, when the students were discussing on the causes of pollution, Cathy *elaborated* on a point which she raised earlier as exhibited in excerpt 74 below:

Excerpt 74: Pre-writing, Peer Discussion, Composition 2, lines 39 to 45

39.	Cathy:	Chemical substance waste.	
40.	Ted:	Isn't that toxic substance? Chemical is toxic.	
41.	Cathy:	Ya. Release of oil from the factory.	**Providing elaboration**
42.	Ted:	More or less the same, right?	
43.	Cathy:	Maybe, there's a leakage.	**Providing explanation**
44.	Ted:	Okay, okay. Will you elaborate so much?	
45.	Cathy:	No, we are just mentioning and putting it down.	

As manifested in excerpt 74 (line 41) above, Cathy *elaborated* the point which she raised (in line 39) in that the toxic substance is caused by the oil spills from factories. Besides that, she also provided further *explanation* on the cause of oil spills (see line 43). This indicates that the use of *elaboration* and *explanation* served as scaffolds that helped to enhance the students' understanding of the cause of water pollution. This in turn enabled the students to compose the first draft of their Composition 2 individually.

Likewise, during the pre-writing session of Compositions 3 and 4, *providing elaboration* was the second most frequently utilised type of scaffold, especially by the high-proficiency level students (particularly, Cathy and Ted) to assist their peers to compose the first drafts of their composition.

 This shows that *providing elaboration* was used as a form of scaffold by both the high and intermediate-proficiency level students to assist one another to develop an idea under discussion.

4.2.3.4 Providing examples

Generally, *providing examples* was the fourth type of scaffold most commonly employed by the high-proficiency level students (particularly, Ted and Cathy) throughout the pre-writing sessions of all the four compositions. The findings in this

study revealed that although the high-proficiency level students played a leading role in *providing examples* to support the main points raised during the peer discussion, the intermediate-proficiency level students also helped to *provide examples* in a number of instances. It was found that the class teacher also utilised this type of scaffold but to a lesser extent as compared to the students. To illustrate, the following are examples of some instances on the functions and usage of this type of scaffold by the students and the class teacher.

For instance, as indicated in excerpt 75 (lines 185 to 188, and lines 190 to 191) below, both the high and intermediate-proficiency level students participated actively in their discussion on the different types of musical instruments which can attract tourists to Malaysia:

Excerpt 75: Pre-writing, Peer Discussion, Composition 1, lines 182 to 191

182.	Cathy:	And then, the music also.	
183.	Ted:	Ya.	
184.	Amy:	Such as?	
185.	Cathy:	'Kompang' *(a type of musical instrument used by the Malays).*	**Providing examples**
186.	Aini:	Music 'sapir', 'gendang', 'gong' *(examples of musical instruments used by the Malays).*	**Providing examples**
187.	Amy:	'kompang', 'kompang', drum.	**Providing example**
188.	Elle:	Western, Chinese.	
189.	Aini:	A special drink 'tuak' (rice wine fancied by the natives of Sarawak).	
190.	Cathy:	***, 'double-bass', 'celo' *(examples of Chinese musical instruments).*	**Providing examples**
191.	Eva:	'pi par' *(a type of Chinese musical instrument).*	**Providing example**

As exemplified in excerpt 75 above, Cathy (see lines 185 and 190), Aini (see line 186), Amy (see line 187), and Eva (see line 191) were enthusiastic in *providing various examples* of musical instruments to support the point given by Cathy (in line 182). This means that the *provision of examples* served as a scaffold which would help the students to elaborate their point when they composed the individual first drafts of their Composition 1.

Likewise, during the pre-writing session of Composition 3, Ted also *provided*

example to make his point clearer to his peers. This is witnessed in excerpt 76 below

when the students were discussing on ways to curb bullying in schools:

Excerpt 76: Pre-writing, Peer Discussion, Composition 3, lines 122 to 132

122.	Ted:	Don't make friends with bullies. Okay, if they get bullied, if they get bullied, then they go away.	
123.	Cathy:	But that does not happen to everyone.	
124.	Ted:	They really go away and they cannot bully alone. So, they will stop to bully and start to make friends. 'Menyisihkan' *('isolate')* bully.	
125.	Aini:	Can bully them back.	
126.	Cathy:	Victims run away from them.	
127.	Ted:	Meaning victims don't be his friend.	
128.	Amy:	'Apa punca' in English? (meaning *'What is cause?'*)	
129.	Eva:	'Factor'.	
130.	Ted:	If he bullies one person, then everybody bully him; then he will minus five friends, five friends, five friends.	**Providing example**
131.	Cathy:	That do happen.	
132.	Ted:	Then, he gets zero friends and he wouldn't have any friends, and he don't have support and he will stop bullying and start to make friends.	**Providing elaboration**

As portrayed in excerpt 76 (line 130) above, Ted gave an *example* to support his

earlier point (in line 122) as one of the ways to curb the problem of bullying. It is

noticed that Ted even *elaborated* the point further (see line 132). This is to ensure that

the group members have a better understanding of his earlier point (see line 122).

On Liza's part, she *cited examples* to help the students understand the meaning of

the term *'Bullying'*. This is evident in excerpt 77 (line 14) below:

Excerpt 77: Pre-writing, Classroom Observation, Composition 3, lines 13 to 19

13.	S:	They kill.	
14.	Liza:	Ya, they even kill. Let's say, Form 5 students, five or ten of them beating a smaller boy and it can cause death. In Semenanjung, in Negeri Sembilan, in Agama School, in other schools; the boys are bullying the younger students or the juniors. Does it happen to you? Does it only happen to men, only to boys?	**Providing examples**
15.	Ss:	No, to girls as well.	
16.	Liza:	To girls as well. How do girls bully each other?	
17.	Ss:	They slap.	
18.	Liza:	They beat them up; they slapped them up. They pull their hair, that's the only style girls know. What else can they do?	

19.   Ss: They spread rumors.

As illustrated in excerpt 77 (line 14), Liza *cited examples* of bullying among students in Malaysian schools. The usage of these *examples* helped to set a context for the students to discuss the subject further during the peer interaction of the pre-writing session of Composition 3.

This shows that the *provision of examples* by the students served as a form of scaffold which would help their peers to elaborate their points when they compose the individual first drafts of their compositions. Besides, the class teacher used *examples* to set a context for further discussion by the students during the pre-writing sessions.

4.2.3.5 Repeating information or points or words

In particular, r*epeating information* or *points* or *words* was the fifth type of scaffold most regularly utilised by the high-proficiency level students throughout the pre-writing sessions of all the four compositions. It is interesting to note that among all the other types of scaffolds, *repeating information* or *points* or *words* was the second most frequently used type of scaffold by the intermediate-proficiency level students. However, this type of scaffold was rarely employed by the class teacher throughout the pre-writing sessions of all the four compositions. To illustrate, the following are examples of some instances in which this type of scaffold was utilised by the students and class teacher.

For instance, when discussing on ways to promote tourist attractions in Malaysia, Cathy used *repetition* to reinforce her point. This is exhibited in excerpt 78 (line 101) below:

Excerpt 78: Pre-writing, Peer Discussion, Composition 1, lines 45 to 47 and lines 100 to 101
45.   Cathy: Ya, they went to Vietnam and they promote it
                  there, all the Borneo attractions.
46.   Ted: Ambassadors are sent to other countries to

		encourage other people to visit Malaysia.
47.	Cathy:	Ya, they went to Vietnam. I read it in the newspaper.
100.	Amy:	Then, how to promote? How to attract the tourists?
101.	Cathy:	Well, go to other country and help to promote. **Repeating a point**

As exemplified in excerpt 78, Cathy (line 101) *repeated the main point* which was mentioned earlier (see lines 45 to 47). The *repetition of this point* by Cathy served as a form of scaffold to reinforce the earlier point brought up by Ted and herself, that is to send ambassadors to other countries as one way to promote the tourist attractions in Malaysia.

Similarly, as manifested in excerpt 79 (line 212) below, Elle also used *repetition* to emphasise her point (as stated earlier in line 208). This served as a form of scaffold to assist the group members in the writing of the conclusion of the individual first drafts of their Composition 3.

Excerpt 79: Pre-writing, Peer Discussion, Composition 3, lines 206 to 212

206.	Elle:	To curb and solve this problem, government and society should cooperate with each other.
207.	Cathy:	'*the* government' (inserting the article '*the*' before the word 'government').
208.	Elle:	The government should enforce the law and the society must control and give counseling to the victims to reduce their fear.
209.	Cathy:	Your 'n' is missing (referring to the 'n' in the spelling of the word 'government').
210.	Elle:	'government'.
211.	Cathy:	'g-o-v-e-r-n-m-e-n-t'.
212.	Elle:	The government should enforce the law and **Repeating a point** the society must control and give counseling to the victims to reduce their fear.

Likewise, when discussing on ways to curb the problem of bullying in schools, Liza *used repetition* as a form of scaffold to stimulate the students' thoughts. This is evident in excerpt 80 (lines 50 to 52) below:

Excerpt 80: Pre-writing, Classroom Observation, Composition 3, lines 50 to 52

50.	Liza:	Think of what you have in school.
51.	S:	I have never met a bully.
52.	Liza:	You have never met a bully. Think of how **Repeating a context**

you can stop the bully. What you can do is
think of the school situation. What the school
can do to help? Like the counseling teacher?

As portrayed in excerpt 80 (line 52), Liza *repeated the context* which she had
mentioned earlier (see line 50). This served to frame the students' thoughts in the
school context which was familiar to them, and thereafter to think of ways to curb the
problem of bullying in schools.

To conclude, both the high and intermediate-proficiency level students used
repetition as a form of scaffold to reinforce a point. However, the class teacher used
repetition as a form of scaffold to stimulate students' thoughts.

4.2.3.6 Providing explanation

The finding in this study revealed that *providing explanation* was the third type of
scaffold most frequently employed by the students and class teacher during the pre-
writing session of Composition 4. Nevertheless, this type of scaffold was also utilised
by both the students and class teacher but less frequently during the pre-writing sessions
of Compositions 1, 2 and 3. To illustrate, the following are examples of some instances
on the functions and usage of this type of scaffold by the students and class teacher to
facilitate learning.

For example, excerpt 81 below demonstrates the *use of explanation* as a form of
scaffold when the students were discussing on how to prevent pollution:

Excerpt 81: Pre-writing, Peer Discussion, Composition 2, lines 254 to 258
254. Ted: Okay, *effort, effort, effort*. What do you
                mean by *'effort'*?
255. Amy: *Effort*, like what we should do to make   **Providing explanation**
                the thing successful.
256. Cathy: Co-operate. 'Bekerjasama'.
257. Ted: Be more efficient. Law making.
258. Cathy: Aha!

As portrayed in excerpt 81 (line 255), Amy *explained* the meaning of the word *'effort'*. This served as a form of scaffold to enhance the group members' understanding of the term concerned, and thereby to stimulate their thoughts so as to contribute more to the discussion (see lines 256 and 257). (italics added).

Akin to that, as exhibited in excerpt 82 (lines 198 and 200) below, when discussing on the topic of 'How to curb the problem of bullying in schools', Cathy *explained* the differences between the words *'Bullying'* and *'Bullies'*. This is to enable her peers to have a better understanding of those words so that they could apply them in the correct context. (italics added).

Excerpt 82: Pre-writing, Peer Discussion, Composition 3, lines 197 to 200

197.	Aini:	Cath, what is the difference between *'bully'* and *'bullying'*?	
198.	Cathy:	*'Bullying'* is the verb, the action when bully people.	**Providing explanation**
199.	Amy:	Hah?	
200.	Cathy:	*'Bullies'* are nouns.	**Providing explanation**

Likewise, as illustrated in excerpt 83 (line 21) below, Liza also *provided explanation* on the traits of bullying:

Excerpt 83: Pre-writing, Classroom Observation, Composition 3, lines 21 to 24

21.	Liza:	Alright, the types of bullying. According to the internet, there are bullies in schools and also at the work place when you go to work. In cyberspace sometimes, when you type on the internet; sometimes, in internet they threatened you with words. That is also called bullying. Okay, according to them, there are three main elements of bullying when the behavior is assertive and negative. Do you have these criteria, assertive and negative, are you?	**Providing explanation**
22.	S:	Yes.	
23.	Liza:	Okay, then you have the tendency to bully others.	
24.	S:	Hehehe!	

The *provision of explanation* by Liza (see excerpt 83, line 21 above) helped to provide more background information to enhance the students' understanding of the definition of the term *'bullying'*; and thereafter, they could discuss the topic further with

their peers. This scaffold ('*providing explanation*') was highlighted by Liza during an interview when she remarked:

> I did give them [students] the definition in the beginning because some of them asked how to start and … how to put it into words. I helped them … by getting the definition from the internet, and … types of bullying they might not know, like the one on *'cyberspace among neighbourhood'*, … . So, I helped them out in that way (INW3/T/6). (italics added).

This shows that the *use of explanation* by the high and intermediate-proficiency level students as well as the class teacher served as a form of scaffold to help enhance the students' understanding of a term or point under discussion.

4.2.3.7 Providing guidelines

On the whole, among the scaffolds given by the class teacher, *providing guidelines* was the second most frequently utilised to guide the students in the composing of the individual first drafts of all their four compositions. This type of scaffold was also found to be used by the high-proficiency level students to assist their peers. To illustrate, the following are examples of some instances on the functions and usage of this type of scaffold by the students and class teacher to facilitate learning.

For instance, as evident in excerpt 84 (line 67) below, Liza used *guidelines* by naming some of the tourists' attractions in Malaysia to draw the students' thoughts to the topic of Composition 1:

Excerpt 84:	**Pre-writing, Classroom Observation, Composition 1, lines 67 and 71**	
67. Liza:	Think about this tourism industry which is very important to our country. What we can do, how we can attract tourists from other countries to our country because we have all these unique features. We have our religion, we have cultures, we have our places of interest, we have food wise. Now, discuss on how to attract people to come, local and foreign. Think about ways on how to improve our facilities and think about how to attract the local and foreign tourists to come.	**Providing guidelines**
71. Liza:	If you have 4 to 5 points, that's enough. That will be just nice to write 200 to 250 words essay. You can start to write. All you need to do is to elaborate and give examples	**Providing guidelines**

(The teacher is telling the whole class).

As the pre-writing session progressed along, Liza provided further guideline in the form of a brief structure of an expository composition for the students to follow (see excerpt 84, line 71). It is noted that the *provision of guidelines* (as a type of scaffold) by Liza was stressed during an interview as she reported that in the pre-writing session before the students composed the individual first drafts of their Composition 1, her students and her, "Brainstorm a little bit, … go through quickly … the main things, the general ideas. I've [Liza has] given them [students] certain ideas like campaign, 'Cuti-cuti Malaysia', relate that to … what they are doing now, …" (see INW1/T/8 in Appendix P1).

This implies that Liza placed importance in *providing guidelines* as a form of scaffold in setting the context of learning and for further peer discussion on the topic concerned.

Likewise, as illustrated in excerpt 85 (line 243) below, when discussing on ways to attract tourists to Malaysia, Cathy *provided guidance* for her peers by suggesting that they could also mention the attractions in Malaysia:

Excerpt 85: Pre-writing, Peer Discussion, Composition 1, lines 238 to 243
238. Ted: We discuss wrongly. How to attract local
            and foreign tourists to Malaysia?
239. Cathy: By promoting the attractions.
240. Ted: Aha!
241. Cathy: You said sent leaflets to other countries and
            then sent someone to introduce to them
            about Malaysia.
242. Ted: We have only one point about that.
243. Cathy: Then, you mentioned the attraction.   **Providing guideline**

As portrayed in excerpt 85 above, the *guidance* provided by Cathy (see line 243) helped to reassure Ted that he was on the right track (see line 241) in answering the topic on "How to attract tourists to Malaysia". This in turn served as a scaffold to

prompt Ted to think of more ways to be included in the individual first draft of his Composition 1.

Similarly, during the peer discussion for the composing of the individual first drafts of Composition 2, it was found that Liza provided useful *guidance* on the themes to discuss and the need of cooperation amongst the group members. This is exemplified in the following field notes taken from the classroom observation of Liza's teaching (see excerpt 86, lines 35 and 44):

Excerpt 86: Pre-writing, Classroom Observation, Composition 2, lines 35 and 44

35.	Liza:	It seems that most of you know about the major causes of pollution. What we are going to discuss today is about 'How to save our environment from being polluted'. … . So, this time you are going to put all your ideas and opinions you discuss with your friends. As usual, elect a leader to lead the discussion. Ask the quietest one to write, encourage the quieter ones to speak. Everybody must contribute ideas. The question is 'The environment gets polluted each day due to human activities. In about 200 to 250 words, write a composition on how to save our environment from being polluted'. Now, you are going to brainstorm, make mind-map, … what are the possible ways to save our environment from being polluted. Okay, now I give you around fifteen minutes for you to brainstorm and everybody will have his or her opinion, examples, ways, methods on how to improve on our environment. At least you get five to six points in a group. Okay, I am sure you will be coming out with campaigns. What else? What kinds of campaigns? These are the kinds of things I want to see, the examples, what you are going to do as part of humans, human races, what are you going to do to help the environment? Any question? … .	**Providing guidelines**
44.	Liza:	Okay, causes of human activities. Okay, what are the human activities that lead to pollution? And then, comes the points, your body. In the body, you can talk about ways. You can have two paragraphs and then comes your conclusion. What are you going to put in your conclusion? You summarise the whole thing, the main points, what you need to do as a whole, as human beings, as Malaysians, as the society? Okay? Start thinking now.	**Providing guidelines**

As indicated in excerpt 86 above, Liza *provided guidance* by emphasising the need for collaboration amongst the group members (see line 35), highlighting the themes to

be discussed during the peer discussion and the organisational structure of the composition (see line 44). This guidance given by Liza served as a form of scaffold to guide the students so that they will not discuss out of the topic assigned to them.

Akin to that, Cathy was also able to *provide organisational guidelines* for her peers to follow when they were discussing on the contents to be included in Composition 2. This is manifested in excerpt 87 below:

Excerpt 87: Pre-writing, Peer Discussion, Composition 2, lines 8 to 17
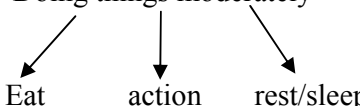
8.	Cathy:	In the introduction, we mention the types of pollution.	**Providing guideline**
9.	Ted:	But we explain what is pollution first, right?	
10.	Cathy:	Do we need that? Pollution, how many types of pollution are there?	
11.	Ted:	Just list out the types of pollution.	
12.	Cathy:	So, there's air pollution.	**Providing guideline**
13.	Eva:	Sound pollution, water pollution.	
14.	Cathy:	Land pollution, radioactive pollution.	**Providing guideline**
15.	Ted:	I think a list of three enough, hoh?	
16.	Aini:	Air, water and sound pollution.	
17.	Cathy:	Just mention the main ones.	**Providing guideline**

As evident in excerpt 87 (lines 8, 12, 14 and 17) above, Cathy *provided guidance* on the contents to be incorporated in the introduction of Composition 2. This guidance served as a form of scaffold which helped the group members to start composing the individual first drafts of their Composition 2. This also indicates that the group members trusted Cathy as they referred to her for advice on the organisation of the contents in the introduction of the composition concerned.

It is interesting to note that the class teacher *provided structural guidance* and keywords for the students to follow during the pre-writing session of the students' compositions. This is illustrated in the following field notes taken from the classroom observation of Liza's teaching during the pre-writing session of Composition 4 (see excerpt 88, lines 72 and 80 below):

Excerpt 88: Pre-writing, Classroom Observation, Composition 4, line 72, lines 74 to 75, and line 80.

72.	Liza:	The teacher writes the following guidelines on the board:	**Providing**

<u>How to lead a healthy lifestyle</u>   **guideline**
Situation: More and more people are suffering from diseases and illnesses nowadays.
Intro: Current situations
Steps on how to lead a healthy lifestyle.
Conclusion: Stress on your points/summarise your ideas.

74. Liza: How are you going to start? Any ideas?

75. Liza: You can talk about the current situation now. **Providing direction**

80. Liza: (The teacher writes on the blackboard the following guidelines:) **Providing mind-map**

Doing things moderately

Eat   action   rest/sleep

As demonstrated in excerpt 88 above, Liza *provided structural guidance* (see line 72), *provided direction* to lead the students' thoughts (see line 75) and *provided a mind-map* showing the keywords (see line 80) to guide the students for their group discussion on the topic of Composition 4 ('How to lead a healthy lifestyle'). Thus, this guidance served as a form of scaffold for the students to act on their own in generating more ideas during the discussion with their group members.

To conclude, there were various types of scaffolds employed by the class teacher and students during the pre-writing session of each of the four compositions. However, the four types of scaffolds most frequently utilised by the high-proficiency level students (especially, Cathy and Ted) to guide their peers (especially, the less competent writers) in generating ideas to compose the individual first drafts of all their four compositions were *providing information*, *providing elaboration*, *using questions* and *providing examples*. On the other hand, the three types of scaffolds most commonly used by the intermediate-proficiency level students were *providing examples, providing information and repeating information or points or words*. In addition, the other types of scaffolds which were found to be also useful in assisting the students in generating ideas to compose the individual first drafts of their compositions included *codeswitching*

to Malay, paraphrasing, providing advice, providing clarification, providing definition of terms, providing spelling of words, providing suggestion, recapping points, rephrasing words or *phrases* or *sentences*, *summarising* and *translating words from Malay to English*. In other words, through the student-student interaction during the pre-writing sessions of all the four compositions, the students were able to collaborate and work as a team in providing various types of scaffolds to help one another to generate and develop their ideas. Liza also played a vital role throughout the pre-writing sessions by facilitating and furnishing various types of scaffolds whenever her help was needed to assist the students to generate ideas to compose the individual first drafts of their compositions. The types of scaffolds which she regularly employed were *using questions*, *providing information*, *providing guidelines*, *providing examples* and *explanations*.

4.2.4   Types of Class Teacher and Peer Scaffolds during Peer Response Sessions

Generally, the findings in this study unveiled a total of 26 types of scaffolds provided by the class teacher and students during the peer response sessions to the individual first drafts of all the students' compositions. It was found that there were common and distinctive types of scaffolds provided by the class teacher and peers during the peer response sessions. The categories of the class teacher and peer scaffolds were data-driven (see Section 3.5.2 on the procedures of the data analysis to answer Research Question 2). Table 14 on the following page exhibits the common and distinctive types of class teacher and peer scaffolds provided during the peer response sessions of all the students' compositions.

As illustrated in Table 14, there were sixteen common types of scaffolds provided by both the class teacher and peers which included *codeswitching to Malay, using questions (probing questions and leading questions), providing advice* or *advise to use*

Table 14

Common and Distinctive Types of Class Teacher and Peer Scaffolds provided during the Peer Response Sessions of All the Students' Compositions

Types of Class Teacher and Peer Scaffolds during Peer Response Sessions		
Common Types of Scaffolds	**Distinctive Types of Scaffolds**	
Class Teacher and Peers	**Class Teacher**	**Peers**
Codeswitching to Malay	Providing sequence connectors	Dictating correct words/spelling of words
Using questions (Probing questions and leading questions)		
Providing advice/Advising to use dictionary		Identifying errors
		Omitting words/punctuation marks
Providing appropriate/alternative words		Providing clarification
Providing compliments/praises		Providing examples
Providing confirmation		Providing interpretation
Providing correction of errors		Providing suggestion
		Reminding the correct word order/punctuation mark
Providing definition of words		
Providing explanation		Reminding not to repeat errors
Providing guidance		
Providing missing words/suffix/alphabet		
Redirecting thoughts/content to topic		
Repeating words/questions/suggestions		
Rephrasing words		
Selecting the correct word form		
Using dictionary		
Total: 16	**1**	**9**

dictionary, providing appropriate or *alternative words, providing compliments* or *praises, providing confirmation, providing correction of errors, providing definition of words, providing explanation, providing guidance, providing missing alphabet* or *words* or *suffixes, redirecting thoughts* or *content to the topic, repeating words* or *questions* or *suggestions, rephrasing words, selecting the correct word form,* and *using dictionary.* (Some examples of these common types of scaffolds employed by both the class teacher and peers during the peer response sessions will be discussed in Section 4.2.6.)

The distinctive type of scaffold provided by the class teacher during the peer response session was the *provision of sequence connectors* to guide the students in the revision of the individual first drafts of their compositions. The class teacher provided examples of sequence connectors during the peer response session when she noticed the students lacked the use of them to link their ideas while composing the individual first

drafts of their compositions. Among the nine distinctive types of peer scaffolds provided during the peer response sessions to the individual first drafts of all the students' compositions were *dictating correct words* or *spelling of words, identifying errors, omitting words* or *punctuation marks, providing clarification, providing examples, providing interpretation, providing suggestion, reminding the correct word order* or *punctuation mark,* and *reminding not to repeat errors.* These distinctive types of scaffolds were utilised among the peers without the overt presence of the class teacher when the students worked in their group during the peer response sessions. (Some examples of these distinctive types of class teacher and peer scaffolds employed during the peer response sessions will be discussed in Section 4.2.6.)

This shows that although majority of the scaffolds provided during the peer response sessions were commonly utilised by both the class teacher and students, it is noted that the students provided more types of scaffolds which were distinct from the scaffold provided exclusively by the class teacher. What is interesting here is that while the distinctive types of peer scaffolds served several functions to assist the group members in identifying and providing correction to their errors at the word and sentence level, providing suggestions and reminders as well as to provide guidance to make their point clearer with adequate elaborations; the scaffold provided exclusively by the class teacher during the teacher-student interaction served as a guide for the students to link their ideas within and between paragraphs. This indicates that the students were more concerned about providing scaffolds to assist one another in identifying and correcting errors from all aspects (surface level errors as well as adequacy of content and elaborations); whereas the class teacher were not only concerned about providing scaffolds to guide the students in correcting their surface level errors and contents but also to link their ideas. Nevertheless, what is pertinent is that the class teacher and peer scaffolds served to complement each other in assisting the students in the revision of

their compositions. There is evidence to confirm this point (see Section 4.2.6 for examples of instances which demonstrate the functions of the class teacher and peer scaffolds during the peer response sessions).

The next section presents the frequency and percentages of the occurrences of the class teacher and peer scaffolds during the peer response sessions of all the students' compositions.

4.2.5 Frequency and Percentages of the Occurrences of the Class Teacher and Peer Scaffolds during the Peer Response Sessions

An overall analysis showed that among the 26 types of scaffolds, *providing correction of errors* was the most frequently utilised by the class teacher and students to assist their peers throughout the peer response sessions to the individual first drafts of all the four compositions. This is evident in Table 15 on the following page which presents the frequency and percentages of the occurrences of class teacher and peer scaffolds during the peer response sessions to the first drafts of all the students' compositions.

As indicated in Table 15, out of an overall total of 964 occurrences of scaffolds throughout the peer response sessions of all the four compositions, *providing correction of errors* occurred at 23.2% (224 times), followed by *using questions* (probing questions and leading questions) at 10.9% (105 times), *repeating words* or *questions* or *suggestions* at 9.9% (95 times), *providing explanation* with 8.5% (82 times), *providing confirmation* at 7.2% (69 times), *identifying errors* and *providing appropriate* or *alternative words* at 6.6% each (64 times each), *rephrasing words* at 6.1% (59 times), *providing suggestions* at 5.9% (57 times), *providing missing alphabet* or *words* or *suffixes* at 5.2% (50 times), *providing compliments* or *praises* at 2.1% (20 times) and the other types of class teacher and peer scaffolds occurred at less than 2.1% (less than 20 times).

Table 15
Frequency and Percentages of the Occurrences of Class Teacher and Peer Scaffolds
during the Peer Response Sessions to the First Drafts of All the Students' Compositions

Types of Scaffolds	Peer Response Sessions								Total	
	Composition 1		Composition 2		Composition 3		Composition 4			
	(n=964)	(%)	(n=964)	(%)	(n=964)	(%)	(n=964)	(%)	(n=964)	(%)
Providing correction of errors	57	5.9	63	6.5	64	6.6	40	4.1	224	23.2
Using questions (Probing and Leading)	29	3.0	44	4.6	13	1.3	19	2.0	105	10.9
Repeating words/questions/suggestion	17	1.8	53	5.5	17	1.8	8	0.8	95	9.9
Providing explanation	17	1.8	31	3.2	21	2.2	13	1.3	82	8.5
Providing confirmation	9	0.9	29	3.0	19	2.0	12	1.2	69	7.2
Identifying errors	19	2.0	34	3.5	5	0.5	6	0.6	64	6.6
Providing appropriate./alternative words	9	0.9	30	3.1	20	2.1	5	0.5	64	6.6
Rephrasing words	19	2.0	19	2.0	14	1.5	7	0.7	59	6.1
Providing suggestion	25	2.6	24	2.5	8	0.8	-	-	57	5.9
Providing missing alphabet/words/suffixes	3	0.3	19	2.0	14	1.5	14	1.5	50	5.2
Providing compliments/praises	12	1.2	5	0.5	1	0.1	2	0.2	20	2.1
Omitting words/punctuation	-	-	7	0.7	4	0.4	5	0.5	16	1.7
Codeswitching to Malay	2	0.2	8	0.8	3	0.3	1	0.1	14	1.5
Selecting the correct word form	1	0.1	1	0.1	5	0.5	4	0.4	11	1.1
Providing guidance	1	0.1	2	0.2	1	0.1	2	0.2	6	0.6
Providing advice/advise to use dictionary	1	0.1	2	0.2	-	-	1	0.1	4	0.4
Providing definition of words	2	0.2	-	-	2	0.2	-	-	4	0.4
Dictating correct words/spelling of a word	-	-	3	0.3	-	-	-	-	3	0.3
Providing clarification	1	0.1	2	0.2	-	-	-	-	3	0.3
Providing interpretation	-	-	2	0.2	1	0.1	-	-	3	0.3
Reminding not to repeat errors	-	-	1	0.1	1	0.1	-	-	2	0.2
Providing examples	-	-	2	0.2	-	-	-	-	2	0.2
Redirecting thoughts/content to topic	2	0.2	-	-	-	-	-	-	2	0.2
Reminding correct wd order/punctuation	2	0.2	-	-	-	-	-	-	2	0.2
Using dictionary	-	-	2	0.2	-	-	-	-	2	0.2
Providing sequence connectors	-	-	-	-	-	-	1	0.1	1	0.1
TOTAL:	**228**	**23.7**	**383**	**39.7**	**213**	**22.1**	**140**	**14.5**	**964**	**100.0**

As exhibited in Table 15 above, the overall total of 964 occurrences of the various types of scaffolds provided by the class teacher and students comprised the total occurrences of the class teacher scaffolds and peer scaffolds during the peer response sessions to the individual first drafts of the students' Composition 1 which is 23.7% (228) occurrences, Composition 2 which is 39.7% (383) occurrences, Composition 3 which is 22.1% (213) occurrences and Composition 4 which is 14.5% (140) occurrences. What is fascinating here is the sudden increase in the provision of scaffolds during the peer response session to Composition 2. This is because majority of the students were familiar with the topic on 'How to save the environment from being polluted' (see interview excerpts INW2/S3/4, INW2/S3/6, INW2/S4/4 and INW2/S4/12

with the students which have been discussed earlier in Section 4.2.2 on page 255). Thus, they applied their background knowledge to provide the necessary scaffolds to assist their peers in the revision of the first drafts of their Composition 2. It is also interesting to note that fewer scaffolds were provided as the peer response session progressed from Composition 2 to Composition 3 and subsequently to Composition 4. This indicates that less guidance were needed as the process approach to writing progressed from one composition to another and there was evidence of the breaking down of scaffolds as the less capable writers had internalised the grammatical rules and concepts learnt and were able to perform on their own.

While Table 15 provides a global view of the frequency and percentages of the occurrences of the various types of scaffolds during the peer response sessions to the first drafts of all the students' compositions, it is useful to analyse in greater depth as to which party concerned provided the most scaffolds. This is shown in Table 16 below which demonstrates the differences in the frequency and percentages of the occurrences of class teacher and peer scaffolds during the peer response sessions to the first drafts of all the students' compositions.

Table 16
Differences in Frequency and Percentages of the Occurrences of Class Teacher and Peer
Scaffolds during the Peer Response Sessions to the First Drafts of
All the Students' Compositions

Participants (n=7)	Proficiency level	Peer Response Sessions								Total	
		Composition 1		Composition 2		Composition 3		Composition 4			
		(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
Students	H	178	78.0	326	85.2	196	92.0	110	78.5	810	84.0
	I	43	18.9	42	10.9	11	5.1	10	7.1	106	11.0
Class Teacher		7	3.0	15	3.9	6	2.8	20	14.3	48	5.0
Total:		**228**	**100**	**383**	**100**	**213**	**100**	**140**	**100**	**964**	**100.0**

On the whole, the findings in this study revealed that the high-proficiency level students were more active as they provided more scaffolds as compared to the intermediate-proficiency level students in their effort to assist their group members in

the revision of the individual first drafts of all their compositions. As evident in Table 16, the high-proficiency level students provided a total of 84% (810 times out of an overall total of 964) of the occurrences of scaffolds, while the intermediate-proficiency level students provided a total of 11% (106 times) of the occurrences of scaffolds to assist their group members in the revision of the individual first drafts of their compositions. This shows that the high-proficiency level students modelled like 'young experts' in providing scaffolds to assist the group members in their revisions. At the same time, this young experts' role seemed to multiply among the intermediate-proficiency level students as the latter did not merely receive scaffolds from the high-proficiency level students but they also employed scaffolds (although to a lesser extent) to assist their peers in the revision of the individual first drafts of their compositions. In other words, there was mutual scaffolding amongst the high and intermediate-proficiency level students. On the other hand, the class teacher provided only a total of 5% (48 times) of the occurrences of scaffolds to guide the students in the revision of the individual first drafts of their compositions. However, the question posited here is: What are the types of scaffolds provided by both the high and intermediate-proficiency level students which assisted the group members in the revision of the individual first drafts of their compositions? Table 17 on the following page provides the answers to this question.

Table 17 illustrates the frequency and percentages of the types of class teacher and peer scaffolds during the peer response sessions of all the students' compositions. An in-depth analysis of Table 17 portrayed that out of a total of 810 occurrences of scaffolds utilised by the high-proficiency level students throughout the peer response sessions of all the four compositions, the type of scaffold which was the most extensively used is *providing correction of errors* with 24.4% (198) occurrences. This was followed by *using questions* with 12.0% (97 times), *repeating words* or *questions* or

Table 17
Frequency and Percentages of the Types of Class Teacher and Peer Scaffolds during the Peer Response Sessions of All the Students' Compositions

Types of Scaffolds	H		I		T		Total	
	(n=810)	(%)	(n=106)	(%)	(n=48)	(%)	(n=964)	(%)
Providing correction of errors	198	24.4	23	21.7	3	6.3	224	23.2
Using questions (probing and leading)	97	12.0	4	3.8	4	8.3	105	10.9
Repeating words/questions/suggestion	73	9.0	18	17.0	4	8.3	95	9.9
Providing explanation	68	8.4	10	9.4	4	8.3	82	8.5
Providing confirmation	60	7.4	4	3.8	5	10.4	69	7.2
Identifying errors	58	7.2	6	5.7	-	-	64	6.6
Providing appropriate/alternative words	54	6.7	6	5.7	4	8.3	64	6.6
Rephrasing words	53	6.5	4	3.8	2	4.2	59	6.1
Providing suggestion	47	5.8	10	9.4	-	-	57	5.9
Providing missing alphabet/words/suffixes	46	5.7	3	2.8	1	2.1	50	5.2
Providing compliments/praises	7	0.9	7	6.6	6	12.5	20	2.1
Omitting words/punctuation	13	1.6	3	2.8	-	-	16	1.7
Codeswitching to Malay	11	1.4	2	1.9	1	2.1	14	1.5
Selecting the correct word form	9	1.1	1	0.9	1	2.1	11	1.1
Providing guidance	-	-	-	-	6	12.5	6	0.6
Providing advice/advise to use dictionary	2	0.2	-	-	2	4.2	4	0.4
Providing definition of words	2	0.2	-	-	2	4.2	4	0.4
Dictating correct words/spelling of words	3	0.4	-	-	-	-	3	0.3
Providing clarification	2	0.2	1	0.9	-	-	3	0.3
Providing interpretation	2	0.2	1	0.9	-	-	3	0.3
Reminding not to repeat errors	1	0.1	1	0.9	-	-	2	0.2
Providing examples	2	0.2	-	-	-	-	2	0.2
Redirecting thoughts/content to topic	-	-	1	0.9	1	2.1	2	0.2
Reminding correct wd order/punctuation	2	0.2	-	-	-	-	2	0.2
Using dictionary	-	-	1	0.9	1	2.1	2	0.2
Providing sequence connectors	-	-	-	-	1	2.1	1	0.1
TOTAL:	**810**	**100.0**	**106**	**100.0**	**48**	**100.0**	**964**	**100.0**

suggestions with 9.0% (73) occurrences, *providing explanation* with 8.4% (68) occurrences, *providing confirmation* with 7.4% (60) occurrences, *identifying errors* with 7.2% (58) occurrences, *providing appropriate* or *alternative words* with 6.7% (54) occurrences, *rephrasing words* with 6.5% (53) occurrences and the other types of scaffolds with less than 6.5% occurrences (less than 53 times). (Some examples of the usage of these types of scaffolds by the high-proficiency level students to assist the group members in the revision of the first drafts of their compositions will be discussed in Section 4.2.6.)

Similarly, the scaffold which was the most frequently employed by the intermediate-proficiency level students throughout the peer response sessions of all the four

compositions is *providing correction of errors* with 21.7% (23 times out of a total of 106) of the occurrences of scaffolds. The second type of scaffold most popularly used by the intermediate-proficiency level students was *repeating words* or *questions* or *suggestions* with 17.0% occurrences (18 times). Besides, the intermediate-proficiency level students also provided some *explanations* and *suggestions* which occurred at 9.4% each (10 times each) of the total occurrences of scaffolds. The other types of scaffolds were minimally employed by this group of students with less than 9.4% occurrences (10 times). This shows that the intermediate-proficiency level students also provided scaffolds although to a lesser extent as compared to their counterpart to assist their group members in their revisions. (Some examples of these types of scaffolds utilised by the intermediate-proficiency level students during the peer response sessions will be discussed in Section 4.2.6.)

It is interesting to note that the class teacher gave the students the opportunity to assist their peers in the revision of the individual first drafts of their compositions. As such, the class teacher only provided minimal assistance during the peer response sessions of all the students' compositions. This is evident in Table 17 on page 289 in which the class teacher only provided a total of 48 occurrences of scaffolds out of an overall total of 964 occurrences of scaffolds given to the students. Nevertheless, as displayed in Table 17, out of a total of 48 occurrences of scaffolds, among the most frequently utilised types of scaffolds by the class teacher were *providing compliments* or *praises* with 12.5% (6) occurrences and *providing guidance* with 12.5% (6) occurrences, followed by *providing confirmation* with 10.4% (5) occurrences, and the rest of the class teacher scaffolds occurred at less than 10.4% occurrences (less than 5 times). (Some examples on the usage of these types of scaffolds by the class teacher to assist the students in the revision of the first drafts of their compositions will be discussed in Section 4.2.6.)

Hence, this indicates the significant role played by the high-proficiency level students in providing various types of scaffolds to lead and guide the less competent writers in their revisions.

While Tables 14 to 17 as displayed earlier provide the overall view of the types of scaffolds provided by the high and intermediate-proficiency level students as well as the class teacher, Table 18 on the following page exhibits the frequency and percentages of the class teacher and peer scaffolds during the peer response sessions to the first drafts of the individual compositions.

At the individual peer response session level, it was revealed that there were similarities and differences in the ranking of the scaffolds used by both the class teacher and students to assist their peers in the revision of the individual first drafts of all the students' compositions. It is noted that throughout all the peer response sessions, *providing correction of errors* was the most widely utilised type of scaffold by both the class teacher and students to assist their peers in the revision of the individual first drafts of all the students' compositions. This is shown in Table 18 on the following page in which during the peer response session to the individual first drafts of the students' Composition 1, *providing correction of errors* topped the list of scaffolds employed by the students which occurred at 25% (57 times out of a total of 228 occurrences) of the scaffolds, followed by *using questions* employed by both the class teacher and students which occurred at 12.7% (29 times), *providing suggestions* employed by the students which occurred at 11% (25 times), and *identifying errors* as well as *rephrasing words* employed by the students which occurred at 8.3% each (19 times each).

Likewise, during the peer response session to the individual first drafts of the students' Composition 2, *providing correction of errors* was the most frequently used type of scaffold by the students which occurred at 16.4% (63 times out of a total of 383 occurrences) of the scaffolds. This was followed by *repeating words* or *questions* or

Table 18
Frequency and Percentages of the Class Teacher and Peer Scaffolds during the Peer Response Sessions to the First Drafts of the Individual Compositions

Types of Scaffolds	C1 Cathy (n)	(%)	Ted (n)	(%)	Eva (n)	(%)	Amy (n)	(%)	Aini (n)	(%)	Elle (n)	(%)	Liza (n)	(%)	Total (n)	(%)	C2 Cathy (n)	(%)	Ted (n)	(%)	Eva (n)	(%)	Amy (n)	(%)	Aini (n)	(%)	Elle (n)	(%)	Liza (n)	(%)	Total (n)	(%)	C3 Cathy (n)	(%)	Ted (n)	(%)	Eva (n)	(%)	Amy (n)	(%)	Aini (n)	(%)	Elle (n)	(%)	Liza (n)	(%)	Total (n)	(%)	C4 Cathy (n)	(%)	Ted (n)	(%)	Eva (n)	(%)	Amy (n)	(%)	Aini (n)	(%)	Elle (n)	(%)	Liza (n)	(%)	Total (n)	(%)	Overall Total (n)	(%)
Providing correction of errors	18	7.9	17	7.5	9	3.9	4	1.8	1	0.4	8	3.5	-	-	57	25.0	32	8.4	20	5.2	9	2.3	2	0.5	-	-	-	-	-	-	63	16.4	32	15.0	15	7.0	13	6.1	1	0.5	3	1.4	-	-	-	-	64	30.0	16	11.4	11	7.9	6	4.3	3	2.1	1	0.7	-	-	3	2.1	40	28.6	224	23.2
Using questions (probing and leading)	6	2.6	18	7.9	3	1.3	-	-	-	-	1	0.4	1	0.4	29	12.7	20	5.2	21	5.5	2	0.5	-	-	1	0.3	-	-	-	-	44	11.5	2	0.9	8	3.8	2	0.9	1	0.5	-	-	-	-	-	-	13	6.1	5	3.6	10	7.1	-	-	1	0.7	-	-	-	-	3	2.1	19	13.6	105	10.9
Repeating words/questions/suggestion	6	2.6	3	1.3	3	1.3	4	1.8	-	-	-	-	1	0.4	17	7.5	20	5.2	11	2.9	7	1.8	7	1.8	5	1.3	-	-	3	0.8	53	13.8	11	5.2	3	1.4	3	1.4	-	-	-	-	-	-	-	-	17	8.0	2	1.4	-	-	-	-	4	2.9	2	1.4	-	-	-	-	8	5.7	95	9.9
Providing explanation	10	4.4	4	1.8	1	0.4	1	0.4	1	0.4	-	-	-	-	17	7.5	12	3.1	11	2.9	3	0.8	5	1.3	-	-	-	-	-	-	31	8.1	12	5.6	3	1.4	1	0.5	-	-	1	0.5	2	0.9	2	0.9	21	9.9	5	3.6	6	4.3	-	-	-	-	-	-	-	-	2	1.4	13	9.3	82	8.5
Providing confirmation	3	1.3	2	0.9	2	0.9	-	-	2	0.9	-	-	-	-	9	3.9	15	3.9	9	2.3	1	0.3	1	0.3	1	0.3	-	-	2	0.5	29	7.6	14	6.6	4	1.9	1	0.5	-	-	-	-	-	-	-	-	19	8.9	5	3.6	4	2.9	-	-	-	-	-	-	-	-	3	2.1	12	8.6	69	7.2
Identifying errors	10	4.4	6	2.6	2	0.9	-	-	1	0.4	-	-	-	-	19	8.3	18	4.7	9	2.3	2	0.5	1	0.3	4	1.0	-	-	-	-	34	8.9	3	1.4	1	0.5	1	0.5	-	-	-	-	-	-	-	-	5	2.3	6	4.3	-	-	-	-	-	-	-	-	-	-	-	-	6	4.3	64	6.6
Providing appropriate/alternative words	2	0.9	5	2.2	-	-	-	-	-	-	2	0.9	-	-	9	3.9	9	2.3	14	3.7	-	-	2	0.5	2	0.5	-	-	3	0.8	30	7.8	10	4.7	6	2.8	3	1.4	-	-	-	-	1	0.5	-	-	20	9.4	3	2.1	2	1.4	-	-	-	-	-	-	-	-	-	-	5	3.6	64	6.6
Rephrasing words	10	4.4	5	2.2	1	0.4	2	0.9	-	-	1	0.4	-	-	19	8.3	15	3.9	2	0.5	-	-	1	0.3	-	-	-	-	1	0.3	19	5.0	8	3.8	6	2.8	-	-	-	-	-	-	-	-	-	-	14	6.6	2	1.4	4	2.9	-	-	-	-	-	-	-	-	1	0.7	7	5.0	59	6.1
Providing suggestion	4	1.8	14	6.1	-	-	2	0.9	4	1.8	1	0.4	-	-	25	11.0	11	2.9	9	2.3	1	0.3	1	0.3	2	0.5	-	-	-	-	24	6.3	6	2.8	2	0.9	-	-	-	-	-	-	-	-	-	-	8	3.8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0.0	57	5.9
Providing missing alphabet/words/suffixes	1	0.4	2	0.9	-	-	-	-	-	-	-	-	-	-	3	1.3	12	3.1	4	1.0	1	0.3	-	-	2	0.5	-	-	-	-	19	5.0	7	3.3	2	0.9	4	1.9	-	-	1	0.5	-	-	-	-	14	6.6	8	5.7	5	3.6	-	-	-	-	-	-	-	-	1	0.7	14	10.0	50	5.2
Providing compliments/praises	1	0.4	2	0.9	1	0.4	2	0.9	2	0.9	2	0.9	2	0.9	12	5.3	1	0.3	2	0.5	-	-	-	-	1	0.3	-	-	1	0.3	5	1.3	-	-	-	-	-	-	-	-	-	-	-	-	1	0.5	1	0.5	-	-	-	-	-	-	-	-	-	-	-	-	2	1.4	2	1.4	20	2.1
Omitting words/punctuation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	0.8	2	0.5	1	0.3	-	-	1	0.3	-	-	-	-	7	1.8	3	1.4	1	0.5	-	-	-	-	-	-	-	-	-	-	4	1.9	3	2.1	-	-	-	-	-	-	1	0.7	1	0.7	-	-	5	3.6	16	1.7
Codeswitching to Bahasa Melayu	-	-	1	0.4	1	0.4	-	-	-	-	-	-	-	-	2	0.9	2	0.5	4	1.0	1	0.3	-	-	-	-	-	-	1	0.3	8	2.1	-	-	-	-	1	0.5	-	-	1	0.5	1	0.5	-	-	3	1.4	-	-	1	0.7	-	-	-	-	-	-	-	-	-	-	1	0.7	14	1.5
Selecting the correct word form	1	0.4	-	-	-	-	-	-	-	-	-	-	-	-	1	0.4	1	0.3	-	-	-	-	-	-	-	-	-	-	-	-	1	0.3	5	2.3	-	-	-	-	-	-	-	-	-	-	-	-	5	2.3	1	0.7	1	0.7	-	-	-	-	1	0.7	-	-	1	0.7	4	2.9	11	1.1
Providing guidance	-	-	-	-	-	-	-	-	-	-	-	-	1	0.4	1	0.4	-	-	-	-	-	-	-	-	-	-	-	-	2	0.5	2	0.5	-	-	-	-	-	-	-	-	-	-	-	-	1	0.5	1	0.5	-	-	-	-	-	-	-	-	-	-	-	-	2	1.4	2	1.4	6	0.6
Providing advice/advise to use dictionary	1	0.4	-	-	-	-	-	-	-	-	-	-	-	-	1	0.4	-	-	-	-	1	0.3	-	-	-	-	-	-	1	0.3	2	0.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0.7	1	0.7	4	0.4
Providing definition of words	1	0.4	-	-	-	-	-	-	-	-	-	-	1	0.4	2	0.9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0.5	-	-	-	-	-	-	1	0.5	2	0.9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	0.4
Dictating correct words/spelling of words	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	0.5	1	0.3	-	-	-	-	-	-	3	0.8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	0.3
Providing clarification	-	-	-	-	1	0.4	-	-	-	-	-	-	-	-	1	0.4	1	0.3	1	0.3	-	-	-	-	-	-	-	-	-	-	2	0.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	0.3
Providing interpretation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0.3	-	-	-	-	-	-	1	0.3	-	-	-	-	2	0.5	-	-	-	-	1	0.5	-	-	-	-	-	-	-	-	1	0.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	0.3
Reminding not to repeat errors	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0.3	-	-	-	-	1	0.3	1	0.5	-	-	-	-	-	-	-	-	-	-	-	-	1	0.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	0.2
Providing examples	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0.3	1	0.3	-	-	-	-	-	-	-	-	-	-	2	0.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	0.2
Redirect thoughts/content to topic	-	-	-	-	-	-	-	-	-	-	1	0.4	1	0.4	2	0.9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	0.2
Reminding correct wd order/punctuation	2	0.9	-	-	-	-	-	-	-	-	-	-	-	-	2	0.9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	0.2
Using dictionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0.3	-	-	1	0.3	2	0.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	0.2
Providing sequence connectors	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0.7	1	0.7	1	0.1
TOTAL:	76	33.3	79	34.6	23	10.1	16	7.0	12	5.3	15	6.6	7	3.1	228	100	176	46	122	31.9	28	7.3	22	5.7	20	5.2	-	-	15	3.9	383	100	114	53.5	53	24.9	29	13.6	2	0.9	6	2.8	3	1.4	6	2.8	213	100	56	40.0	44	31.4	10	7.1	7	5.0	3	2.1	-	-	20	14.3	140	100	964	100.0

suggestions utilised by both the class teacher and students at 13.8% (53) occurrences, *using questions* employed by the students at 11.5% (44) occurrences, *identifying errors* used by the students at 8.9% (34) occurrences and *providing explanation* utilised by the students at 8.1% (31) occurrences.

Similarly, during the peer response session to the individual first drafts of the students' Composition 3, *providing correction of errors* again topped the list of scaffolds employed by the students with 30% (64 times out of a total of 213) occurrences. This was ensued by *providing explanation* used by both the class teacher and students with 9.9% (21) occurrences, *providing appropriate* or *alternative word replacement* utilised by both the class teacher and students with 9.4% (20) occurrences, *providing confirmation* employed by the students with 8.9% (19) occurrences and *repeating words* or *questions* or *suggestions* used by the students with 8% (17) occurrences.

In the same way, during the peer response session to the individual first drafts of the students' Composition 4, *providing correction of errors* once again ranked the highest in the list of scaffolds provided by both the class teacher and students with 28.6% (40 times out of a total of 140) occurrences of the scaffolds. This was followed by *using questions* with 13.6% (19) occurrences, *providing missing words* or *suffixes* with 10% (14) occurrences, *providing explanation* with 9.3% (13) occurrences and *providing confirmation* with 8.6% (12) occurrences.

This shows that overall, *providing correction of errors* was the most popularly utilised type of scaffold by both the class teacher and students throughout all the peer response sessions of all the students' compositions to assist the group members in their revisions. This type of scaffold is deemed to be useful and effective as the students were ESL learners. Thus, through the help from their peers and class teacher in *providing correction of errors*, the less competent writers learnt from their mistakes.

Subsequently, after having understood and internalised the grammatical rules and concepts learnt, the less capable students not only could function at a higher level but could also provide assistance to their peers.

A detailed analysis at the individual students' perspective found that Ted and Cathy were very zealous in providing scaffolds to guide their group members (especially, the less competent writers) in the revision of the individual first drafts of all their compositions. This is manifested in Table 19 below which demonstrates the frequency and percentages of the occurrences of scaffolds provided by the class teacher and individual students during the peer response sessions of all the students' compositions.

Table 19
Frequency and Percentages of the Occurrences of Scaffolds provided by the Class Teacher and Individual Students during the Peer Response Sessions of All the Students' Compositions

Participants (n=7)	Name of participants	Peer Response Sessions							
		Composition 1 (n=228)	(%)	Composition 2 (n=383)	(%)	Composition 3 (n=213)	(%)	Composition 4 (n=140)	(%)
High-proficiency level students	**Cathy**	76	33.3	176	46.0	114	53.5	56	40.0
	Ted	79	34.6	122	31.9	53	24.9	44	31.4
	Eva	23	10.1	28	7.3	29	13.6	10	7.1
Intermediate-proficiency level students	**Amy**	16	7.0	22	5.7	2	0.9	7	5.0
	Aini	12	5.3	20	5.2	6	2.8	3	2.1
	Elle	15	6.6	0	0.0	3	1.4	0	0.0
Class Teacher	**Liza**	7	3.0	15	3.9	6	2.8	20	14.3
TOTAL:		**228**	**100**	**383**	**100**	**213**	**100**	**140**	**100**

Table 19 above illustrates that during the peer response session to the individual first drafts of the students' Composition 1, Ted played the leading role by providing 34.6% (79 times out of a total of 228) of the occurrences of scaffolds, followed closely behind by Cathy providing 33.3% (76 times) of the occurrences of scaffolds and Eva with 10.1% (23 times) of the occurrences of scaffolds.

However, during the peer response sessions to the individual first drafts of the students' Compositions 2, 3 and 4, Cathy was very dynamic in providing scaffolds to guide her peers. As witnessed in Table 19, Cathy utilised a magnificent 46% (176 times out of a total of 383) of the occurrences of scaffolds, followed by Ted with 31.9% (122

times) of the occurrences of scaffolds and Eva with 7.3% (28 times) of the occurrences of scaffolds to assist their peers in the revision of the individual first drafts of their Composition 2. What is most interesting here is that among the four compositions, Cathy and Ted provided the most number of scaffolds to assist the other group members in the revision of the individual first drafts of their Composition 2. This is probably because among all the four compositions, Ted and Cathy were more familiar with the topic on 'Pollution'. As such, they could draw upon their background knowledge and their language skills to assist their peers in their revisions. This is evident in an interview in which Ted shared his view, "I heard of it [topic] from my teacher, and recently there are many environmental issues. … . So, I get to know more about environmental issues through newspapers." (INW2/S2/4).

Similarly, as exhibited in Table 19, during the peer response session to the individual first drafts of the students' Composition 3, Cathy provided the most guidance with 53.5% (114 times out of a total of 213) of the occurrences of scaffolds, followed by Ted with 24.9% (53 times) of the occurrences of scaffolds and Eva with 13.6% (29 times) of the occurrences of scaffolds. Akin to that, Cathy was again dominant in providing 40% (56 times out of a total of 140) of the occurrences of scaffolds, followed by Ted providing 31.4% (44 times) of the occurrences of scaffolds and Eva with 7.1% (10 times) of the occurrences of scaffolds during the peer response session to assist their peers in the revision of the individual first drafts of their Composition 4.

This indicates that Cathy and Ted were confident in providing scaffolds to assist their peers in the revision of the individual first drafts of their compositions. Their confidence in providing scaffolds to their peers was also manifested during an interview with them individually. For instance, Cathy expressed that she was confident in giving "… most of the feedback, … . Some of them that I am unsure, so I asked them [peers] about it" (INW1/S1/53). Similarly, Ted disclosed that he was confident in providing

feedback to his peers' work because "I got my knowledge from my previous experiences and the teachings from my teacher" (INW4/S2/62).

Figure 12 below shows a clearer view of the percentages of the total occurrences of scaffolds provided by the class teacher and individual students during the peer response sessions of all the students' compositions.

	Cathy	Ted	Eva	Amy	Aini	Elle	Liza
Composition 1	33.3	34.6	10.1	7	5.3	6.6	3
Composition 2	46	31.9	7.3	5.7	5.2	0	3.9
Composition 3	53.5	24.9	13.6	0.9	2.8	1.4	2.8
Composition 4	40	31.4	7.1	5	2.1	0	14.3

Name of Participants
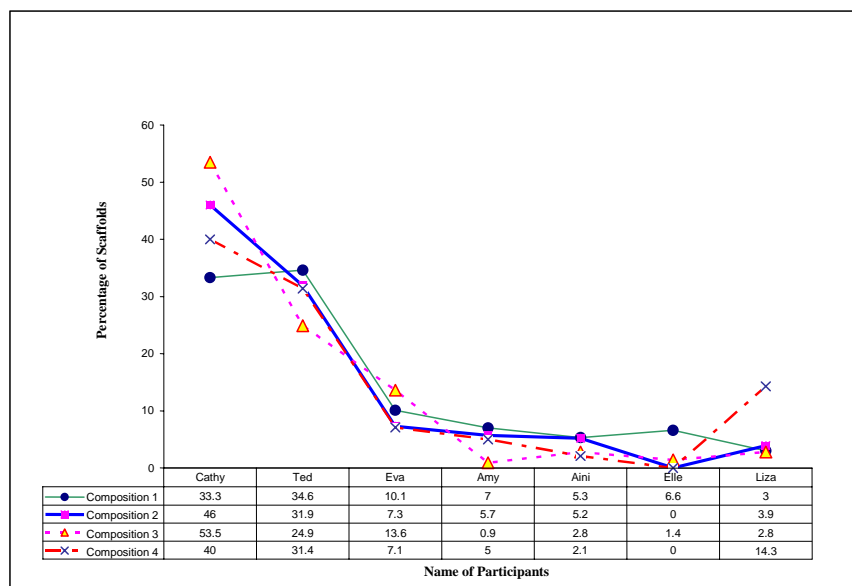
Figure 12
Percentages of the Total Occurrences of Scaffolds provided by the Class Teacher and Individual Students during the Peer Response Sessions of All the Students' Compositions

As noted in Figure 12, the trend in providing scaffolds by the high-proficiency level student (Cathy) initially increased gradually from the peer response session of Composition 1 to Composition 2 and subsequently to Composition 3, but then there was a decrease in the number of scaffolds provided by the students (especially, Cathy, Eva, Aini and Elle) from the peer response session of Composition 3 to Composition 4. This is perhaps the scaffolds initially provided (especially, for the revision of the individual first drafts of Compositions 1 and 2) by the high-proficiency level students were useful in helping the less proficient writers not only in the revision of the individual first drafts of each of their compositions but that the scaffolds provided had made the less

proficient writers to be aware of their errors and not to repeat them in the writing of their subsequent compositions. As such, less guidance was needed by the less proficient writers, resulting in a decrease in the number of scaffolds provided by the students.

This is also evident in Table 19 as shown earlier on page 294 which portrays that out of an overall total of 964 occurrences of scaffolds, the occurrences of scaffolds provided by the class teacher and students during the peer response sessions to the students' individual first drafts initially escalated from a total of 228 occurrences in Composition 1 to a total of 383 occurrences in Composition 2, then it decreased to a total of 213 occurrences in Composition 3, and subsequently dropped further to a total of 140 occurrences in Composition 4.

On the contrary, the class teacher (Liza) provided only a minimal amount of scaffolds during the peer response sessions to guide the students in the revision of the individual first drafts of their compositions. As portrayed in Table 19 as exhibited earlier, during the peer response session to the individual first drafts of the students' Composition 1, Liza employed 3% (7 times out of a total of 228) of the occurrences of scaffolds, in Composition 2 with 3.9% (15 times out of a total of 383) occurrences, in Composition 3 with 2.8% (6 times out of a total of 213) occurrences, and in Composition 4 with 14.3% (20 times out of a total of 140) of the occurrences of scaffolds. The class teacher only provided a minimal number of scaffolds during the peer response sessions as she wanted to provide more opportunities for the students to respond to each others' first drafts of their compositions. Nevertheless, the class teacher monitored the students' interaction as well as their progress, and she provided assistance whenever she noticed her students encountered problems.

Among the intermediate-proficiency level students, Amy and Aini were more responsive, whereas Elle was only active during the peer response session to the individual first drafts of the students' Composition 1. This is demonstrated in Table 19

as displayed earlier on page 294 which shows that Amy was the most active among the intermediate-proficiency level students in providing scaffolds during the peer response sessions to the individual first drafts of her peers' Composition 1 which is 7% (16 times out of a total of 228) of the occurrences of scaffolds, followed by Elle which is 6.6% (15 times) and Aini with 5.3% (12 times) of the occurrences of scaffolds. However, during the peer response session to the first drafts of the students' Composition 2, Amy provided 5.7% (22 times out of a total of 383) of the occurrences of scaffolds and Aini provided 5.2% (6 times) of the occurrences of scaffolds to their peers while Elle did not provide any scaffold for her peers.

Elle's passive contribution of scaffolds was revealed during an interview after the completion of the final draft of her Composition 1 in which she remarked that she only helped to point out minor grammatical errors "Because I am scared that I will give the wrong comment" (INW1/S6/72). Aini reported that initially she was "not really" (INW1/S5/97) confident in giving feedback to the individual first drafts of her peers "Because my friends more clever than me, …" (INW1/S5/99). However, during a later interview after the completion of the final draft of Composition 4, Aini mentioned, "Now, I am confident. …" (INW4/S5/113) in giving feedback to her peers' work. This shows that as the peer response session progressed from one composition to another, Aini had gained confidence in giving feedback to her peers' work.

During the peer response session to the first drafts of the students' Composition 3, Aini provided 2.8% (6 times out of a total of 213) of the occurrences of scaffolds, followed by Elle who provided 1.4% (3 times) of the occurrences of scaffolds and Amy provided 0.9% (2 times) of the occurrences of scaffolds to their peers. During the peer response session to the first drafts of the students' Composition 4, Amy provided 5% (7 times out of a total of 140) of the occurrences of scaffolds and Aini provided 2.1% (3

times) of the occurrences of scaffolds to their peers whereas Elle did not provide any scaffold for her peers.

The following section displays some instances of the eight most commonly utilised types of scaffolds by the class teacher and students during the peer response sessions to assist the group members in the revision of the individual first drafts of all the students' compositions. These eight types of scaffolds provided by the class teacher and peers were *providing correction of errors, using questions, repeating words* or *questions* or *suggestions, providing explanation, providing confirmation, identifying errors, providing appropriate* or *alternative words* and *rephrasing words*. It is noted that some of the excerpts as shown below consisted of more than one type of scaffold including the other types of scaffolds (such as *providing suggestions, providing missing alphabet or suffixes or words, omitting words/punctuation, codeswitching to Malay, selecting the correct word form, providing guidance, providing definition of words, providing clarification, providing interpretation, reminding not to repeat errors and reminding correct punctuation)* which were less frequently provided by the class teacher and peers.

4.2.6 Peer and Class Teacher Scaffolds during Peer Response Sessions

The following excerpts exhibit some instances on the usage and functions of the various types of scaffolds by the class teacher and students (both the high and intermediate-proficiency level students) throughout the peer response sessions of the individual first drafts of all the four students' compositions. The types of scaffolds which will be discussed in this section were those which occurred more frequently during the peer response sessions to the individual first drafts of all the students' compositions. Those scaffolds concerned are *providing correction of errors, using questions, repeating words* or *questions* or *suggestions, providing suggestions, providing explanation, providing confirmation, identifying errors, providing*

appropriate or *alternative words* and *rephrasing words.* Certain excerpts presented below also demonstrate how the students and class teacher built scaffold upon scaffold in their effort to assist the group members in their revisions.

4.2.6.1 Providing Correction of Errors

(a) Providing Correction of Grammatical and Punctuation Errors

Generally, the findings in this study revealed that *providing correction of errors* was the most popular type of scaffold utilised by the students (especially, the high-proficiency level students – Cathy and Ted) throughout the peer response sessions of all the students' compositions. Nevertheless, Eva, Amy, Aini, Elle and Liza also corrected some of the errors made by the group members on the individual first drafts of their compositions. It is interesting to note that both the high and intermediate-proficiency level students were very thorough in providing feedback to assist their group members to revise the individual first drafts of their compositions. They scrutinised each and every error made by their peers and helped one another to correct errors at the sentence level (that is, errors in grammar, spelling, punctuation and word order). To illustrate, the following are examples of some instances on the use of the various types of scaffolds by the class teacher and students during the peer response sessions to assist their peers in their revisions.

For example, in excerpt 89 (line 114) below, Cathy helped to *correct the word order* of the words *'also must'* (in the third sentence of paragraph 4 in the first draft of Amy's Composition 1: 'Besides that, Malaysia *also must* improve the accomodation') to become *'must also'* (italics added):

> **Excerpt 89: Peer Response Session, Composition 1, lines 112 to 118**
> 112. Cathy: Fourth paragraph, third sentence.
> 113. Amy: This one, ah?
> 114. Cathy: *'must also'.*   **Providing correction of**
>   **word order**
>
> 115. Amy: *'must also'.*

116. Cathy: We cannot say *'also must'*, okay?
Remember that.
117. Amy: Okay.
118. Ted: *'must also'*.

An analysis of the final draft indicated that Amy had corrected the error in word order. Thus, the revised version read 'Besides that, Malaysia *must also* improve the accomodations'. It is interesting to note that Amy had understood, learnt and internalised the rule on the usage of the correct word order of those words; and hence, she was able to transfer that knowledge learnt when she wrote her subsequent compositions. For instance, although Amy made some grammatical errors, she wrote 'Besides giving education by teaching the students, school *can also* organise competitions to manure the enviromental spirit of all the students' (last sentence of paragraph 3 in the first draft of Amy's Composition 2), and 'Not only that, school *can also* organise campaigns and camp for youth' (first sentence of paragraph 4 on the first draft of Amy's Composition 3).

In addition, as exemplified in excerpt 90 (line 543) below, Amy was also able to *identify* and *correct the error in word order* of the words *'can also'* (in the first sentence of paragraph 6 in the first draft of Aini's Composition 1: 'Finally, the organisation of Malaysia's Batik Festival *also can* attract the tourists'):

Excerpt 90: Peer Response Session, Composition 1, line 543

543. Amy: *'can also'* again (correcting an error in word order by changing from *'also can'* to *'can also'*). — **Identifying and providing correction of word order**

This shows that initially Amy needed the guidance from the more competent ones, but later with the knowledge learnt, she could perform on her own and even assist her peers to correct that type of error. In other words, there was a sign of the breaking down of the scaffold which was initially provided by Cathy to correct an error in word order. Hence, with Amy's understanding of the usage of the correct word order, she was able to apply this knowledge when responding to the first draft of Aini's Composition 1.

Other than that, as exhibited in excerpt 91 below, Cathy *used questions* to probe on the correctness of the content presented by Eva (see lines 223 and 225) in the second sentence of paragraph 1 in the first draft of her Composition 1 ('Malaysia was also known as "Tanah Melayu" *at the past and was the aim of war because of the rich resources Malaysia has*'). Then, Ted helped Eva to *correct her content* (see line 226) and this was agreed by Cathy (see line 227).

Excerpt 91: Peer Response Session, Composition 1, lines 223 to 227

223.	Cathy:	Mmm, 'Malaysia was', second sentence 'Malaysia was also known as "Tanah Melayu"' and is it really the *'aim of war'*?	**Using probing question**
224.	Eva:	Ya, they fight to that one.	
225.	Cathy:	So, *the country is the aim of war*?	**Using probing question**
226.	Ted:	No, the *'resources'* are the aim of war.	**Providing correction of content**
227.	Cathy:	Ahmm!	

 It is noted that the scaffolds provided by Cathy (through the *use of probing questions*) and Ted (*providing correction to wrong content*) as mentioned in excerpt 91 (line 226) above had made Eva realised and thought about her mistakes. Therefore, she was able to correct the content in her final draft. As such, the revised version read 'Malaysia was also known as "Tanah Melayu" *in the past and was the target of many foreign countries because of the rich resources Malaysia has*'.

 It was also found that the high-proficiency level students not only provided scaffolds to help the intermediate-proficiency level students but that the former also provided scaffolds to assist the other high-proficiency level students to revise the individual first drafts of their compositions. For instance, in the following excerpt 92 (line 171), Eva helped to *identify* and *correct the singular form* of the word *'group'* (in the last sentence of paragraph 2 in the first draft of Cathy's Composition 1: 'We can incorporate tours to include the famous Sarawak Cultural Village, described as a "living museum" which displays the unique culture of the many races and ethnic *group* in Sarawak') to become the plural form *'groups'* (italics added):

Excerpt 92: Peer Response Session, Composition 1, lines 169 to 171

169.	Aini:	So, any more comment?	
170.	Cathy:	I saw a mistake, such as didn't write the word *'s'* and all that.	
171.	Eva:	For the second paragraph, last line, it should be *'groups'* (changing from the singular form of the word *'group'* to plural form *'groups'* in the sentence which read "We can incorporate tours to include the famous Sarawak Cultural Village, described as a 'living museum' which displays the unique culture of the many races and ethnic *group* in Sarawak".)	**Identifying and providing correction of grammar**

It is noticed that the scaffolds provided by Eva in the form of *identification* and *correction of grammatical error* (in excerpt 92, line 171) had helped Cathy to realise and correct that error in her final draft. This shows that the peer response session served as a useful ground for the group members to help each other in the revision of the first drafts of their composition. As Cathy mentioned during an interview, "They [Peers] point out my mistakes" (INW1/S1/23), especially "… certain grammar errors" (INW1/S1/25). Cathy quoted an example in which her peers had helped to correct her grammatical error as she recalled, "They [Peers] have commented on the word *'ethnic group'*" (INW1/S1/43) which should be *"groups"* (INW1/S1/47). She also elucidated that her peers' help in correcting her grammatical errors was useful as "I will be more careful when I write" (INW1/S1/59). The correction of this error was also pointed out by Eva during an interview as she explained, "… for the sentence which I think is wrong, I will tell them [peers]. The word, like some words I think is wrong, I will point out and tell them what words they should write" (INW1/S3/56).

It is noteworthy to mention here that the peer scaffolds (*identifying* and *correcting the singular form of a word*) as exhibited in excerpt 92 (see line 171) had helped to alert Cathy to self-correct her other grammatical errors in the first draft of her Composition 1.

What is more interesting is the following excerpt 93 (lines 761 to 764) which demonstrates the working of three types of scaffolds provided by Ted and Cathy:

Excerpt 93: Peer Response Session, Composition 2, lines 761 to 764

761.	Ted:	Next paragraph, 'Air pollution *are*', umm, umm, umm. (referring to the first sentence of paragraph 5 which read 'Air pollution *are* caused by *smokes* from vehicles, open burning, smoke from factory or even smoking').	**Identifying grammatical error**
762.	Cathy:	'Air pollution' cannot be *'are'*.	**Providing explanation**
763.	Ted:	'Air pollution *is*', like? A lot, is it? It *'is'*, right?	**Providing explanation, and providing correction of grammar**
764.	Cathy:	'caused by *smoke*', no *'s'*.	**Providing correction of grammar**

As evident in excerpt 93 (line 761) above, Ted helped to *identify the grammatical error* in using the singular form of the verb *'are'* (in the first sentence of paragraph 5 in the first draft of Aini's Composition 2: 'Air pollution *are* caused by *smokes* from vehicles, open burning, smoke from factory or even smoking'). Ensuing that, Cathy and Ted *provided explanation* on the unsuitability of using the verb *'are'* for 'air pollution' (see lines 762 and 763). Besides, Ted *provided correction* of the word concerned from the plural form to the singular form *'is'* (see line 763). In addition, Cathy also *provided correction* of the word *'smokes'* to become the uncountable form *'smoke'* (see line 764). (italics added).

A check on the final draft found that with those three types of scaffolds (as mentioned in excerpt 93) provided by Cathy and Ted, Aini was able to correct those errors. Hence, the revised version read 'Air pollution *is* caused by toxic substances emitted from vehicles, open burning, smoke from factory or even smoking'. Those scaffolds provided by Cathy and Ted had helped Aini to understand the rule on the usage of the uncountable verb *'is'* as she reported during an interview, "… because *'air'* cannot be counted also. …, 'Air pollution is caused by toxic substance …'. And …, the word *'smokes'*, they [peers] asked me to cancel the *'s'* because *'smoke'* cannot be counted …" (see INW2/S5/162 in Appendix P3). Besides, Aini also uttered "I have

learnt grammar rules from them [peers]" (see INW2/S5/246 in Appendix P3). (italics added).

It is noticed that the scaffolds (in the form of *identifying grammatical error* and *providing explanation*) had made Aini to be more aware and to be careful of not making such errors in her subsequent compositions. What is fascinating here is that Aini showed sign of the breaking down of the scaffolds as she applied those scaffolds learnt from the more capable writers to help her peers to revise the first drafts of their compositions. For instance, excerpt 94 (line 952) below illustrates Aini's application of the scaffolds of *identifying grammatical error* and *using probing question* which she had learnt earlier from Ted and Cathy:

Excerpt 94: Peer Response Session, Composition 2, lines 950 to 958

950.	Aini:	Ted!	
951.	Ted:	Yes.	
952.	Aini:	Umm, for the *'electrostatic precipitator'* right, plural or singular?	**Identifying grammatical error, and using probing question**
953.	Ted:	[Plural].	
954.	Cathy:	[Plural].	
955.	Aini:	Plural, so put *'s'* right?	
956.	Ted:	Yes. Then, *'smokestacks'* also plural.	
957.	Cathy:	Put 's'.	
958.	Aini:	Hehehe!	

As indicated in excerpt 94 (line 952) above, Aini utilised *probing question* to *identify* the wrong usage of the singular form of the word *'electrostatic precipitator'* (in the last sentence of paragraph 5 in the first draft of Ted's Composition 2: 'It must be compulsory for factories to install *electrostatic precipitator* on their *smokestack* while all vehicles *must equip* their exhaust with catalytic converters'). (italics added).

Aini also revealed her ability to detect simple grammatical errors "like grammar, spelling errors, like that" (see INW2/S5/202 in Appendix P3) during an interview. As such, the scaffold provided by Aini (see excerpt 94, line 952 above) had made Ted to realise and rectify his error (see line 953). This had further awakened Ted to realise and

rectify another grammatical error *'smokestack'* (see line 956). Prior to this, as demonstrated in excerpt 95 (line 944) below, Cathy helped to change the active form of the word *'must equip'* to the passive form 'must *be equipped'* in the same sentence concerned. (italics added).

Excerpt 95: Peer Response Session, Composition 2, lines 944 to 947

944.	Cathy:	Last sentence, 'It must be compulsory for factories to install electrostatic precipitator in their smokestack while all vehicles *must be equipped*//	**Providing correction of grammar**
945.	Ted:	//with exhaust'? Why?//	
946.	Cathy:	//*must be equipped*//	
947.	Ted:	Why? Then, in this case right, 'all vehicles exhaust *must be equipped*', right? Because we equip the catalytic converter on the exhaust.	

In excerpt 95 (line 947) above, Ted was seen to have reached an understanding of his error as he self-verbalized the correction and reason for the change to the passive form. Ted's understanding of the need to change the word to the passive form was confirmed during an interview when he mentioned, "…, I found out from them that my sentence structure was wrong, *'vehicles cannot equip themselves'* but *'they have to be equipped by their owners'*. So, I changed the sentence" (INW2/S2/152). (italics added).

Hence, an analysis of the final draft unveiled that although Ted had forgotten to change the singular form of the word *'smokestack'* to the plural form, he had corrected the other errors to become 'electrostatic precipitator*s'* and *'must be equipped'*. As such, the revised version read 'It must be *made* compulsory for factories to install electrostatic precipitator*s* on their smokestack while all vehicles *must be equipped* with catalytic converters'. It was also observed that Ted had even refined the sentence to include the word *'made'* before the word *'compulsory'*. This indicates that Ted had reflected upon his peers' feedback and had acted upon them. (italics added).

Therefore, this shows that not only the high-proficiency level students could provide scaffolds to help the less competent ones but the latter also worked together as a team to

help the more competent ones to identify their errors. According to Ted "I have got some ideas from them [peers] and I managed to improve my spelling. I think there are less mistakes now than previous essays" (INW3/S2/72). He elucidated that "I just accepted their [peers'] feedback openly but I just choose what I think is right" (INW3/S2/74). In other words, there was mutual peer scaffolding among the high and intermediate-proficiency level students to assist one another in the revision of the individual first drafts of their compositions. More importantly is that after learning from the more capable peers, the less capable ones broke away from the scaffolds by applying the knowledge and grammatical rules learnt to correct the errors of their peers.

Similarly, during the peer response session to the individual first drafts of Compositions 3 and 4, Cathy and Ted continued to play proactive roles in *providing correction to errors* which served as a form of scaffold to help their peers in the revision of their compositions. The rest of the group members also collaborated to assist one another in their revisions.

For instance, as displayed in excerpt 96 (lines 350 and 351) below, Eva's and Cathy's help in correcting the phrase *'healthy and be happy'* (in the last sentence of the last paragraph in the first draft of Ted's Composition 4: 'Therefore, everyone must work together in order to ensure that the people can live *healthy and be happy'*) had made him to realise and reflect on his errors. (italics added):

Excerpt 96: Peer Response Session, Composition 4, lines 347 to 357

347.	Cathy:	Last paragraph, last sentence.	
348.	Ted:	Hah? Ah!	
349.	Cathy:	'Therefore, everyone must work together in order to ensure that people can live health//	
350.	Eva:	//*healthily*//	**Providing correction of grammar**
351.	Cathy:	//*healthily and happily'*// (changing the adjectives *'healthy'* and *'happy'* to the adverbs *'healthily'* and *'happily'* in the last sentence of the last paragraph which read 'Therefore, everyone must work together in order to ensure that	**Providing correction of grammar**

the people can live *healthy* and be *happy'*.)
352. Ted: Why can't we 'live healthy and be happy'?
353. Cathy: Not in this sentence.
354. Ted: Ohh! Actually, this is very terrible.
355. Cathy: You always say that.
356. Ted: I never say that.
357. Cathy: You always say that.

Ted's realisation of his mistake is confirmed during an interview in which he stressed that "they [peers] gave their comments that I should change it to '… ensure that people can live *healthily* and *happily'*" (INW4/S2/38). Thus, he rephrased those words and reviewed the sentence in his final draft to become 'Therefore, everyone must work together to ensure that people can live a *healthier* and *happier* life'. (See excerpt 25 in Section 4.1.5.1(i) for related discussion.) (italics added).

This indicates that not only the intermediate-proficiency level students benefited from the peer interaction but the high-proficiency level students as well. It is also noted here that Cathy respected the writer's ideas as she remarked during an interview, "I give them [peers] my point of view and it doesn't matter whether they accept it or not" (INW4/S1/74). In other words, Cathy knew that her role was to help her peers to identify their errors but the decision to correct the error was left to the writers concerned.

It was found that when the peer interaction ended in a deadlock, the students would seek for the class teacher's help. This is evident in excerpt 97 below which demonstrates how Liza rendered her help when the students encountered problem:

Excerpt 97: Peer Response Session, Composition 4, lines 69 to 87
69. Eva: *'must also'* or *'also must'*?
70. Cathy: *'must also'*.
71. Ted: Can do both ways, right?
72. Cathy: *'must also', 'also must', 'can also'*.
73. Ted: *'we also can', 'we also must'*.
74. Ted: Can use both ways, right? Is it? Yes or no?
75. Cathy: *'we also must'*.
76. Ted: *'we must also'*.
77. Cathy: *'we can also'*.
78. Amy: Ask teacher lah! Teacher! We need help.

79.	Aini:	S.O.S.	
80.	Ted:	'Ambulans perangkap'.	
81.	Aini:	Haha!	
82.	Ted:	Teacher, is it *'we must also'* or *'also must'*? Can use both ways, is it?	
83.	Ted:	One, two, three, fourth, fifth paragraph.	
84.	Amy:	Line 1.	
85.	Liza:	*'we must also* do'. (changing the word order of the words *'we also must'* in the first sentence of paragraph 5 which read 'Not only that, *we also must* do medical check-up at least twice a year so that we know if we are suffering from any disease'.)	**Providing correction of word order**
86.	Ted:	So, we can't use both ways?	
87.	Liza:	Ya.	**Providing confirmation**

As manifested in excerpt 97 (lines 69 to 77), after a lengthy discussion on the correct word order for the words *'also must'* (in the first sentence of paragraph 5 in the first draft of Amy's Composition 4: 'Not only that, we *also must* do medical check-up at least twice a year so that we know if we are suffering from any disease'), Amy sought Liza's help to solve the problem (see line 78). In line 85, Liza was seen to help *provide the correct word order* of the words concerned and she even *confirmed* it in line 87. Ted also revealed during an interview that he had sought his class teacher's assistance on the matter concerned as he reported, "I asked my teacher on some sentence structure and when should we use *'also must'* or *'must also'*, and some words that I don't really understand I asked my teacher" (INW3/S2/82). (italics added).

This shows that among the students, Cathy, followed by Ted were dynamic in *providing correction to errors* at the sentence level. This served as a useful scaffold in assisting the less capable writers in their revisions. Besides that, as the peer response session progressed from one composition to another, the intermediate-proficiency level students learnt from those feedback provided by the more capable writers; and subsequently, they were able to apply their knowledge learnt to correct their own errors as well as to respond to their peers' work. In addition, Liza also provided useful

scaffolds to assist the students whenever her students encountered problems. In brief, Liza knew when to distance herself to create room for peer interaction which helped to sharpen their thinking and writing skills.

(b) Providing correct spelling of words

Besides providing scaffolds by *correcting grammatical errors and word order*, the high and intermediate-proficiency level students helped one another to *provide the correct spelling of words*. The following are examples of some instances on the functions and usage of this type of scaffold by the students and class teacher.

For example, as portrayed in excerpt 98 (lines 550 to 552) below, Ted and Eva helped to *correct the spelling of the word 'goverment'* (sic) (in the second sentence of the last paragraph in the first draft of Aini's Composition 1: 'The *goverment* done many ways and things to promote Malaysia') to become *'government'* (italics added):

Excerpt 98: Peer Response Session, Composition 1, lines 550 to 552

550.	Ted:	Last paragraph, line 2, *'government'*. You spelt it wrongly (correcting the spelling error by adding an *'n'* to the word *'goverment'*).	**Providing the correct spelling of a word**
551.	Eva:	*'r-n'* (spelling the letters aloud).	**Providing the correct spelling of a word**
552.	Ted:	*'v-e-r-n', 'g-o-v-e-r-n'* (spelling the letters aloud).	

It was observed that this scaffold provided by Ted and Eva (in excerpt 98, lines 550 and 522 above) had enabled Aini to correct the spelling error of the word concerned in her final draft. Thus, the revised version of Aini's sentence read 'The *government* have done many efforts to promote Malaysia' (italics added).

During an interview with Aini after the completion of the final draft of her Composition 1, she indicated that she had grasped the spelling of the word *'government'* as she remarked, "I spell *'g-o-v-e-r-m-e-n-t'*, but actually it's *'g-o-v-e-r-n-m-e-n-t'* (INW1/S5/63). It is noted that through this scaffold in *providing the correct spelling of*

the word 'government', Aini had internalised its spelling and was more cautious in spelling that word in her subsequent compositions. For example, she wrote 'In the other hand, *government* can held campaigns such as the 3R campaign to raise awareness to the public' (the first sentence of paragraph 6 in the first draft of her Composition 2); and 'Then, the *government* must enforce the laws on bullying so that the matter can be decrease as bullying is not a noble act' (the third sentence of paragraph 3 in the first draft of her Composition 3). (italics added).

It is interesting to note that not only the high-proficiency level students could provide help in *correcting the spelling error of words*, but in a few instances the intermediate-proficiency level students could also help to detect and *correct the spelling error of words* in the individual first drafts of their peers' compositions. The following excerpt 99 is an example to illustrate the function and usage of this type of scaffold by Amy and Aini:

Excerpt 99: Peer Response Session, Composition 4, lines 326 to 328

326.	Amy:	Can you use short-form for the name of the restaurant?	**Identifying inappropriate usage of short form**
327.	Ted:	I don't know, I simply put one.	
328.	Aini:	*Kentucky Fried Chicken.*	**Providing the correct spelling of a word**
329.	Amy:	*Kentucky Fried Chicken.*	**Providing the correct spelling of a word**

As exemplified in excerpt 99 (line 326) above, Amy helped to *detect the inappropriate usage of the short form* of the abbreviation *'KFC'* (in the second sentence of paragraph 1 in the first draft of Ted's Composition 4: 'People nowadays want to do things quickly and this causes them to skip their meals, not have a balanced diet, have no time to exercise and frequent fast food restaurants like McDonald's and *KFC')*. This was followed by Aini (see line 328) and Amy (see line 329) helping to *provide the full spelling* of the abbreviation concerned to Ted. (italics added).

This shows that Amy and Aini had learnt from the more capable writers to be alert about grammatical errors and the use of 'short-form'. What is pertinent here is that the scaffolds provided earlier by the more capable writers eventually collapsed as Aini and Amy were able to apply the knowledge learnt to correct Ted's error. This is substantiated during an interview in which Aini disclosed, "… I learn from their [peers'] comments and I comment to their draft" (INW4/S5/93), for example "… cannot use 'short-form'" (INW4/S5/103). Thus, the scaffold provided by Aini and Amy (see excerpt 99, lines 326, 328 and 329) had helped Ted to realise and correct the error concerned in his final draft. This shows that there was collaboration and mutual peer scaffolding among the high and intermediate-proficiency level students as they helped one another to revise the individual first drafts of their compositions.

(c) Providing Correction of Sentence Structure

Cathy and Ted also provided scaffold by assisting their peers to correct their content and to restructure their sentences. For example, as witnessed in excerpt 100 (lines 731 to 741) below, Ted and Cathy helped to *correct the content 'build the chimney of their factory higher'* and *restructure* the last sentence of paragraph 3 in the first draft of Aini's Composition 2 ('There should be a law to ask factory's owners to *build the chimney of their factory higher').* (italics added):

Excerpt 100: Peer Response Session, Composition 2, lines 730 741

730.	Aini:	So, the sentence 'There should be a law to ask factory owners to build smoke, smoke' what?	
731.	Ted:	'smokestacks'.	**Providing correction of a term**
732.	Aini:	'smokestacks'.	
733.	Cathy:	'a law to ask factory owners to install smoke', eh ['electro static precipitator] on the smokestacks'.	**Restructuring a sentence**
734.	Ted:	['electro static precipitator]	**Repeating the correct term**
735.	Aini:	'a law to ask factory owners to install'//	
736.	Cathy:	//	**Repeating the**

		['electro static precipitator] on the smokestack'.	**correct term**
737.	Ted:	['electro static precipitator]// (dictating to Aini while the latter is seen to be jotting down the words on her paper).	**Repeating the correct term**
738.	Aini:	'a law to ask factory owners to install//	
739.	Cathy:	//'electro static precipitator [on the smokestack]'.	**Repeating the correct term**
740.	Ted:	[on the smokestack]//	**Repeating the correct term**
741.	Aini:	Then? Okay, thank you.	

An analysis of the final draft revealed that with those scaffolds provided by Ted and Cathy (in excerpt 100, lines 731 to 741), Aini was able to correct the content concerned. Therefore, the revised version of the sentence read 'There should be a law to ensure factory owners to *install more electrostatic precipitators on the smokestacks'* (italics added).

During an interview, Cathy reported that she had helped her peers by "Telling them their mistakes and their ideas and some information which isn't really correct" (INW2/S1/39). She indicated her confidence in providing scaffolds to her peers through her expression "Well, when I know that it's wrong, I can confidently correct it" (INW2/S1/47). She also shared her experience in providing comments which was "Through reading books, and from teacher's comments of my essay" (INW2/S1/49). On Aini's part, she cited the above sentence in which her peers had helped her to restructure as she recalled:

> … 'There should be a law to *ask factory's owners to build the chimney of their factory higher'*. They [Peers] don't understand … my sentence. And they asked me to put 'There should be a law to ensure factory owners to *install more electrostatic precipitators on the smokestacks'* (see INW2/S5/120 in Appendix P3). (italics added).

(See excerpt 53 in Section 4.1.5.7 for more in-depth discussion.) This indicates that Aini had understood the reason for restructuring her sentence concerned.

4.2.6.2 Using questions

The findings in this study showed that the *use of questions* was the second most popular type of scaffold employed by the students, especially Ted followed by Cathy (both are high-proficiency level students) during the peer response sessions to assist their peers in the revision of the individual first drafts of their Compositions 1 and 4. Although ranked the third, this type of scaffold occurred at a high frequency among the students (particularly, Ted and Cathy) to assist the group members in their revision during the peer response session of Composition 2. Nevertheless, the rest of the group members (Eva, Amy, Aini and Elle) and Liza occasionally used this type of scaffold to assist their group members to revise the individual first drafts of their compositions. To illustrate, the following are examples of some instances on the usage and functions of this type of scaffold by the students and class teacher.

For example, excerpt 101 below demonstrates that the skilful *utilisation of probing questions* by Eva (see line 520) and Ted (see lines 523, 525, 527 and 529) had enabled Aini (see line 521) to rectify her own error by adding the plural form to the word *'fruit'* after the word *'local'* and also after the word *'of'* (in the first sentence of paragraph 4 in the first draft of Aini's Composition 1: 'Subsequently, when the fruit season, Malaysia also can organise fruit festival to promote local *fruit* especially durian, the King of *fruit'*). (italics added):

Excerpt 101: Peer Response Session, Composition 1, lines 520 to 530

520.	Eva:	'Malaysia can organise fruit festival to promote local *fruit'*, only one fruit?	**Using probing question**
521.	Aini:	*'fruits'*?	
523.	Ted:	'the King of *fruit'*, only one type of fruit? The King of only one type of fruit?	**Using probing question**
524.	Eva:	'the King of'//	
525.	Ted:	//actually, it is the King of every fruit. So, it is only one fruit, is it?//	**Using probing question**
526.	Aini:	Not exactly. 'Durian'.	
527.	Ted:	But, it's the King of one fruit only, or the King of every fruit?	**Using probing question**
528.	Aini:	It's the King of every fruit.	
529.	Ted:	So?	**Using probing question**

530. Aini: Put *'s'*. hahaha!

An analysis of the final draft confirmed that this scaffold provided by Eva and Ted had helped Aini to correct that grammatical error concerned. Therefore, she reviewed the sentence to become 'Subsequently, during the fruit season, Malaysia can also organise fruit festival to promote local *fruits* especially durian, the King of *fruits'*. (italics added).

Aini's realisation of her errors and the usefulness of her peers' scaffold was revealed during an interview after the completion of the final draft of her first composition as she elucidated, "…*'when'*, I have to change it to '*during* the fruit season' (INW1/S5/49). Besides, it was gathered that she had understood the grammatical rule concerning subject-verb agreement as she reported, "And 'to promote local *fruit'*, I should put *'s'*" (INW1/S5/51). Aini also explained that it is "Because … 'local *fruit'* not only one fruit, … but … have many type of *fruits*. And … 'the King of fruit', one of the *fruits*, … 'many *fruits'*." (INW1/S5/53). (See excerpt 26 in Section 4.1.5.2 (a) for related discussion.) (italics added).

In the same way, as displayed in excerpt 102 (line 38) below, Liza *used probing question* to help the students think and reflect on the first drafts of their writing:

Excerpt 102: Peer Response Session, Composition 1, line 38

38.	Liza:	Okay, I found that this group has pretty much, umm a wide variety of ideas but refer back to the question. You have just said Malaysia has this, Malaysia has that, but look at the question. What does it want you to promote? Okay, have a look at that. I like Cathy's work.	**Using probing question**

This scaffold provided by Liza (in excerpt 102, line 38 above) also served as a guide to assist the group members to check on the relevancy of the content given by their peers. During an interview, Ted also disclosed that both his friends and Liza used "Questions" (see INW1/S2/119 in Appendix P2) to help him improve the first draft of his compositions.

As shown in excerpt 103 (lines 341 and 342) below, there was evident of the breaking away of this scaffold provided by Liza when Aini could point out the lack of relevant contents to support the topic of Elle's Composition 1. Thus, this had led Elle to rewrite the final draft of her Composition 1. During an interview, Elle revealed the reason for rewriting new points for her final draft as she explained, "because my first draft is out of the topic" (INW1/S6/42) according to "… Aini comment to me' (INW1/S6/44).

Excerpt 103: Peer Response Session, Composition 1, lines 341 to 342

341.	Aini:	You should, like I said to Eva to how to attract Malaysia, not attraction of Malaysia.	**Identifying the lack of relevancy of content**
342.	Elle:	Sorry, loh!	

Once again, excerpt 104 (line 584) below shows the scaffold provided earlier by Liza (in excerpt 102) collapsed as Aini could detect and comment on the lack of relevant content to support the topic in the first draft of Ted's Composition 1:

Excerpt 104: Peer Response Session, Composition 1, lines 581 to 584

581.	Aini:	Ted, Ted. Ted essay. I have no comment, hahaha!	
582.	Elle:	Only can say one thing. It is too long.	
583.	Aini:	Too long.	
584.	Aini:	This is not how to attract the tourists to Malaysia. This is umm attraction of Malaysia. I think so, hahaha! Only that lah! No comment.	**Identifying the lack of relevancy of content**

This shows that Aini had understood and internalised the guidelines given by Liza. Thus, she was able to apply this knowledge when responding to the first draft of her peers' composition. Aini's assistance was revealed during an interview as she uttered, "Cathy, I no spot anything but Ted's, like I say he write about the attractions of Malaysia but not how to attract tourists to Malaysia" (INW1/S5/93). I observed that Ted was very positive about receiving help from his peers as he expressed, "… I don't feel offended but I feel happy that they are able to spot my mistakes and help me improve my writing" (see INW1/S2/73 in Appendix P2). Ted acknowledged the usefulness of his peers' scaffold as he reported that in his first draft, "… I wrote mainly

on the attractions in Malaysia" (see INW1/S2/68 in Appendix P2). However, he elucidated that in his final draft, "… it was a balance piece between the attractions in Malaysia and ways to attract tourists to Malaysia" (see INW1/S2/70 in Appendix P2). In other words, Aini's help as evident in excerpt 104 had made Ted to relook at his first draft and to ensure that he included more ways on how to attract tourists to Malaysia in order to answer the topic of the composition concerned. During the interview, Ted also opined that "… everyone is not perfect. So, in writing the first draft and second draft, I am able to correct my mistakes and my grammatical errors" (see INW1/S2/77 in Appendix P2). This shows that Ted perceived that writing is a learning process and that the process approach to writing provides him the chance to understand and correct his errors with the help of his peers. (italics added).

Similarly, during the peer response session to the individual first drafts of Composition 2, Cathy also utilised *probing question* to help the group members (especially, the intermediate-proficiency level students) to think and derive at their own solution to their grammatical errors.

For instance, as portrayed in excerpt 105 below, Cathy provided two types of scaffolds (that is, *the addition of a missing article* and the *use of probing question*) to guide Aini in the correction of her grammatical errors (in the second sentence of paragraph 4 in the first draft of her Composition 2: '*Media* can write issues of environmental problems in *newspaper* and school magazines'). (italics added):

Excerpt 105: Peer Response Session, Composition 2, lines 750 to 754

750.	Cathy:	Then, start your next sentence with *'The'*// (referring to the second sentence of paragraph 4 which read 'Media can write issues of environmental problems in newspaper and school magazines').	**Providing a missing article**
751.	Aini:	//*'The* media'//	
752.	Cathy:	Ya.	
753.	Cathy:	'in newspaper', one only?	**Using probing question**
754.	Aini:	'in *newspapers*'.	

As illustrated in excerpt 105 (line 750), Cathy helped to *add the missing article 'The'* before the word *'media'*. Later, in line 753, Cathy used *probing question* to guide Aini to correct the singular form of the word *'newspaper'* to become the plural form *'newspapers'* (italics added).

It is interesting to note that through those two scaffolds provided by Cathy, Aini had understood and internalised the function of the specific article. Aini's understanding of the function of the specific article was manifested in an interview as she explained, "… the first, *'media'* …, it's specific, must put *'the'*" (see INW2/S5/144 in Appendix P3). She further elaborated the situation in which the specific article *'the'* is needed in front of the words concerned, "Like *'government'*, *'environment'*, … " (see INW2/S5/146 in Appendix P3). Besides, Aini also showed her understanding of the rule governing the usage of the plural form of words as she mentioned, "… at the same sentence, *'newspaper'*, I should put *'s'* because there are many *'newspapers'*" (see INW2/S5/152 in Appendix P3). Thus, a check on the final draft revealed that Aini had corrected those grammatical errors and the revised version read '*The* media can print issues of environmental problems in *newspapers* and school magazines' (italics added).

Another evident which displayed Aini's understanding of the function of the specific article *'The'* is shown in excerpt 106 below when she responded to the second sentence of paragraph 3 in the first draft of Elle's Composition 3 ('*Government* should also organise campaigns for youth so that they would not become part of bully'). (italics added):

Excerpt 106: Peer Response Session, Composition 3, line 326
326. Aini: Next   paragraph,   second   sentence,   *'Government'*.   Before
                'Government', *'The'*.
                (adding the article 'The' before the word *'government'* in the sentence
                which read '*Government* should also organise campaigns for youth so
                that they would not become part of bully'.)

As demonstrated in excerpt 106 (line 326), Aini was able to apply this knowledge learnt to help Elle to insert the missing specific article *'The'* before the word *'government'*. Hence, with Aini's scaffold, Elle was able to fill up the missing gap and the revised version in her final draft read *'The* Government should also organise campaigns for youths so that they will not become part of bully' (italics added).

Besides being able to use this knowledge learnt to help her peers, Aini was also able to transfer this knowledge learnt on the usage of the specific article in the writing of her subsequent composition. For example, in the third and fourth sentences of paragraph 3 in the first draft of her Composition 3, Aini wrote 'Then, *the* government must enforce the laws on bullying so that the matter can be decrease as bullying is not a noble act. *The* government can send the bullies to military school to discipline them'. Ted also noticed that Aini had grasped the function of the specific article as he highlighted during an interview, "…previously she [Amy] wrote only *'media'* or *'government'* at the start of her sentence, but we told her that she need to add a *'the'* in front of *'media'*; and she added in most of her essays now" (INW2/S2/94). This shows that learning had taken place as the scaffold provided by Cathy collapsed as Aini could apply the knowledge learnt on the usage of the word on her own.

Besides *using probing question* to assist the intermediate-proficiency level students to correct their grammatical errors, excerpt 107 below demonstrates that Ted also *utilised probing question* to help Cathy to rethink the appropriateness of her words used. Excerpt 107 also depicts other types of scaffolds used by the other group members and the class teacher when responding to the first draft of Cathy's Composition 2:

Excerpt 107: Peer Response Session, Composition 2, lines 320 to 337

320.	Ted:	Ya, next paragraph, line 4. Are you saying, are you saying penalty should be enforced on those that are burning? Meaning, they are caught in the open burning? There's open-burning, open-burning, open-burning, open-burning, and then caught by fire.	**Using probing question, and providing explanation**
321.	Cathy:	What do you mean?	
322.	Eva:	Caught in the fire.	**Repeating**

323.	Cathy:	That's just an idea.	
324.	Ted:	*'should be enforced on those caught in open-burning'*, like if the person causing the burning, the burning item.	**Providing explanation**
325.	Eva:	Caught in the fire.	**Repeating**
326.	Ted:	I mean, I thought it is like you have to give penalty to those who cause the things burn.	**Providing explanation**
327.	Cathy:	What?	
328.	Amy:	Ohh! Ya, ya, ya. I also think like that. In this sentence, no, no, no, in my, in my, in my//	
329.	Ted:	//opinion//	
330.	Amy:	//In my opinion, umm the people caught in the fire, umm, umm, umm//	**Providing explanation**
331.	Eva:	//No, this sentence means here burning//	
332.	Ted:	//they are caught in the fire//	**Repeating**
333.	Amy:	//they are caught in the fire, yes//	**Repeating**
334.	Ted:	//and they have to pay penalty//	**Providing explanation**
335.	Liza:	*'A heavy penalty should be enforced on those caught in open-burning'* (reading part of the third sentence of paragraph 4). I know what you mean. Can we change that sentence, the structure? *'A heavy penalty should be enforced on those who are caught*//	**Rephrasing sentence**
336.	Ted:	//open burners//	
337.	Liza:	//*caught openly'* or *'are caught red-handed in doing open-burning'*//	**Rephrasing sentence**

As exhibited in excerpt 107, the *use of probing question* and *providing explanation* by Ted (see line 320), *providing further explanation* by Ted and Amy (see lines 324, 326, 330 and 334), *providing repetition* by Eva, Ted and Amy (see lines 322, 325, 332 and 333) and *rephrasing the sentence* by Liza (see lines 335 and 337) had helped Cathy to rephrase the third sentence of paragraph 4 in the first draft of her Composition 2 ('A heavy penalty should be enforced on *those caught in open burning* or discharging polluted effluent into our water') to become 'A heavy penalty should be enforced on *those caught red-handed in open-burning* or discharging polluted effluent into our water source' (in Cathy's final draft). (italics added).

Thus, this shows that the different types of scaffolds provided by the peers and the class teacher during the peer response session had helped Cathy to revise her sentence.

The cooperation of Ted was confirmed as he reported during an interview that "I think I have tried to find some mistakes and I point them out to her [Cathy]" (INW2/S2/78). Besides, it also shows that through the guidance from a more capable person (the class teacher), the high-proficiency level student could understand her error; and thereby, rephrase her own sentence to suit the context of her writing task. Liza's help was acknowledged by Cathy as the latter reported during an interview that "*'caught red-handed'*, she [Liza] did pointed that out while she was walking by" (INW2/S1/77). In other words, the peer response session had created a platform for the students and the class teacher to be engaged in meaningful interaction to assist writers to revise the individual first drafts of their compositions. (See excerpt 56 in Section 4.1.5.8 (b) for related discussion.) (italics added).

Cathy also valued her peers' assistance as she mentioned during an interview that her peers' feedback made her "Learn to be careful when I write so that I don't make too many mistakes" (INW4/S1/84), especially "Grammatical errors" (INW4/S1/86). Besides, she remarked that the peer response session was useful "because I get other peoples' point of view before I write and it helps my writing" (INW4/S1/94). In other words, she felt that her peers' assistance had helped her to improve the writing in her final draft.

Likewise, during the peer response session to the individual first drafts of the students' Composition 4, the high-proficiency level students employed *probing questions* to assist their peers to think and to rectify their own errors.

4.2.6.3 Repeating Words or Questions or Suggestions

Repeating words or *questions* or *suggestions* was the third most frequently utilised type of scaffold by the students and class teacher during the peer response session to the individual first draft of Composition 2. However, this type of scaffold was ranked fifth

most popularly used among the students during the peer response session of Composition 3, and the sixth most frequently used amongst the students and class teacher during the peer response sessions of Compositions 1 and 4. This type of scaffold was found to be mostly employed by the high-proficiency level students (especially, Cathy and Ted) to ensure that the intermediate-proficiency level students understand the words or questions or suggestions provided by the former. Nevertheless, among the various types of scaffolds employed by the intermediate-proficiency level students, it was found that the *repetition of words* or *questions* or *suggestions* was more popularly utilised by Amy and Aini (especially, during the peer response sessions to the individual first drafts of the students' Compositions 1 and 2). The following are examples of some instances on the functions and usage of this type of scaffold by the students and class teacher.

For instance, excerpt 108 (lines 312 and 313) below illustrates that Ted and Amy *repeated the correction* of the word *'fell'* (in the last paragraph of the first draft of Eva's Composition 1: 'Therefore, Malaysia is a place that can let tourist to *fell* excited and worth to spend time with'). (italics added):

Excerpt 108: Peer Response Session, Composition 1, lines 300 to 303, and lines 312 to 313

300.	Cathy:	The last paragraph, umm//
301.	Ted:	//'fell excited'//
302.	Cathy:	//ya//
303.	Eva:	//wrong spelling//
312.	Ted:	*'feel* excited'. **Repeating the correct word**
313.	Amy:	Ahahaha! *'feel'*. **Repeating the correct word**

It was revealed that the *repetition of the correct word* concerned by Ted and Amy (see excerpt 108, lines 312 and 313 above) had helped to remind Eva to correct the spelling error of the word in her final draft. Hence, although Eva forgot to insert the word *'spend'* before the word *'time'*, she had corrected the spelling of the word *'fell'* (sic) to become *'feel'*. As such, the amended version of the sentence read 'Therefore,

Malaysia is a place that allows tourists to *feel* excited and it is worth to time with'. It is noted that during an interview, Eva even acknowledged that her peers had helped to point out the "wrong spelling" (INW1/S3/35) of "the word *'feel'*." (INW1/S3/37). (italics added).

Likewise, at the beginning of the peer response session to the individual first draft of the students' Composition 2, Liza *used repetition* (as evident in excerpt 109, lines 9 and 11 below) to guide and remind the students of the areas to focus on when providing feedback on the first drafts of their peers' Composition 2:

Excerpt 109: Classroom Observation, Peer Response Session, Composition 2, lines 9 and 11

9.	Liza:	He did not write the title, fine. You want the title to be written. Look at the grammar; sentence; future, past tense, present tense. Okay, you can look at the title, grammar, sentence structure.	**Repeating area to focus on**
11.	Liza:	This will be the areas you will be looking at, …, the relevance of the content, does it answer the question, the sentence structure, grammar and tenses, words, spelling, punctuation marks, paragraphing, these are the things to look at in your friends' essay. Okay? I give you until 11.15 a.m. and after that, you can rewrite the second draft because to produce a good essay, you must write and rewrite drafts.	**Repeating area to focus on**

As exemplified in excerpt 109 (lines 9 and 11) above, Liza again stressed on the importance of checking the correctness of grammar, vocabulary, tenses at the sentence level, organisation of contents as well as the relevancy and adequacy of content. These teacher instructions were found to have an influence on the areas of focus in the feedback given by the peers throughout the peer response sessions.

Similarly, as depicted in excerpt 110 (line 159), Amy also *repeated the plural form* of the word *'illness'* (in the first sentence of paragraph 1 in the first draft of Eva's Composition 4: 'More and more people are suffering from diseases and *illness* nowadays'). (italics added):

Excerpt 110: Peer Response Session, Composition 4, lines 157 to 160
157. Amy: Next one is Eva's essay. First paragraph,

line 1, you must put *'illnesses'*.
(adding the plural form to the word *'illness'*
in the first sentence of paragraph 1 which
read 'More and more people are suffering
from diseases and *illness* nowadays'.

158. Ted: Hah? What?
159. Amy: *'illnesses'*.   **Repeating the**
                                                               correct word form

160. Ted: *'illnesses'*. Ohh! I get it!

Thus, the *repetition of the plural form* of the word by Amy (see excerpt 110, line

159 above) acted as a scaffold which alerted Eva to correct her error concerned. As

such, the amended version in Eva's final draft read 'More and more people are suffering

from diseases and *illnesses* nowadays'. (italics added).

4.2.6.4 Providing Explanation

Overall, *providing explanation* was the fourth most commonly utilised type of

scaffold by the students (especially, Cathy and Ted) and class teacher during the peer

response sessions to all the students' compositions. However, at the individual

composition level, this type of scaffold was the fifth most popularly employed by the

students during the peer response sessions to the first drafts of the students'

Compositions 1 and 2. Although p*roviding explanation* was ranked second, it occurred

at a high frequency among the students during the peer response session to the first

drafts of the students' Composition 3. As for Composition 4, this type of scaffold was

ranked the fourth most often utilised by the students and class teacher during the peer

response session to the students' first drafts. The following are examples of some

instances which illustrate the functions and usage of this type of scaffold by the students

and class teacher.

For instance, the following excerpt 111 (line 68) illustrates the *use of explanation* by

Cathy to help Amy to understand the wrong usage of the plural form of the word

'problems' (in the last sentence of paragraph 1 in the first draft of Amy's Composition

1: 'There are several ways to overcome *this problems'*). (italics added):

Excerpt 111: Peer Response Session, Composition 1, lines 62 to 69

62. Amy: Next.
63. Cathy: Oh ya, I forgot something. The last sentence, the first paragraph, you said 'There are several ways to overcome *this problems'*. The word *'this'* is singular (indicating the word *'problems'* which should be changed to the singular form 'problem').
64. Cathy: And what problem?
65. Amy: Ha? Which one?
66. Cathy: 'to overcome this *problem'*.
67. Elle: Okay. *'this'* or 'the'?
68. Cathy: If you use *'this'*, then you have to cut out the *'s'*. If you use *'these'*, then you can keep the *'problems'*.   **Providing explanation**
69. Amy: Okay.

It was found that the *use of explanation* by Cathy served as a scaffold which enabled

Amy to correct the plural form of the word *'problems'* to become the singular form

'problem' in the sentence concerned in her final draft. Amy was positive about the

usefulness of the help rendered by her peers as she remarked during an interview that

from the feedback given by her peers, "… I know the mistakes and I learnt to correct it"

(INW1/S4/84). (italics added).

It was observed that the *use of explanation* not only helped the less competent

writers in the revision of their errors, but this type of scaffold also helped the high-

proficiency level students to understand and then correct their errors as well. For

instance, as witnessed in excerpt 112 below, Ted *provided explanation* to help Cathy to

understand her error:

Excerpt 112: Peer Response Session, Composition 1, lines 164 to 168

164. Cathy: Ah, the sentence following that. Instead of using *'It has'*, it should be *'They have'*.
165. Ted: Huh? Oh, *'They have'*. But *'They have'* should be the ministers at the Tourism Board, right? But, you are writing 'Tourism Board', shouldn't it be *'It has'*? It's a name.   **Providing explanation**
166. Cathy: Aha. I am saying, I am asking whether *'They have'* or *'It has'*.
167. Ted: I support *'It has'*.

168.   Cathy: Okay, okay.

As manifested in excerpt 112 (line 165), Ted *explained* to Cathy the reason for retaining the use of the singular form of the words *'It has'* (in the last sentence of paragraph 1 in the first draft of Cathy's Composition 1: *'It has* planned and carried out various aggressive promotional campaigns around the world'). This is because the word *'It has'* referred to *'the tourism board of Malaysia'* in the sentence prior to that which read 'In this connection, *the tourism board of Malaysia* has taken countless efforts to promote Malaysia as a top-of-the-mind destination'. With the help of this explanation given by Ted, Cathy could accept and understand the reason for retaining the singular form of those words (see line 168). As such, she retained those words in the writing of her final draft. (italics added).

Similarly, during the peer response session to the individual first drafts of the students' Composition 2, this type of scaffold was also utilised by the students to help one another to understand the reason in correcting an error.

For instance, excerpt 113 below demonstrates the *use of explanation* as one of the various types of scaffolds provided by the students in their effort to assist Eva in the revision of the first draft of her Composition 2:

Excerpt 113:   Peer Response Session, Composition 2, lines 445 to 471

445.	Ted:	*'The'*.	**Providing a missing article**
446.	Aini:	*'The* 3R campaign'?	
447.	Ted:	Yes. I mean if you start a new sentence//	**Providing explanation**
448.	Aini:	//must put *'The'*//	
449.	Ted:	//must put *'The'*, right?//	
450.	Cathy:	*'the* environment', *'the* government'.	**Providing confirmation**
451.	Ted:	*'the* campaign'.	**Providing confirmation**
		(This correction triggers Aini to remember the earlier discussion on the need to use the article *'The'* in front of the word *'media'*).	
452.	Aini:	*'The media'*.	**Providing a missing article**
453.	Aini:	*'the* environmental issues'.	
454.	Cathy:	Yes.	

455.	Eva:	What if it's in the middle of a sentence?	
456.	Cathy:	It should have the word *'the'*.	**Providing explanation**
457.	Ted:	But after a punctuation, omit the word *'the'*.	**Providing explanation**
458.	Eva:	Punctuation.	
459.	Aini:	So, the fourth paragraph, *'The* 3R campaign'?	**Repeating the addition of an article**
460.	Cathy:	Ya. *'The* 3R campaign should be held', there's nothing wrong with it.	
461.		(.)	
462.	Ted:	When you put *'the'*, right? Like you learn something already, then you put *'the'* the next time you use it on something.	**Providing advice**
463.	Cathy:	*'the'* itself, right it's only one, not a lot.	**Providing explanation**
464.	Ted:	One out of a lot lah.	**Providing explanation**
465.	Cathy:	You have *'a'*, *'an'* and *'the'*.	
466.	Ted:	What do you call them?	
467.	Cathy:	I don't know. I can't remember.	
468.	Eva:	What if something is one? If you don't use *'a'* or *'an'*, then you use *'the'*.	
469.	Cathy:	Ya, sometimes, you don't use either one at all.	
470.	Cathy:	Remember those exercises we learnt way back in primary school?	
471.	Ted:	No, it's too long ago.	

As portrayed in excerpt 113 (lines 447, 456, 457, 463 and 464), Ted and Cathy *used explanation* to help Eva to understand the usage of the article *'The'* before the words *'3R campaign'* (in the first sentence of paragraph 4 in the first draft of Eva's Composition 2: '*3R campaign* should be held'), and also the usage of the article *'The'* before the word *'Media'* (in the last sentence of paragraph 4 in the first draft of Eva's Composition 2: '*Media* should write more on environment issues on newspapers and school magazines'). The other types of scaffolds utilised by Ted, Cathy and Aini in excerpt 113 included *providing a missing article* (see lines 445 and 452), *providing confirmation* (see lines 450 and 451), *providing repetition* (see line 459) and *providing advice* (see line 462). (italics added).

It is noted that with the help of the various types of scaffolds as mentioned in excerpt 113, Eva was able to provide the missing article *'The'* in front of the words *'3R'* and *'Media'*. As such, the amended sentences in her final draft became *'The* 3R

campaign should also be organised' and 'The media should print more articles on environmental issues in newspapers and school magazines' (italics added).

It is also interesting to note here that Aini had learnt and internalised the usage of the article *'the'* and was able to apply its usage when responding to Eva's first draft (see excerpt 113 lines 446, 448, 452 and 453). Aini's understanding of the rule governing the function of the specific article is apparent during an interview after the completion of the final draft of her Composition 2 as she mentioned, "… like … *'media'*. This is the specific word and should put *'The'* before that" (see INW2/S5/208 in Appendix P3). This shows that both the high (particularly, Cathy and Ted) and intermediate-proficiency level students (particularly, Aini) were able to apply various types of scaffolds (including *providing explanation*) to help Eva to understand the need to insert the article *'The'* in the sentences concerned. It was also found that the lengthy peer discussion served as a platform for the students to construct scaffold upon scaffold in their effort to assist the writer to understand the function of the specific article *'the'*. (See excerpt 48 in Section 4.1.5.5 for related discussion.) (italics added).

Likewise, as witnessed in excerpt 114 (lines 503 and 504) below, Amy also helped to *provide explanation* on the need to change the word *'change'* from the present tense (in the first sentence of paragraph 1 in the first draft of Aini's Composition 2: 'Over the years, we have looked at a number of problems that *change* the world') to the present perfect tense *'have changed'* (italics added):

Excerpt 114: Peer Response Session, Composition 2, lines 498 to 504

498.		(Students are seen to be reading Aini's first draft silently).	
499.	Cathy:	Okay, okay. First paragraph, second sentence, 'we have looked at a number of problems that *have changed* the world', umm add the word *'have'* and//	**Providing correction of grammar**
500.	Aini:	//Where? Where? Where?//	
501.	Cathy:	//*'have changed'*, *'ed'*//	**Repeating the correct word form**
502.	Aini:	Why put *'d'* lei?	

| 503. | Amy: | Because of 'Over the years'. | **Providing explanation** |
| 504. | Amy: | Oh! 'Over the years', we are talking about the years, right? | **Providing explanation** |

Prior to this, as noted in excerpt 114 above, Cathy helped Aini to *provide the correct present perfect tense form* of the word *'have changed'* (see line 499) and Cathy *repeated the correct form* of the word concerned (see line 501). An analysis of the final draft revealed that the scaffolds in the form of *providing correction to error* as well as *repeating the correction* (by Cathy as illustrated in excerpt 114, lines 499 and 501) and *providing explanation* (by Amy as displayed in excerpt 114, lines 503 and 504) had helped Aini to revise the sentence to become 'Over the years, we have looked at the number of problems that *have changed* the world'. During an interview, Aini also cited this example in which she received help from her peers in correcting her grammatical error. According to her, "For the first paragraph, they [peers] said second line, I have to put *'have'*; and *'change'*, *'d'*, at the back there" (see INW2/S5/64 in Appendix P3). (italics added).

4.2.6.5 Providing Confirmation

Generally, *providing confirmation* was the fifth most popular type of scaffold employed by the students (especially, by Cathy and Ted) and class teacher during the peer response session to the first drafts of the students' compositions. In a few instances, Eva, Amy and Aini also *provided confirmation* on the correction of errors in the first drafts of their peers' compositions. *'Providing confirmation'* was ranked the seventh most commonly used type of scaffold by the students and class teacher during the peer response sessions to the first drafts of the students' Composition 1. It is noted that although this type of scaffold was also ranked the seventh most regularly used among the students, it occurred at a high frequency during the peer response session to the first draft of the students' Composition 2. This type of scaffold was the fourth most

frequently utilised by the students and class teacher during the peer response session to the first drafts of the students' Composition 3, and the fifth most often used by the students and class teacher during the peer response session to the first drafts of the students' Composition 4.

For instance, as portrayed in excerpt 115 (line 62) below, the constant correction of the usage of the singular and plural form of verbs had made Amy to be aware and to rectify her own error in using the singular form of the word *'knows'* after the word *'people'* (in the fourth sentence of paragraph 2 in the first draft of her Composition 2: 'We can advertise enviromental issues so that people *knows* how bad pollution are') to become the plural form *'know'* (italics added):

Excerpt 115: Peer Response Session, Composition 2, lines 61 to 71

61.	Ted:	Fifth line. You see 'how bad pollution are', right? 'one' or//	
62.	Amy:	//many. I think this word is wrong, 'so that people *knows*'. *'know'* only right?//	
63.	Ted:	Ya, *'know'*.	**Providing confirmation**
64.	Cathy:	'people *know* how bad pollution'//	
65.	Amy:	//'pollution *are*'//	
66.	Cathy:	Or you can change the.	
67.	Amy:	Apostrophe *'s'* kah?	
68.	Cathy:	No.	
69.	Amy:	Just *'s'*?	
70.	Ted:	If you write *'pollution'*, this one you change to *'is'*. (changing the plural form of the word *'are'* to the singular form *'is'* in the fourth sentence of paragraph 2 which read 'We can advertise enviromental issues so that people *knows* how bad pollution *are'*.)	**Providing correction of grammar**
71.	Amy:	Okay.	

Therefore, this shows that Amy was breaking away from the scaffold provided by her peers (especially, by Cathy and Ted) as she could detect and correct her own error. Nevertheless, the correction of the verb to the plural form was *confirmed* by Ted (see excerpt 115, line 63 above). This confirmation remark by Ted served as a double-checking of the correction concerned; and hence, helped to instill greater confidence in

Amy. Besides, Ted also helped Amy to correct the plural form of the word *'are'* after the word *'pollution'* to become *'is'* (see line 70). (italics added).

During an interview, Amy reported that she had replaced the word *'people'* with the word *'public'* because of her peers' feedback. This is evident when she explained, "Because my friends said *'public'* is more suitable" (INW2/S4/140). Thus, although Amy still made a slight mistake by missing out an article before the word *'public'*, Ted's *confirmation* on the usage of the plural form of the word *'know'* had helped Amy to revise the sentence in her final draft to become 'We can advertise environmental issues so that public *know* how bad pollution *is*' (italics added).

The following excerpt 116 (line 172) is another instance which illustrates the breaking away of scaffold by Amy as she could apply the rules governing the usage of the plural form to correct the singular form of the words *'school'* and *'centre'* (in the third sentence of paragraph 5 in the first draft of her Composition 3: 'Those bully can be send to military *school* or juvenil *centre'*) to become *'schools'* and *'centres'* respectively. (italics added):

> **Excerpt 116: Peer Response Session, Composition 3, lines 172 to 173**
> 172. Amy: Do I have to put an *'s'* for 'military *schools* or juvenile *centres*'? (changing the word *'school'* and *'centre'* to the plural form in the third sentence of paragraph 5 which read 'Those bully can be send to military *school* or juvenil *centre'*.)
> 173. Cathy: Yes. Next page.   **Providing confirmation**

As manifested in excerpt 116 above, after Amy's rectification of her own grammatical errors (see line 173), Cathy was like a mentor *providing confirmation* of the correction concerned (see line 173). Thus, although with a slight spelling error of the word *'juveniles'* (sic), Cathy's *confirmation* of the correction helped to instill Amy's confidence in rectifying her errors. As such, she revised the sentence in her final draft to read 'Those bullies can be sent to military *schools* or juveniles *centres'*. During an

interview, Amy also indicated that she had learnt from her peers during the peer response session as she remarked, "I learnt how to *speak fluently, little by little*. And then, I learn to *correct my grammar*" (INW3/S4/248). (italics added).

Similarly, as depicted in excerpt 117 (line 142) below, Liza also *provided confirmation* on the correct usage of the term *'immune system'* by Cathy (in the second sentence of paragraph 1 in the first draft of Cathy's Composition 4: 'Somehow, we do not grasp the fact that half of the population died of illness and diseases because our *immune system* is too weak to counter them'). (italics added):

Excerpt 117: Peer Response Session, Composition 4, lines 137 to 142

137.	Ted:	Ah yes! Is it *'immunity system'* or *'immune system'*?	
138.	Liza:	*'immune system'*.	
139.	Ted:	It is not *'immunity system'*. So, I am wrong lah! Nevermind.	
140.	Liza:	Where's that? Where is the *'immune system'*?	
141.	Eva:	First paragraph, third line.	
142.	Liza:	*'immune system'*, correct.	**Providing confirmation**

Therefore, through this scaffold of *providing confirmation* (as demonstrated in excerpt 117, line 142 above), Liza had helped to clear Ted's confusion on whether to use the term *'immunity system'* or the term *'immune system'* (italics added).

Thus, the above excerpts showed that the *use of confirmation* by the students (especially by the high-proficiency level students) had instilled confidence in the writers (particularly, the less competent ones) to amend their errors in the final drafts of their compositions. Besides, it was observed that Liza also *used confirmation* to assist the students to understand the usage of certain terms.

4.2.6.6 Identifying errors

On the whole, *identifying errors* was the sixth most frequently utilised type of scaffold by the students during the peer response sessions. This type of scaffold was ranked the fourth most popularly used by the students during the peer response sessions

to the first drafts of the students' Compositions 1 and 2, but was less commonly used by the students during the peer response sessions to the first drafts of the students' Compositions 3 and 4. The students (especially, Cathy and Ted) were found to help their peers to identify surface level errors, particularly at the sentence level (that is, *identify errors in punctuation, spelling, grammar, missing words* and *inappropriate words)*. In a few instances, Eva and Aini also helped their peers to *identify spelling errors, missing words* and *grammatical errors*. In one instance, Amy and Elle was found to be able to *identify the spelling error* of a word. The following are examples of some instances which illustrate the function and usage of this type of scaffold by the students.

(a) Identifying Punctuation Errors

For example, in excerpt 118 (line 251) below, Ted helped to *identify the punctuation error* in using the capital letter for the word '*D*urian' (in the first sentence of paragraph 3 in the first draft of Eva's Composition 1: 'One of the fruits that is very famous in Malaysia is *D*urian which is the king of fruits'). (italics added):

Excerpt 118: Peer Response Session, Composition 1, lines 250 to 257

250.	Cathy:	Now, we move on to the third paragraph. 'One of the fruits that is very famous in Malaysia is//
251.	Ted:	//the **Identifying** *d*urian'// **punctuation error**
252.	Cathy:	'Durian', is there to be cut?
253.	Ted:	I don't think so. I have discussed before.
254.	Cathy:	'Durian', do you think it needs to be cut?
255.	Amy:	'*D*urian' supposed to be//
256.	Eva:	//small//
257.	Amy:	//small letter, right?//

As evident in excerpt 118 above, the *identification of this error* by Ted (see line 251) served as a scaffold which helped to alert Eva to her punctuation error and hence to rectify it (see line 256). Thus, the amended version in her final draft read 'One of the fruits that is very famous in Malaysia is *d*urian which is the king of fruits'. This shows

that Cathy, Ted and Amy worked closely together to exchange opinion in order to seek solution to a problem. Ted indicated this sense of team work during an interview as he remarked, "I just give my comments and discuss with Cathy and the others the words that they should use in their essays" (INW3/S2/50). (italics added).

(b) Identifying Spelling Errors

As exemplified in excerpt 119 (line 58) below, Aini helped to *identify the spelling error* of the word *'enviromental'* (sic) (in the fourth sentence of paragraph 2 in the first draft of Amy's Composition 2: 'We can advertise *enviromental* issues so that people knows how bad pollution are'). (italics added):

Excerpt 119: Peer Response Session, Composition 2, lines 58 to 60

58.	Aini:	*'enviromental'*.	**Identifying spelling error**
59.	Eva:	All the words *'enviroment'*, you spell wrongly.	**Identifying spelling error**
60.	Amy:	Ya, ya, I know. Hahaha!	

Besides, as illustrated in excerpt 119 (line 59) above, Eva also helped to *identify the spelling error* of the word *'enviroment'* (sic). It is noted that with Aini's and Eva's help in *identifying the spelling errors*, Amy became aware of those errors and was able to correct the spelling of those words in her final draft. Thus, the spelling error of the word *'enviromental'* (sic) became *'environmental'* as witnessed in the revised version of the sentence 'We can advertise *environmental* issues so that public know how bad pollution is'. Another example of the revised version with the correct spelling for the word *'environment'* is 'The media is also important in helping us to save the *environment'* (italics added).

It is interesting to note that Elle and Amy had learnt and internalised the correct spelling of the word *'environmental'* as they were able to *detect the spelling error* of the word *'enviromental'* (sic) (in the first sentence of paragraph 2 in the first draft of Cathy's Composition 2: 'People tend to pollute the environment because they assume

that Mother Nature will last forever or that they are simply too lazy and rebellious to do their small part in saving the environment and having the thought of leaving the problems to the many ongoing *enviromental* organisations'). This is evident in excerpt 120 (lines 300 and 301) below in which Amy and Elle helped to *identify the spelling error* of the word *'enviromental'* (sic) and this made Cathy realised her error (see line 301). (italics added):

Excerpt 120: Peer Response Session, Composition 2, lines 300 to 301

300. Amy: Umm, *'enviromental'*. Elle say *'environmental'*. **Identifying spelling error**

301. Cathy: Mmm, thank you.

Thus, in the final draft, Cathy rectified the spelling error. This shows that the intermediate-proficiency level students could also help the high-proficiency level students to identify their spelling errors. Elle also reported during an interview that she had helped her peers to correct errors, "Like they [peers] forget to add *'s'* or *'ed'* or the spelling is incorrect" (INW3/S6/72). She further explained that she had learnt to give feedback "Because do too many times the group discussion, so will learn some" (INW3/S6/76). This implies that learning had taken place through the peer interaction. (italics added).

(c) Identifying Grammatical Errors

The following excerpt 121 (lines 44 to 46 and 48) demonstrates that Eva and Cathy helped to *identify the error* in using the singular form of the word *'strategy'* (in the fourth sentence of paragraph 1 in the first draft of Amy's Composition 1: 'Not only that, we must plan some *strategy* to improve the attraction to attract tourist'). (italics added):

Excerpt 121: Peer Response Session, Composition 1, lines 44 to 49

44. Eva: For paragraph 1, line 6, the word *'some'*. **Identifying grammatical error**

45. Cathy: The word *'some'*. Then, then? Actually, you have got a lot of mistakes, right? You forgot to add *'s'* and … .

46. Eva:	Just the plural, singular.	**Identifying grammatical error**
47. Eva:	Then, 'Not only that, we must plan some *strategies* to improve the attraction to attract tourist'. (changing the word *'strategy'* to *'strategies'*).	
48. Cathy:	There's a lot of *'s'* missing.	**Identifying grammatical error**
49. Amy:	Hmmm!	

An analysis of Amy's final draft found that Eva's and Cathy's help in *identifying the grammatical error* had led Amy to change the singular form of the word *'strategy'* to the plural form *'strategies'*. Hence, the revised version of the sentence read 'We must plan some *strategies* to improve the attractions to attract tourists'. It was gathered that Amy had learnt from the error as during an interview on the types of feedback given by her peers, she reported, "… singular and plural. *'some strategy'*, I write *'strategy'*; should be *'strategies'*." (INW1/S4/40). (italics added).

As portrayed in excerpt 122 (line 291) below, Ted helped to *identify the location of the grammatical error* of the words *'island'* and *'park'* (in the fourth sentence of paragraph 4 in the first draft of Eva's Composition 1: 'Malaysia is filled with beautiful *island* and national *park'*). (italics added):

Excerpt 122: Peer Response Session, Composition 1, lines 291 to 292

| 291. Ted: | Fourth paragraph, third line. 'Malaysia is filled with beautiful'// | **Identifying location of grammatical error** |
| 292. Eva: | //'*islands* and *parks*', 'national *parks*'. I spot my own mistakes also// (correcting her own error by changing from the usage of singular to plural form of two nouns *'island'* and *'park'*) | |

As evident in excerpt 122 (line 292) above, with Ted's help in *identifying those grammatical errors*, Eva realised her errors. Thus, she changed the singular form of those words to the plural form. Therefore, the altered version in her final draft read 'Malaysia is filled with beautiful *islands* and national *parks'* (italics added).

It is noted that Eva had learnt the grammatical rule on the usage of the singular and plural form of certain words as during an interview she elucidated:

> Like … the fourth paragraph, … the third line, 'Malaysia is filled with beautiful *island …*', at first I write *'island'* but they [peers] told me not only one island. So, should be *'islands'*, and *'national parks'*. So, the next time when I write, I will know it is in the plural form (INW1/S3/68). (italics added).

This shows that the identification of errors served as a useful scaffold in alerting the writers to correct those errors concerned and to be careful of not repeating the same errors in the future.

(d) Identifying Missing Words

The following excerpt 123 (line 170) illustrates that Cathy helped to *identify the location of a missing word* in the phrase *'and never them'* (italics added):

Excerpt 123: Peer Response Session, Composition 4, lines 170 to 171

170.	Cathy:	*'and never them'*? **Identifying location of a missing word**
171.	Eva:	Ohh! 'and never *skip'*. Sorry!

As witnessed in excerpt 123 above, Cathy's help (see line 170) had made Eva realised that she had left out the word *'skip'* (see line 171). Eva even pointed out during an interview, "… I forgot to write the word *'skip'*" (INW4/S3/56). Therefore, this led Eva to rectify her error in the final draft by inserting the missing word *'skip'* before the word *'them'* in the sentence 'Everyone should take their meals regularly and never *skip them*' (italics added).

(e) Identifying Inappropriate Words

As portrayed in the following excerpt 124 (line 436), Cathy helped to *identify the inappropriateness of using the word 'restrict'* (in the first sentence of paragraph 3 in the first draft of Eva's Composition 2: 'Besides that, government should *restrict* the laws by

increasing the penalties such as strip offending factories owners of their lisence if they

let off toxic substances'). (italics added):

Excerpt 124: Peer Response Session, Composition 2, lines 436 to 438

436.	Cathy:	Next paragraph, 'Besides that, the government should *restrict* the laws'. Something wrong with *'restrict'*, wrong use of word. (adding the article 'the' in front of the word 'government' in the first sentence of paragraph 3 which read 'Besides that, government should *restrict* the laws by increasing the penalties such as strip offending factories owners of their lisence if they let off toxic substances').	**Identifying the inappropriateness of a word**
437.	Ted:	*'enforce'*, right?	**Providing suggestion**
438.	Cathy:	Ya. 'by increasing the penalties such as strip'. 'to increase the penalty', is it *'enforcing'*?	**Providing suggestion**

Subsequently, as manifested in excerpt 124 (lines 437 and 438) above, Cathy and

Ted *provided suggestions* to help replace the inappropriate word *'restrict'* with the word

'enforce'. Thus, with these scaffolds provided by Cathy and Ted, Eva was able to

replace the word *'restrict'* with a more appropriate word *'enforce'* and to revise the

sentence in her final draft to become 'Besides that, the government should *enforce* the

laws by increasing the penalties such as strip offending factory owners of their license if

they release toxic substances'. It is noticed that with the scaffolds provided by Cathy

and Ted, Eva had learnt the rule on the usage of the specific article and also the usage of

the word *'enforce'*. This is evident during an interview in which Eva reported, "The

third paragraph, first sentence, before *'government'*, the word *'the'*. And 'should

enforce the laws', not *'restrict'*" (INW2/S3/48). Cathy explained that "… I mentioned it

to them [peers] so that they know their mistakes" (INW2/S1/43). (italics added).

In another example as exemplified in the following excerpt 125 (line 673), Cathy

again *pointed out the inappropriateness of using the word 'restrict'* (in the first sentence

of paragraph 3 in the first draft of Aini's Composition 2: 'Subsequently, we have to

restrict the law by increasing the penalty to whom that are damaging the earth by logging or dumping toxic substances into the river'). (italics added):

Excerpt 125: Peer Response Session, Composition 2, lines 673 to 675

673.	Cathy:	Okay, next paragraph, paragraph 3. 'we have to *restrict* the law', the use of word is wrong.	**Identifying the inappropriateness of a word**
674.	Aini:	*'restrict'* change to *'enforce'*?	
675.	Cathy:	Yeah.	

As evident in excerpt 125 (line 674) above, Aini showed that she understood the usage of the word *'enforce'* from the earlier feedback given by Cathy to the other group members. As such, she could apply her knowledge learnt from her peers to replace the inappropriate word *'restrict'* with the word *'enforce'*. Thus, the amended sentence in her final draft read 'Subsequently, we have to *enforce* the laws by increasing the penalty to those who are damaging the earth by logging or dumping toxic substances into the river'. This shows that internalisation had occurred and Aini could recall the new vocabulary that she had learnt and applied its usage when the situation deemed fit. (italics added).

It was found that Aini was a quick learner. This is demonstrated in excerpt 126 (lines 788 and 789) below that when Cathy *identified the inappropriateness of using the word 'held'* (in the first sentence of paragraph 6 in the first draft of Aini's Composition 2: 'In the other hand, government can *held* campaigns such as the 3R campaign to raise awareness to the public'), Aini was able to rectify her own error by replacing the word *'held'* with *'organise'* (italics added):

Excerpt 126: Peer Response Session, Composition 2, lines 784 to 789

784.	Ted:	Next paragraph.	
785.	Cathy:	Do we use '*In* the other hand'?	
786.	Ted:	Umm, I think it is '*On* the other hand'.	
787.	Cathy:	Me, too.	
788.	Cathy:	And the word *'held'* again.	**Identifying the inappropriateness of a word**
789.	Aini:	*'organise'*.	

Hence, Cathy's help in *identifying the inappropriate word* (in excerpt 126, line 788) had made Aini realised her error (see line 789). As such, she rectified it in the revised version of her final draft which read 'On the other hand, the government can *organise* campaigns such as the 3R campaign, to raise awareness to the public' (italics added).

Aini's understanding of the reason for the change in the past tense form of the word to the present tense form was confirmed as she explained during an interview, "… *'held'* is the past tense, and I should put *'organise'* or *'hold'*" (see INW2/S5/164 in Appendix P3). Besides, she reported that she had learnt, "Like *'can', 'should'* or *'must'*, change it. … after the word *'can'* or *'should'*, we must put the present tense word. And the specific word, must put *'the'*" (see INW2/S5/232 in Appendix P3). This indicates that Aini had internalised and mastered the rule governing the correct tense of the verb after the modal *'can'* and also the correct use of the word *'organise'* which she had learnt earlier from the feedback given by Cathy to her other group members (italics added).

4.2.6.7 Providing Appropriate or Alternative Words

Overall, *providing appropriate* or *alternative words* was the seventh most commonly utilised type of scaffold by the students and class teacher during the peer response sessions. Although, this type of scaffold was ranked the sixth most popularly employed by the students during the peer response session to the first drafts of the students' Composition 2, it occurred at a high frequency. It was the third most frequently utilised by the students during the peer response session to the first drafts of the students' Composition 3 but was less commonly used by the students during the peer response sessions to the first drafts of the students' Compositions 1 and 4. To illustrate, the following are examples of some instances on the functions and usage of this type of scaffold by the students and class teacher.

For example, as witnessed in excerpt 127 (line 516) below, Elle *provided an alternative word replacement* for the adverb *'when'* as used in the first sentence of paragraph 4 in the first draft of Aini's Composition 1 ('Subsequently, *when* the fruit season, Malaysia also can organise fruit festival to promote local fruit especially durian, the King of fruit'). (italics added):

Excerpt 127: Peer Response Session, Composition 1, lines 516 to 517

516.	Elle:	I think the fourth paragraph, line 1, *'when'* replace by *'during'* is more suitable.	**Providing alternative word replacement**
517.	Aini:	Okay.	

It was found that Elle's help in *providing the alternative adverb 'during'* to replace the adverb *'when'* (in excerpt 127, line 516) had enabled Aini to correct the wrong usage of the adverb and to amend the sentence in her final draft to become 'Subsequently, *during* the fruit season, Malaysia can also organise fruit festival to promote local fruits especially durian, the King of fruits' (italics added).

Likewise, as portrayed in excerpt 128 (line 705) below, Cathy *provided an alternative word replacement* for the word *'chimney'* (in the last sentence of paragraph 3 in the first draft of Aini's Composition 2: 'There should be a law to ask factory's owners to build the *chimney* of their factory higher'). (italics added):

Excerpt 128: Peer Response Session, Composition 2, line 705

705.	Cathy:	Umm, when you say 'to build the *chimney* higher', it refers to something. It's not *'chimney'*. It should be the *'smokestack'*. (correcting the word *'chimney'* in the last sentence of paragraph 3 which read 'There should be a law to ask factory's owners to build the *chimney* of their factory higher').	**Providing alternative word replacement**

An analysis of the final draft revealed that the *provision of the alternative word replacement* by Cathy (in excerpt 128, line 705 above) had helped Aini in the revision of the sentence to become 'There should be a law to ensure factory owners to *install more electrostatic precipitators on the smokestacks'*. Thus, with Cathy's help, Aini had learnt a new vocabulary. (italics added).

Akin to that, as illustrated in excerpt 129 (line 314) below, Ted helped Cathy by *providing an appropriate term* to replace the wrong term *'carbon dioxide'* (in the last sentence of paragraph 3 in the first draft of Cathy's Composition 2: 'Another way to minimise pollution is to walk or carpool instead of using automobiles to reduce *carbon dioxide* pollution in the air and use chlorofluorocarbons free products to avoid ozone depletion'). (italics added):

Excerpt 129: Peer Response Session, Composition 2, lines 314 to 316

314.	Ted:	Third paragraph, second last line. Umm, the automobiles emit *'carbon dioxide'* or *'carbon monoxide'*?	**Providing an appropriate term**
315.	Cathy:	*'carbon monoxide'*.	
316.	Aini:	*'carbon monoxide'*.	

As depicted in excerpt 129 above, this scaffold provided by Ted (see line 314) made Cathy realised and rectified her error to become *carbon monoxide* (see line 315). It was found that Cathy understood the reason for correcting the wrong term as she remarked during an interview, "…to reduce *'carbon dioxide'*, I changed it to *'monoxide'* as it is for vehicles" (INW2/S1/20). Therefore, the amended sentence in her final draft read 'Another way to minimise pollution is to walk or carpool instead of using automobiles to reduce *carbon monoxide* emission in the air and use chlorofluorocarbons free products to avoid ozone depletion'. (italics added).

This shows that not only the less competent writers benefited from the more competent ones during the peer response session but the more competent ones also gained from the peer response session as the group members helped them to detect their careless mistakes or the mistakes which they could not see for themselves. In other words, there was collaboration amongst the group members and they worked as a team to assist one another in their revisions.

Similarly, as exemplified in the following excerpt 130 (lines 241 and 243), Cathy *provided an alternative word 'pay'* to replace the word *'give'*, provided an alternative

pronoun *'them'* to replace the words *'their children'* and corrected the past tense of the words *'were being bullied'* (in the second sentence of paragraph 2 in the first draft of Eva's Composition 3: 'Parents should *give* more attention to their children by understanding the problems faced by *their children* and protect them if they *were being bullied* by reporting to the police'). (italics added):

Excerpt 130: Peer Response Session, Composition 3, lines 239 to 243

239.	Cathy:	I am just suggesting, umm, second paragraph, first sentence, eh, second sentence.	
240.	Eva:	Hmmm?	
241.	Cathy:	'Parents should *pay* more attention', I think the word *'pay'* is a better word. 'to their children by understanding the problems faced by *their children'*, umm would be better if you use *'them'* because you are repeating *'the children'*.	**Providing alternative word replacements**
242.	Eva:	Mmm.	
243.	Cathy:	'and protect them if they are being bullied'. It is happening, so cannot use past tense.	**Providing correction of grammar**

These scaffolds provided by Cathy (in excerpt 130, lines 241 and 243 above) were found to have enabled Eva to correct the errors concerned. As such, she revised the sentence to become 'Parents should *pay* more attention to their children by understanding the problems face by *them* and protect them if they *are being bullied* by reporting to the police' (italics added).

During an interview, Eva had highlighted these scaffolds provided by Cathy when the former reported, "And the second paragraph, second sentence, my friends told me I should use 'the problems faced by *them*', not *'their children'*. It's better to use *'them'*" (INW3/S3/40). She further explained, "'… the problems faced by them and protect them if they *are* …', not 'they *were'*. It's in the present tense" (INW3/S3/46). This indicates that Eva understood the reason for the correction of those errors. (italics added).

To conclude, *providing appropriate* or *alternative words* served as a form of scaffold to alert the students on the wrong usage of certain inappropriate words and to replace them with more appropriate words.

4.2.6.8   Rephrasing Words

Generally, *rephrasing words* was the eighth most frequently employed type of scaffold by the students (especially, Cathy and Ted) and class teacher during the peer response sessions. This type of scaffold was ranked the fourth type of scaffold most commonly used by the students during the peer response session to the first drafts of the students' Composition 1. It was the sixth most frequently utilised by the students during the peer response sessions to the first drafts of the students' Compositions 3 and 4. It is noted that although this type of scaffold was ranked the ninth commonly used by the students and class teacher, it occurred at quite a high frequency during the peer response session to the first drafts of the students' Composition 2. The following are examples of some instances on the functions and usage of this type of scaffold by the students and class teacher.

For instance, as exhibited in excerpt 131 (line 558) below, Cathy helped to *rephrase the words 'straight away'* and *'human'* (in the sixth sentence of paragraph 2 in the first draft of Elle's Composition 2: 'The UV light of the sun will *straight away* pass through the atmosphere without reflection may cause *human* suffer from skin cancer') with the word *'directly'* and *'us'* respectively (italics added):

> **Excerpt 131: Peer Response Session, Composition 2, lines 555 to 558**
> 555. Ted: Okay, 'The UV light of the sun will *straight away'*. Can we cancel off *'straight away'*?
> (referring to the sixth sentence of paragraph 2 which read 'The UV light of the sun will *straight away* pass through the atmosphere without reflection may cause human suffer from skin cancer').
> 556. Cathy: Where are you?
> 557. Ted: Second paragraph, one, two, three, four, five, sixth line.
> 558. Cathy: Umm, you can change the word *'straight away'* to   **Rephrasing**

'directly'. It sounds better. So, 'The UV light of the **words** sun will *directly* pass through the atmosphere without reflection may cause human or us to suffer from skin cancer'.
(providing alternative word *'us'* to replace *'human'* and adding the preposition *'to'* in the sentence which read 'The UV light of the sun will straight away *pass through* the atmosphere without reflection may cause *human* suffer from skin cancer').

It was found that Cathy's help in rephrasing those words (in excerpt 131, line 558) had enabled Elle to rethink about her errors. Although Elle made some other grammatical errors, she had rephrased the words *'straight away'* to become *'directly'* and she had split the sentence into two. Thus, the amended version of the sentence read 'The ultra violet lights of the sun will *directly* pass through the atmosphere without throughing reflection. This may cause human suffer from skin cancer'. The usefulness of Cathy's help was also manifested during an interview in which Elle disclosed that with her peers' help, *"'straight away'*, I changed to *'directly'"* (INW2/S6/136). (italics added).

Akin to that, as illustrated in excerpt 132 (line 913) below, Cathy helped to *rephrase* the phrase *'that it is no big deal'* (in the second sentence of paragraph 3 in the first draft of Ted's Composition 2: 'They feel *that it is no big deal* to pollute the environment as Mother Nature will work her magic and allow the pollutants to disintegrate or disappear') to become *'there is no big deal'* (italics added):

Excerpt 132: Peer Response Session, Composition 2, lines 906 to 916

906. Aini: Umm, third paragraph, second sentence. *'that it is no big deal'*; *'not big deal'* or *'no a big deal'*?
907. Cathy: There's nothing wrong with *'no big deal'*.
908. Aini: Nothing wrong, ahh! Hahaha!
909. Ted: It's okay.
910. Cathy: 'They feel *that it is no big deal* in polluting the environment', do you think it is a better sentence?
911. Ted: *'no big deal'*.
912. Aini: *'not a big deal'*.
913. Cathy: You can say that *'There is no big deal* in polluting **Rephrasing a** the environment'. **phrase**
914. Ted: Yes.

915. Cathy: Instead of *'it'*.
916. Ted: Okay, then?

It is noted that Cathy's help in *rephrasing* the phrase concerned (see excerpt 132, line 913) served as a form of scaffold that made Ted to rethink about the error. Thus, in his final draft, he used the rephrased words given by Cathy and he also made adjustment to the sentence to read 'Most people feel that *there is no big deal* in polluting the environment as Mother Nature will work her magic and allow the pollutants to disintegrate or disappear'. In Ted's opinion gathered during an interview, he mentioned that "through the feedback …, I found out that if I have any mistakes, I can choose words that are better than the current words that I am using" (INW2/S2/72). In other words, Ted reckoned the usefulness of his peer feedback in alerting him to his errors so that he could rethink and rectify them. (See excerpt 46 in Section 4.1.5.4 for an in-depth discussion). (italics added).

In a similar way, during the peer response session to the first drafts of Composition 3, the students also helped their peers to rephrase words to assist them in their revision. For instance, excerpt 133 below demonstrates the utilisation of six types of scaffolds (which included *correcting grammatical error, providing interpretation of message, rephrasing words, repeating words, providing the correct spelling of a word* and *providing confirmation*) by Cathy and Ted in their effort to help Amy to revise the phrase *'got caught by the bully'* (in the first sentence of her paragraph 2: 'Besides that, we can encourage victim to ask for help when they *got caught by the bully'*). (italics added):

Excerpt 133: Peer Response Session, Composition 3, lines 99 to 110

99.	Cathy:	*'when they get'*. Your whole sentence should be in present, shouldn't put the past tense.	**Providing correction of grammar**
100.	Ted:	*'caught by the bully'*. Amy, you put *'caught by bully'*. *'bullies will catch them'*, ha?	**Providing interpretation, and providing explanation**
101.	Amy:	'abaikan'.	
102.	Cathy:	*'when they get bullied'*.	**Rephrasing a phrase**

103.	Amy:	How can I change the sentence?	
104.	Cathy:	*'when they get bullied'*.	**Repeating a phrase**
105.	Amy:	Where? Which one?	
106.	Ted:	*'when they get bullied'* lah.	**Repeating a phrase**
107.	Amy:	*'when they get bullied'*.	
108.	Cathy:	*'i-e-d', 'b-u-l-l-i-e-d'*.	**Providing correct spelling of a word**
109.	Amy:	And this one, cancel? (referring to canceling the phrase *'got caught by the bully'* in the sentence which read 'Besides that, we can encourage victim to ask for help when they *got caught by the bully'*.)	
110.	Cathy:	Ya.	**Providing confirmation**

As depicted in excerpt 133 (line 99), Cathy took the lead in helping to *change the past tense* of the word *'got'* to the present tense form *'get'*. This was followed by Ted helping to *interpret* and *explain* the meaning of the phrase *'caught by the bully'* as written by Amy (see line 100). Ensuing that, Cathy helped to *rephrase* the phrase *'got caught by the bully'* to become *'when they get bullied'* (see line 102). Then, Cathy and Ted *repeated* the phrase concerned to ensure that Amy had gotten the correct phrase (see lines 104 and 106). Later, Cathy *provided the correct spelling* of the word *'bullied'* (see line 108) and she even *confirmed* the correction (see line 110). (italics added).

An analysis of the final draft revealed that the scaffolds provided by Cathy and Ted in excerpt 133 (see lines 99, 100, 102, 104 to 106, 108 and 110) had helped Amy to rephrase her sentence in her final draft to become 'Besides that, we can encourage the victims to ask for help *when they get bullied'*. This shows the joint effort of two high-proficiency level students (Cathy and Ted) in building scaffold upon scaffold to assist Amy to understand and to correct her error concerned. (italics added).

To conclude, there were various types of scaffolds provided by the class teacher and students in their effort to assist their peers in the revision of the individual first drafts of all their compositions. The four most widely employed types of scaffolds by the high-proficiency level students throughout the peer response sessions of the individual first drafts of all the compositions were *providing correction of errors, using questions,*

repeating words or *questions* or *suggestions*, and *providing explanation.* On the other hand, the four most commonly used types of scaffolds by the intermediate-proficiency level students throughout the peer response sessions of the individual first drafts of all the students' compositions were *providing correction of errors, repeating words* or *suggestions, providing explanation and providing suggestions.*

As for the class teacher, the most commonly employed types of scaffolds by her throughout the peer response sessions of the individual first drafts of all the students' compositions were *providing guidance, providing confirmation, using probing questions, repeating questions, providing explanation, providing correction of errors and providing appropriate or alternative words.* Generally, the other less frequently used types of scaffolds by the class teacher and students included *providing missing alphabet or suffixes or words, omitting words/punctuation, Malay-English codeswitching, selecting the correct word form, providing guidance, providing definition of words, providing clarification, providing interpretation, reminding not to repeat errors and reminding correct punctuation.*

It was found that the high-proficiency level students furnished more scaffolds as compared to the intermediate-proficiency level students in their effort to assist one another in the revision of the individual first drafts of their compositions. Nevertheless, there was mutual peer scaffolding among the group members as the peer response session acted as a platform for the students to collaborate and work as a team to build scaffold upon scaffold in their effort to assist one another in their revisions. The various types of scaffolds provided by the students and class teacher were found to play important functions in assisting the students in their revisions. There were also signs of breaking away from the scaffolds provided by the more capable ones as the less competent writers could apply the knowledge learnt from the former to perform on their

own. On the other hand, the class teacher acted as a facilitator in providing scaffolds to assist the students whenever they encountered difficulties.

4.2.7 Conclusion

On the whole, the findings in this study revealed that the high-proficiency level students were more vocal and dominant in providing a variety of scaffolds throughout the pre-writing and peer response sessions to assist the less proficient writers (intermediate-proficiency level students) to generate ideas to compose as well as to revise the individual first drafts of all their four compositions. Nevertheless, the intermediate-proficiency level students were also found to be able to provide useful scaffolds in assisting the group members in their revisions.

The findings indicated that there were common and distinctive types of scaffolds provided by both the class teacher and peers during the pre-writing sessions throughout all the four compositions. The common types of scaffolds provided by both the class teacher and peers encompassed *paraphrasing, providing advice, providing appropriate* or *alternative words, providing clarification, providing elaborations, providing examples, providing explanation, providing guidelines, providing information, providing suggestions, redirecting thoughts to topic, repeating information, setting a context, sharing personal experience, translating words, using mind-mapping* and *using questions.*

Among the distinctive types of class teacher scaffolds provided during the pre-writing sessions were *asking the students to give examples, commenting on the lack of clarity, providing modelling of student's composition, providing clues, providing compliments, providing encouragement, providing sequence connectors* and *referring to the internet.* In contrast, the distinctive types of scaffolds provided by the peers during the pre-writing sessions were *asking to provide definition of terms, Malay-English*

codeswitching, defining words or *terms, identifying spelling errors, providing terms, providing confirmation, providing correction of errors, providing the spelling of words, recapping points, reminding not to repeat errors, rephrasing words or phrases or sentences, selecting the correct words* and *summarising points*.

It was found that a total of 38 types of scaffolds were provided by the class teacher and peers throughout the pre-writing sessions of all the four compositions. The high-proficiency level students provided more scaffolds as compared to the intermediate-proficiency level students. Among the scaffolds provided by the high-proficiency level students, the most frequently utilised type of scaffold by this group of students throughout all the pre-writing sessions to guide their peers in generating ideas to compose the individual first drafts of all their compositions was *providing information*; followed by *providing elaboration; using questions; providing examples and repeating information, points* and *words;* and *providing explanation*. Among the scaffolds provided by the intermediate-proficiency level students, the most regularly employed type of scaffold by this group of students throughout all the pre-writing sessions of all the four compositions was *providing examples*; followed by *providing information*; and *repeating information* or *points* or *words*.

On the other hand, the type of scaffold most frequently provided by the class teacher throughout all the pre-writing sessions was *the use of questions*, followed by *providing information, providing guidelines, providing examples* and *providing explanation*. It was found that the class teacher was resourceful in providing initial input on the background information of the topic to set the context for further peer discussion on the topic of the compositions. Thus, this served as a guide in providing direction for the students to work together as a team throughout the pre-writing sessions to generate ideas and to compose the individual first drafts of their compositions. Besides, the class teacher monitored closely the progress of the pre-writing sessions of the students. She

provided the necessary scaffolds to assist the students whenever she felt her students encountered problems. In other words, the class teacher had confidence in her students and she provided the opportunity for them to be engaged in meaningful exchanges to assist one another in generating ideas to compose the individual first drafts of their compositions.

What is pertinent is that the various types of scaffolds provided by both the students (high and intermediate-proficiency level students) and the class teacher were found to play important functions in guiding the students to generate more ideas to compose the individual first drafts of their compositions.

There were also common and distinctive types of scaffolds provided by the class teacher and peers during the peer response sessions to the individual first drafts of all the students' compositions. The common types of scaffolds provided by both the class teacher and peers were *Malay-English codeswitching, using questions, providing advice or advise to use dictionary, providing appropriate* or *alternative words, providing compliments* or *praises, providing confirmation, providing correction of errors, providing definition of words, providing explanation, providing guidance, providing missing alphabet* or *words* or *suffixes, redirecting thoughts* or *content to the topic, repeating words* or *questions* or *suggestions, rephrasing words, selecting the correct word form,* and *using dictionary*.

The distinctive type of scaffold provided by the class teacher during the peer response sessions was *providing sequence connectors;* whereas the distinctive types of scaffolds provided by the peers were *dictating correct words* or *spelling of words, identifying errors, omitting words* or *punctuation marks, providing clarification, providing examples, providing interpretation, providing suggestion, reminding the correct word order* or *punctuation mark,* and *reminding not to repeat errors*.

The high-proficiency level students (especially, Cathy and Ted) were found to be more dynamic and highly interactive in furnishing more scaffolds as compared to the intermediate-proficiency level students in assisting the group members in the revision of the individual first drafts of all their four compositions. Nevertheless, the intermediate-proficiency level students (especially, Amy and Aini) were also found to be able to provide useful scaffolds in assisting the group members in their revisions. This shows that there was collaboration and mutual peer scaffolding among the high and intermediate-proficiency level students which led to learning. The various types of scaffold provided by the students and class teacher throughout the peer response sessions were found to play significant functions in enhancing the students' thinking and writing skills. It is interesting to note that with the assistance and guidance from the more capable ones, the less competent learners had understood and internalised some of the grammatical rules; and thereby, could perform on their own. In other words, with the help from the more competent ones, the less competent ones have achieved 'intersubjectivity'. Henceforth, they could operate beyond their 'zone of proximal development'.

The type of scaffold most extensively utilised by the high-proficiency level students throughout all the peer response sessions was *providing correction of errors*; followed by *using questions, repeating words* or *questions* or *suggestions, providing explanation, providing confirmation, identifying errors, providing appropriate* or *alternative words* and *rephrasing words*. On the other hand, the type of scaffold most regularly employed by the intermediate-proficiency level students throughout all the peer response sessions was *providing correction of errors;* followed by *repeating words* or *questions* or *suggestions, providing explanations* and *providing suggestions*.

The types of scaffolds most frequently utilised by the class teacher throughout all the peer response sessions included *providing compliments* or *praises* and *providing*

guidance, followed by *providing confirmation*. It was found that the class teacher's help in *providing guidelines* prior to each of the peer response sessions had an influence on the areas of focus by the students while they responded to the individual first drafts of their peers' compositions. Hence, this enabled the students to collaborate and provide useful scaffolds during the peer response sessions to assist one another in their revisions.

At the same time, the class teacher monitored the progress of the peer response sessions and she provided the necessary scaffolds whenever her students needed help. In other words, she facilitated the peer response sessions and provided the platform for the students to sharpen their critical thinking skills through responding to each others' first drafts of their compositions.

4.3 RESEARCH QUESTION 3: How do students revise the first drafts of their compositions based on the class teacher and peer feedback?

The purpose of this research question is to investigate how the students revise the first drafts of all their four compositions based on the class teacher and peer feedback. To answer this research question, the students' individual final drafts of all their four compositions were analysed and matched with the verbal feedback from the class teacher and peers in the transcripts of the teacher-student and student-student interactions during the peer response sessions throughout all the four students' compositions, the peer written feedback made on the students' first drafts of their compositions (if any), and the class teacher written feedback on the individual first drafts of the students' compositions. In addition, a comparison was made on the students' first and final drafts of all the four compositions to determine whether there was any improvement made on the final drafts of all the students' compositions. Any improvement made on the final drafts of the compositions as a result of the class teacher and peer feedback was counted as an improvement. Bottom-up data-driven categories

of revisions made by the students were determined through comparison of the students'
first and final drafts of all the four compositions.

The analysis of the types of revision made by the students on the first drafts of their
compositions was done by using Faigley & Witte's Taxonomy of Revision (Faigley &
Witte, 1981, p. 403) as a guide in the categorisation of the types of revisions. (See
Section 3.4.3 in Chapter Three for a detailed description of Faigley & Witte's
Taxonomy of Revision.) Faigley & Witte's Taxonomy of Revision involves two main
categories of revision. They are the Surface Level Changes and Text-base Changes.
The Surface Level Changes involve Formal Changes (including changes made to errors
in *spelling, tense, number, modality, abbreviation, punctuation* and *format*). Meaning-
preserving Changes involve "changes that 'paraphrase' the concepts in the text but *do
not alter them*" (Faigley & Witte, 1981, p. 403). Meaning-preserving Changes include
changes such as the *additions, deletions, substitutions, permutations, distributions* and
consolidations of words or phrases or sentences.

On the other hand, Text-base Changes comprise Microstructure Changes and
Macrostructure Changes. Microstructure Change is "meaning change that *would not
affect a summary of a text*" (Faigley & Witte, 1981, p. 405). Unlike the Meaning-
preserving Changes, meaning changes in the Text-base Microstructure Level *"affect the
concepts in a text"* (Faigley & Witte, 1981, p. 405). In contrast, Macrostructure Change
involves a significant change in revision which would *"alter the summary of a text"*
(Faigley & Witte, 1981, p. 404). Both the Microstructure Changes and Macrostructure
Changes include changes such as *additions, deletions, substitutions, permutations,
distributions* and *consolidations of words or phrases or sentences*. *Substitution* refers to
replacing words or rephrasing words that represent the same idea or concept.
Permutation is the rearrangement of words or phrases or the rearrangement and
substitution of words and phrases. *Distribution* refers to the splitting of a word or

phrase or sentence into two words or phrases or sentences. *Consolidation* refers to the joining of two words or phrases or sentences into one word or phrase or sentences.

The first and final drafts of the four compositions were analysed to investigate if there was any difference between the types of revisions made by the high and intermediate-proficiency level students on the final drafts of the four compositions.

The data collected from the various sources in the form of students' rewrites (first and final drafts of all the four compositions), transcripts of teacher-student and student-student interactions, field notes of in-class observation sessions, and interview transcripts with the teacher and students were analysed and triangulated to answer this research question. The findings for this research question are presented in the following sections: types of revision made by students; similarities and differences between the class teacher and peer feedback; class teacher and peer feedback utilised in students' revision of texts; as well as similarities and differences between the types of revision done by the high and intermediate-proficiency level students.

4.3.1 Types of Revision made by Students

On the whole, the findings in this study revealed that the students made an overall total of 547 revisions to correct their errors on the first drafts of all their four compositions. This is portrayed in Table 20 on the following page which shows the frequency and percentages of revisions done by the students on the first drafts of all their four compositions.

As illustrated in Table 20, the types of revision made by both the high and intermediate-proficiency level students in this study included Surface Level Changes and Text-base Level Changes. With the exception of the category on Format, the Surface Level Formal Changes and the Meaning-preserving Changes made by the students in this study were the same as the categories outlined in Faigley & Witte's

Table 20
Frequency and Percentages of Revisions done by the Students on the First Drafts
of All their Four Compositions

| TYPES OF REVISION | Revisions | | | | | | | | Total | |
| | (Composition 1) | | (Composition 2) | | (Composition 3) | | (Composition 4) | | | |
	(n=547)	(%)	(n=547)	(%)	(n=547)	(%)	(n=547)	(%)	(n=547)	(%)
SURFACE CHANGES										
(a) Formal Changes										
Spelling	9	1.6	20	3.7	15	2.7	6	1.1	50	9.1
Tense	-	-	9	1.6	15	2.7	1	0.2	25	4.6
Number	34	6.2	30	5.5	40	7.3	18	3.3	**122**	**22.3**
Modality	-	-	-	-	4	0.7	-	-	4	0.7
Abbreviation	-	-	1	0.2	-	-	1	0.2	2	0.4
Punctuation	6	1.1	3	0.5	1	0.2	-	-	10	1.8
Format	-	-	-	-	-	-	-	-	-	-
*Translation	4	0.7	-	-	-	-	-	-	4	0.7
(b) Meaning-Preserving Changes										
Additions	11	2.0	16	2.9	15	2.7	6	1.1	48	8.8
Deletions	7	1.3	17	3.1	11	2.0	7	1.3	42	7.7
Substitutions	26	4.8	48	8.8	28	5.1	18	3.3	**120**	**21.9**
Permutations	3	0.5	2	0.4	2	0.4	2	0.4	9	1.6
Distributions	-	-	2	0.4	-	-	1	0.2	3	0.5
Consolidations	-	-	-	-	2	0.4	-	-	2	0.4
TEXT-BASE CHANGES										
a) Microstructure Changes										
Additions	-	-	1	0.2	-	-	1	0.2	2	0.4
Deletions	-	-	-	-	-	-	-	-	-	-
Substitutions	1	0.2	-	-	1	0.2	4	0.7	6	1.1
Permutations	-	-	-	-	-	-	-	-	-	-
Distributions	-	-	-	-	-	-	-	-	-	-
Consolidations	-	-	-	-	-	-	-	-	-	-
b) Macrostructure Changes										
Additions	5	0.9	8	1.5	9	1.6	5	0.9	27	4.9
Deletions	-	-	1	0.2	1	0.2			2	0.4
Substitutions	12	2.2	27	4.9	14	2.6	13	2.4	**66**	**12.1**
Permutations	-	-	-	-	-	-	-	-	-	-
Distributions	-	-	1	0.2	1	0.2	-	-	2	0.4
Consolidations	1	0.2	-	-	-	-	-	-	1	0.2
TOTAL:	**119**	**21.8**	**186**	**34.0**	**159**	**29.1**	**83**	**15.2**	**547**	**100.0**

* Added to Faigley & Witte's Taxonomy of Revision Changes

Taxonomy of Revision as mentioned earlier in Section 4.3. In addition to Faigley &
Witte's category, another type of revision, that is, *'translation'* was utilised by the
students to assist their group members in the revision of the individual first drafts of
their Composition 1.

On the other hand, Text-base Changes comprised Microstructure Changes and Macrostructure Changes. The Microstructure Changes made by the students in this study only included the *additions* and *substitutions of words or phrases or sentences* which change the meaning of a message but do not affect the summary of the text. The Macrostructure Changes made by the students in this study entailed all the categories except *permutations* as outlined in Faigley & Witte's Taxonomy of Revision which were mentioned earlier in Section 4.3.

Generally, it was found that in this study, the students placed great emphasis on the revision of surface level errors at the sentence level, particularly '*number*' (subject-verb agreement) on the first drafts of their compositions. This is evident in Table 20 on page 356 which shows that the students' main focus in the revision of errors is in the area of '*number*' (subject-verb agreement) at the Surface Level which is 22.3% (122 revisions out of an overall total of 547) revisions, followed by substitutions of words and phrases at the Surface Level while at the same time preserving the meaning of the text which is 21.9% (120) revisions, substitutions of words and phrases at the Text-base Macrostructure Level leading to meaning changes which is 12.1% (66) revisions, spelling which is 9.1% (60) revisions, and the rest of the revisions occurred at less than 9.1% (less than 60 revisions).

As demonstrated in Table 20, the overall total of 547 revisions made by the students encompassed the revisions of errors on the first drafts of their Composition 1 with 21.8% (119) revisions, Composition 2 with 34% (186) revisions, Composition 3 with 29.1% (159) revisions, and Composition 4 with 15.2% (83) revisions.

Broadly speaking, the findings in this study indicated that the intermediate-proficiency level students made more revisions on the first drafts of their compositions as compared to the high-proficiency level students. This is exhibited in the following

Table 21 which presents the revisions done by the high and intermediate-proficiency level students.

Table 21
Revisions done by the High and Intermediate-proficiency Level Students

Participants (n=6)	Students' Proficiency Level	Revisions on the First Drafts								Total Revision	
		Composition 1		Composition 2		Composition 3		Composition 4			
		(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)		
Students' proficiency level	H	50	42.0	61	32.8	48	30.2	20	24.1	179	32.7
	I	69	58.0	125	67.2	111	69.8	63	75.9	**368**	**67.3**
Total:		119	100.0	186	100.0	159	100.0	83	100.0	547	100.0

Key: H - High-proficiency level Students
     I - Intermediate-proficiency Students

As demonstrated in Table 21 above, out of an overall total of 547 revisions, the intermediate-proficiency level students made a total of 67.3% (368) of the revisions as opposed to the high-proficiency level students who made a total of 32.7% (179) of the revisions on the first drafts of their Compositions 1, 2, 3 and 4. Table 21 also revealed that the intermediate-proficiency level students made 58% of the revision of errors (69 revisions out of a total of 119 revisions) on the first drafts of their Composition 1, 67.2% of the revision of errors (125 out of a total of 186 revisions) on the first drafts of their Composition 2, 69.8% of the revision of errors (111 out of a total of 159 revisions) on the first drafts of their Composition 3, and 79.5% of the revision of errors (63 out of a total of 83 revisions) on the first drafts of their Composition 4.

On the contrary, the high-proficiency level students made 42% of the revision of errors (50 revisions out of a total of 119 revisions) on the first drafts of their Composition 1, 32.8% of the revision of errors (61 out of a total of 186 revisions) on the first drafts of their Composition 2, 30.2% of the revision of errors (48 out of a total of 159 revisions) on the first drafts of their Composition 3, and 24.1% of the revision of errors (20 out of a total of 83 revisions) on the first drafts of their Composition 4.

It is noted that the gradual increase in the percentage of the revision of errors by the intermediate-proficiency level students which escalated from Composition 1 to Composition 2, to Composition 3 and then to Composition 4 does not imply that this group of students made more errors on the individual first drafts as the process writing approach progressed from one composition to another. However, what is pertinent is the result yielded from a closer analysis in which the total number of revisions made by this group of students registered an initial increase from 69 to 125 revisions on the first drafts of their Composition 1 to Composition 2 respectively, followed by a decrease to 111 revisions on the first drafts of their Composition 3, and a further drop to 63 revisions on the first drafts of their Composition 4. The preliminary increase followed by a subsequent drop in the trend of the revisions made by the intermediate-proficiency level students from one composition to another is clearly displayed in Figure 13 on the following page.

The subsequent decrease in the number of revisions made by the intermediate-proficiency level students (from Composition 2 to Composition 3, and then to Composition 4) suggested that this group of students committed fewer errors on the individual first drafts as the process writing approach progressed from one composition to another. This indicates that learning had taken place and the students had improved in their writing. There is evidence to confirm this point (see Sections 4.3.4.1 and 4.3.4.2 for examples of instances in which the students showed improvement in their final drafts as compared to that of their first drafts as they progressed from the writing of one composition to another).

In addition, Table 21 on page 358 also portrayed that the high-proficiency level students not only made fewer revisions as compared to the intermediate-proficiency level students, but that the former group of students made fewer revisions of their errors as the process writing approach developed from one composition to another. As
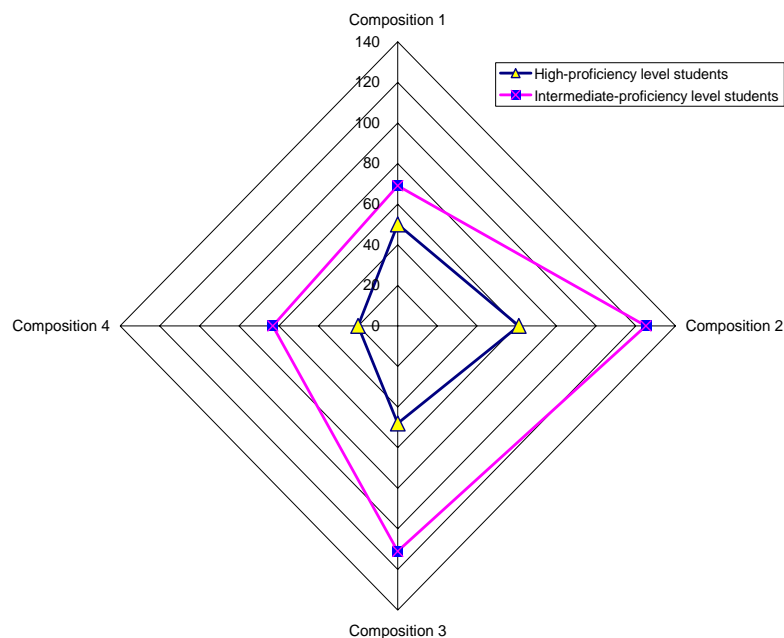
Figure 13
Revision Trend of the High and Intermediate-proficiency level Students

witnessed in Table 21, the total number of revisions made on the first drafts by the high-proficiency level students increased initially from 50 revisions (in Composition 1) to 61 revisions (in Composition 2), but reduced to 48 revisions (in Composition 3) and further decreased to 20 revisions (in Composition 4). This initial increase, followed by the consistent diminishing trend in the revisions made by the high-proficiency level students is also apparent in Figure 13 as shown above. This shows that learning had also taken place among this group of students for they committed fewer errors as the writing process progressed from one composition to another; thus, resulting in fewer revisions needed. Another reason for fewer revisions needed by the high-proficiency level students as compared to the intermediate-proficiency level students was because most of the individual first drafts of the high-proficiency level students had sufficient contents. As such, they only needed to revise their errors at the surface level and to correct minor errors on their contents.

Table 22 below exhibits the frequency and percentages of the types of revision done by the high and intermediate-proficiency level students on the first drafts of all their compositions. The purpose is to examine if there is any difference in the types of revision done by the high and intermediate-proficiency level students on the first drafts of all their compositions.

Table 22
Frequency and Percentages of the Types of Revision done by the High and Intermediate-proficiency Level Students on the First Drafts of All their Compositions

TYPES OF REVISION	Students' Proficiency Level				Total Revision	
	H		I			
	(n=179)	(%)	(n=368)	(%)	(n=547)	(%)
SURFACE CHANGES						
(a) Formal Changes						
Spelling	14	7.8	**36**	**9.8**	50	9.1
Tense	12	6.7	13	3.5	25	4.6
Number	**28**	**15.6**	**94**	**25.5**	122	22.3
Modality	-	-	4	1.1	4	0.7
Abbreviation	1	0.6	1	0.3	2	0.4
Punctuation	5	2.8	5	1.4	10	1.8
Format						
*Translation	1	0.6	3	0.8	4	0.7
(b) Meaning-Preserving Changes						
Additions	**20**	**11.2**	28	7.6	48	8.8
Deletions	14	7.8	28	7.6	42	7.7
Substitutions	**43**	**24.0**	77	**20.9**	120	21.9
Permutations	3	1.7	6	1.6	9	1.6
Distributions	1	0.6	2	0.5	3	0.5
Consolidations	-	-	2	0.5	2	0.4
TEXT-BASE CHANGES						
a) Microstructure Changes						
Additions	1	0.6	1	0.3	2	0.4
Deletions	-	-	-	-	-	-
Substitutions	5	2.8	1	0.3	6	1.1
Permutations	-	-	-	-	-	-
Distributions	-	-	-	-	-	-
Consolidations	-	-	-	-	-	-
b) Macrostructure Changes						
Additions	13	7.3	14	3.8	27	4.9
Deletions	-	-	2	0.5	2	0.4
Substitutions	**18**	**10.1**	48	**13.0**	66	12.1
Permutations	-	-	-	-	-	-
Distributions	-	-	2	0.5	2	0.4
Consolidations	-	-	1	0.3	1	0.2
TOTAL:	**179**	**100.0**	**368**	**100.0**	**547**	**100.0**

* Added to Faigley & Witte's Taxonomy of Revision Changes

Key: H - High-Proficiency level students
I - Intermediate-proficiency level students

An in-depth analysis as shown in Table 22 revealed that out of a total of 179 revisions made on the first drafts of all the four compositions, the high-proficiency level students made the most revisions by substituting words and phrases at the Surface Level while at the same time preserving the meaning of the text which is 24% (43) revisions; followed by revising Surface Level Formal errors (particularly, *'number'*) which is 15.6% (28) revisions; adding words, phrases and sentences at the Surface Level while at the same time preserving the meaning of the text which is 11.2% (20) revisions; substituting words and phrases at the Text-base Macrostructure Level to change the meaning of a message which is 10.1% (18) revisions; and the revision of the rest of the errors occurred at less than 10.1% (less than 18 revisions).

Conversely, the intermediate-proficiency level students placed more emphasis on the revision of surface level errors (particularly, *'number'*) at 25.5% (94 revisions out of a total of 368) revisions, followed by substituting words and phrases at the Surface Level while at the same time preserving the meaning of the text with 20.9% (77) revisions, substituting words and phrases at the Text-base Macrostructure Level to change the meaning of a message which is 13% (48) revisions, revising spelling errors at 9.8% (36 revisions), and the revision of the rest of the errors occurred at less than 9.8% (less than 36 revisions).

At the individual composition level, the students' central focus in the revision of the first drafts of Compositions 1, 3 and 4 was the correction of surface level errors (particularly, *'number'*). This is illustrated in Table 23 on the following page which shows the types of revision done by the students based on the class teacher and peer feedback on the first drafts of each of their compositions. As evident in Table 23, out of a total of 119 revisions, the area with the most common revisions made by the students on the first drafts of their Composition 1 was the correction of surface level errors (in terms of *'number'*) with 28.6% (34) revisions, followed by the substitution of words and

Table 23
Types of Revision done by the Students based on Class Teacher and Peer Feedback on the First Drafts of Each of their Compositions

TYPES OF REVISION	Revision on Final Draft (Composition 1)												Total Revision		Revision on Final Draft (Composition 2)												Total Revision		Revision on Final Draft (Composition 3)												Total Revision		Revision on Final Draft (Composition 4)												Total Revision	
	Cathy		Ted		Eva		Amy		Aini		Elle				Cathy		Ted		Eva		Amy		Aini		Elle				Cathy		Ted		Eva		Amy		Aini		Elle				Cathy		Ted		Eva		Amy		Aini		Elle			
	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
SURFACE CHANGES																																																											
(a) Formal Changes																																																											
Spelling	3	2.5	-	-	1	0.8	2	1.7	3	2.5	-	-	9	7.6	1	0.54	-	-	2	1.08	13	7.0	1	0.54	3	1.61	20	10.8	3	1.9	-	-	3	1.89	5	3.14	3	1.89	1	0.63	15	9.4	-	-	-	-	1	1.2	2	2.41	3	3.61	-	-	6	7.2
Tense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0.5	1	0.54	1	0.54	3	1.61	3	1.61	9	4.8	2	1.3	-	-	8	5.0	2	1.26	2	1.26	1	0.63	15	9.4	-	-	-	-	-	-	1	1.2	-	-	-	-	1	1.2
Number	4	3.4	1	0.8	5	4.2	16	13.4	8	6.7	-	-	34	28.6	1	0.54	1	0.5	4	2.15	18	9.68	6	3.23	-	-	30	16.1	1	0.6	-	-	6	3.77	16	10.1	10	6.29	7	4.4	40	25.2	1	1.2	2	2.4	2	2.41	2	2.41	6	7.23	5	6.0	18	21.7
Modality	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0.63	2	1.26	1	0.63	4	2.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Abbreviation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0.54	1	0.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1.2	-	-	-	-	-	-	-	-	-	-	1	1.2
Punctuation	-	-	1	0.8	3	2.5	1	0.8	1	0.8	-	-	6	5.0	-	-	1	0.5	-	-	1	0.54	-	-	1	0.54	3	1.6	-	-	-	-	-	-	-	-	-	-	1	0.63	1	0.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Format	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Translation	-	-	-	-	1	0.8	-	-	3	2.5	-	-	4	3.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(b) Meaning-Preserving Changes																																																											
Additions	2	1.7	-	-	4	3.4	1	0.8	4	3.4	-	-	11	9.2	1	0.54	2	1.1	5	2.69	5	2.69	3	1.61	-	-	16	8.6	-	-	1	0.6	4	2.52	6	3.77	1	0.63	3	1.89	15	9.4	-	-	-	-	1	1.2	2	2.41	1	1.2	2	2.41	6	7.2
Deletions	-	-	1	0.8	2	1.7	4	3.4	-	-	-	-	7	5.9	1	0.54	2	1.1	2	1.08	5	2.69	3	1.61	4	2.15	17	9.1	-	-	1	0.6	5	3.14	2	1.26	2	1.26	1	0.63	11	6.9	-	-	-	-	-	-	3	3.61	1	1.2	3	3.61	7	8.4
Substitutions	4	3.4	3	2.5	4	3.4	7	5.9	8	6.7	-	-	26	21.8	8	4.3	5	2.7	10	5.38	8	4.3	9	4.84	8	4.3	48	25.8	-	-	4	2.5	4	2.52	11	6.92	4	2.52	5	3.14	28	17.6	-	-	-	-	1	1.2	6	7.23	5	6.0	6	7.23	18	21.7
Permutations	-	-	-	-	-	-	-	-	3	2.5	-	-	3	2.5	-	-	-	-	-	-	1	0.54	-	-	1	0.54	2	1.1	-	-	-	-	1	0.63	1	0.63	-	-	-	-	2	1.3	-	-	-	-	1	1.2	1	1.2	-	-	-	-	2	2.4
Distributions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	1.08	2	1.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1.2	-	-	-	-	-	-	-	-	-	-	1	1.2
Consolidations	-	-	-	-	-	-	-	-	-	-	1	0.8	1	0.8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0.63	-	-	1	0.63	2	1.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TEXT-BASE CHANGES																																																											
a) Microstructure Changes																																																											
Additions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0.54	-	-	-	-	-	-	-	-	-	-	1	0.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1.2	1	1.2
Deletions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitutions	1	0.8	-	-	-	-	-	-	-	-	-	-	1	0.8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0.6	-	-	-	-	-	-	-	-	-	-	1	0.6	-	-	3	3.6	-	-	1	1.2	-	-	-	-	4	4.8
Permutations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Distributions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Consolidations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
b) Macrostructure Changes																																																											
Additions	1	0.8	-	-	4	3.4	-	-	-	-	-	-	5	4.2	-	-	-	-	-	-	1	0.54	5	2.69	2	1.08	8	4.3	1	0.6	2	1.3	-	-	3	1.89	1	0.63	2	1.26	9	5.7	-	-	-	-	4	4.82	-	-	1	1.2	-	-	5	6.0
Deletions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0.54	1	0.5	-	-	-	-	-	-	1	0.63	-	-	-	-	1	0.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitutions	2	1.7	2	1.7	1	0.8	-	-	4	3.4	3	2.5	12	10.1	4	2.15	3	1.6	3	1.61	4	2.15	8	4.3	5	2.69	27	14.5	-	-	-	-	1	0.63	8	5.0	2	1.26	3	1.89	14	8.8	2	2.4	-	-	-	-	7	8.43	1	1.2	3	3.61	13	15.7
Permutations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Distributions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0.54	1	0.5	-	-	-	-	-	-	1	0.63	-	-	-	-	1	0.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Consolidations	-	-	-	-	-	-	-	-	-	-	1	0.8	1	0.8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL:	17	14.3	8	6.7	25	21.0	31	26.1	34	28.6	4	3.4	119	100.0	17	9.14	15	8.1	29	15.6	61	32.8	33	17.7	31	16.7	186	100.0	8	5.0	8	5.0	32	20.1	58	36.5	27	17.0	26	16.4	159	100.0	3	3.6	7	8.4	10	12.0	25	30.1	18	21.7	20	24.1	83	100.0

phrases at the Surface Level while at the same time preserving the meaning of the text with 21.8% (26) revisions, substitution of words and phrases at the Text-base Macrostructure Level to change the meaning of a message with 10.1% (12) revisions, addition of words and phrases at the Surface Level while at the same time preserving the meaning of the text with 9.2% (11) revisions, and the revision of the rest of the errors occurred at less than 9.2% (less than 11 revisions).

Similarly, the area with the most revisions made by the students on the first drafts of their Composition 3 was the correction of surface level errors (in terms of *'number'*) with 25.2% (40 out of a total of 159) revisions, followed by substitution of words and phrases at the Surface Level while preserving the meaning of the text with 17.6% (28) revisions, correction of errors in spelling and tenses as well as the addition of words and phrases at the Surface Level while at the same time preserving the meaning of the text with 9.4% (15) revisions each, substitution of words or phrases at the Text-base Macrostructure Level to change the meaning of a message with 8.8% (14) revisions, and the revision of the rest of the errors occurred at less than 8.8% (less than 14 revisions) each.

Likewise, the area with the most revision made by the students on the first drafts of their Composition 4 was the correction of surface level errors (in terms of *'number'*) as well as the substitution of words and phrases at the Surface Level while preserving the meaning of the text with 21.7% revision each (18 revisions each out of a total of 83 revisions), followed by the substitution of words and phrases at the Text-base Macrostructure Level to change the meaning of a message with 15.7% (13) revisions, correction of spelling errors as well as the addition of words and phrases at the Surface Level while at the same time preserving the meaning of the text with 7.2% (six) revisions, and the revision of the rest of the errors occurred at less than 7.2% (less than six revisions).

On the other hand, the area with the most revision made by the students on the first drafts of their Composition 2 was the substitution of words and phrases at the Surface Level while preserving the meaning of the text with 25.8% (48 revisions out of a total of 186) revisions, followed by the correction of Formal errors in *'number'* (subject-verb agreement) at the Surface Level with 16.1% (30) revisions, substitution of words and phrases at the Text-base Macrostructure Level to change the meaning of a message with 14.5% (27) revisions, correction of spelling errors with 10.8% (20) revisions, and the revision of the rest of the errors occurred at less than 10.8% (less than 20 revisions).

Thus, this shows that the students focused most of their revisions on surface level errors at the sentence level for all their compositions.

A detailed analysis of the individual students found that while Aini made the most revision of errors on the first draft of her Composition 1, Amy made the most revision of errors on the first drafts of her Compositions 2, 3 and 4. This is evident in Table 24 below which shows the frequency and percentages of the revisions done by the individual students on the first drafts of each of their compositions.

Table 24
Frequency and Percentages of the Revisions done by Individual Students on the First Drafts of Each of their Compositions

Participants (n=6)	Name of participants	Revisions on the First Drafts							
		Composition 1		Composition 2		Composition 3		Composition 4	
		(n=119)	(%)	(n=186)	(%)	(n=159)	(%)	(n=83)	(%)
High-proficiency level students	Cathy	17	14.3	17	9.1	8	5.0	3	3.6
	Ted	8	6.7	15	8.1	8	5.0	7	8.4
	Eva	25	21.0	29	15.6	32	20.1	10	12.0
Intermediate-proficiency level students	Amy	31	26.1	**61**	**32.8**	**58**	**36.5**	**25**	**30.1**
	Aini	**34**	**28.6**	33	17.7	27	17.0	18	21.7
	Elle	4	3.4	31	16.7	26	16.4	20	24.1
TOTAL:		**119**	**100.0**	**186**	**100.0**	**159**	**100.0**	**83**	**100.0**

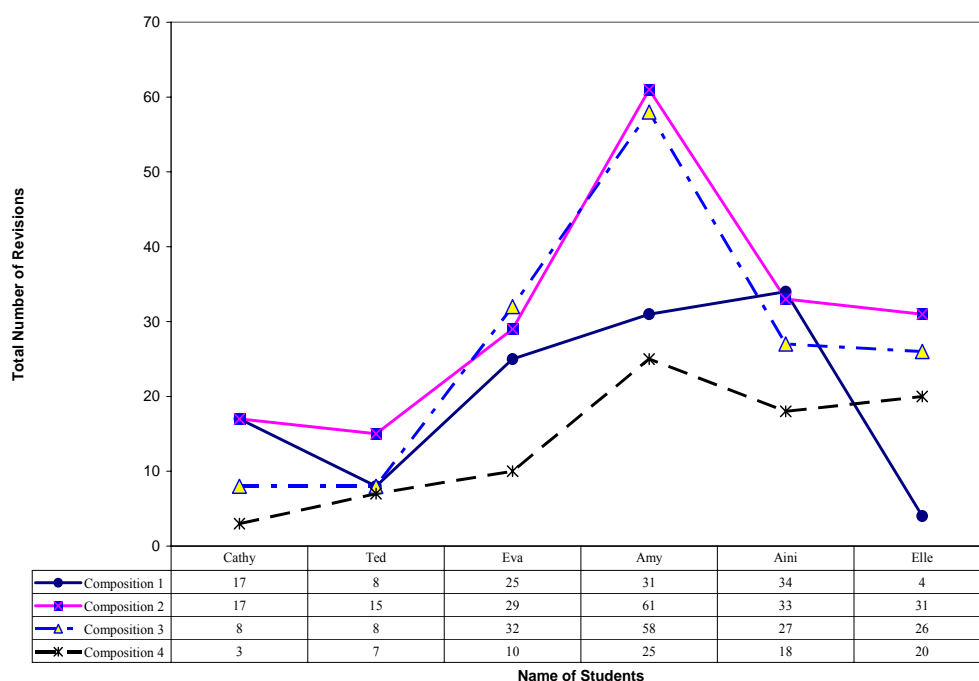Table 24 above indicates that out of a total of 119 revisions made by the students on the first drafts of their Composition 1, Aini made the most revision of errors with 28.6% (34) revisions, followed by Amy with 26.1% (31) revisions, Eva with 21% (25)

revisions, Cathy with 14.3% (17) revisions, Ted with 6.7% (8) revisions, and Elle with 3.4% (four) revisions. It is noteworthy to mention that although Elle was seen to have made the least revision of errors, it does not mean that she had made the least errors on the first draft of her Composition 1. This was because in response to the feedback given by her peers and class teacher, Elle had written a new Composition 1 instead of revising the errors in the first draft of her Composition 1. As such, she only utilised a minimal 3.4% of the feedback given by her peers and class teacher when writing the final draft of her Composition 1.

It is interesting to note that although Aini made the most revision of errors on the first draft of her Composition 1, the revisions which she made for the subsequent compositions decreased. This is demonstrated in Table 24 which shows that out of a total of 186 revisions made by the students on the first drafts of their Composition 2, Amy made the most revision of errors with 32.8% (61) revisions, followed by Aini with 17.7% (33) revisions, Elle with 16.7% (31) revisions, Cathy with 9.1% (17) revisions and Ted with 8.1% (15) revisions.

Ensuing that, out of a total of 159 revisions made by the students on the first drafts of their Composition 3, Amy again made the most revision of errors with 36.5% (58) revisions, followed by Eva with 20.1% (32) revisions, Aini with 17% (27) revisions, Elle with 16.4% (26) revisions, and Cathy as well as Ted with 5% (eight) revisions each.

Next, out of a total of 83 revisions made by the students on the first drafts of their Composition 4, Amy once again made the most revision of errors with 30.1% (25) revisions, followed by Elle with 24.1% (20) revisions, Aini with 21.7% (18) revisions, Eva with 12% (10) revisions, Ted with 8.4% (seven) revisions and Cathy with 3.6% (three) revisions.

It is noted that what is of import is not who made the most percentage of revisions but the dwindling trend of the number of revisions made by the students as the writing

process progressed from one composition to another (especially, from Composition 2 to Composition 3 and then to Composition 4). This is portrayed in Figure 14 below which vividly displays the dwindling trend in the number of revisions done by the individual students on the first drafts of all the students' compositions. This dwindling trend of the number of revisions made by the students signifies the learning process of both the high and intermediate-proficiency level students.

	Cathy	Ted	Eva	Amy	Aini	Elle
Composition 1	17	8	25	31	34	4
Composition 2	17	15	29	61	33	31
Composition 3	8	8	32	58	27	26
Composition 4	3	7	10	25	18	20

Name of Students

Figure 14
Number of Revisions done by the Individual Students on the
First Drafts of All their Compositions

As manifested in Figure 14 above, although there was an increase in the revisions made by Ted, Amy, and Elle on the first drafts as they progressed from the writing of Composition 1 to Composition 2, what is fascinating is the dwindling trend in the number of revisions made by these students on the first drafts of their subsequent compositions. For instance, the revisions made by Ted on his first draft initially increased from eight revisions (in Composition 1) to 15 revisions (in Composition 2);

but then dropped to eight revisions (in Composition 3) and then to seven revisions (in Composition 4). Likewise, the revisions made by Amy on her first draft at first escalated from 31 revisions (in Composition 1) to 61 revisions (in Composition 2); but then decreased to 58 revisions (in Composition 3) and then dwindled further to 25 revisions (in Composition 4). Similarly, the revisions made by Elle on her first draft in the beginning increased from four revisions (in Composition 1) to 31 revisions (in Composition 2); but subsequently reduced to 26 revisions (in Composition 3) and 20 revisions (in Composition 4).

On the other hand, the downward trend of revision made by Cathy on her first draft was amazing as it maintained at 17 revisions (in Compositions 1 and 2), then dropped to eight revisions (in Composition 3) and then further decreased to only three revisions (in Composition 4). In the same way, the descending trend of the revisions made by Aini on her first draft was astonishing as it decreased from 34 revisions (in Composition 1) to 33 revisions (in Composition 2) to 27 revisions (in Composition 3) and then further diminished to 18 revisions (in Composition 4). For Eva's case, the revisions that she made on her first draft initially increased from 25 revisions (in Composition 1) to 29 revisions (in Composition 2) and 32 revisions (in Composition 3); but later dwindled to 10 revisions (in Composition 4).

This shows that the students had developed and improved their writing skills as the writing process progressed from one composition to another. As a result, they made fewer errors; and hence, fewer revisions were needed.

To conclude, the findings in this study revealed that both the high and intermediate-proficiency level students emphasised the revision of surface level errors, particularly at the sentence level. However, the high-proficiency level students made more revisions by substituting words, phrases and sentences at the Surface Level while at the same time preserving the meaning of the text; whereas the intermediate-proficiency level students

made more correction of Surface Level Formal errors in *'number'* on the first drafts of their compositions. Besides, it was found that although initially there was an increase in the number of revisions made by Ted, Amy, and Elle on the first drafts as they progressed from the writing of Composition 1 to Composition 2, the number of revisions made by these students on the individual first drafts of their subsequent compositions gradually dropped. Among the group members, Aini had learnt the most as the number of revisions which she made on the first drafts of her compositions decreased from Composition 1 to Composition 2, to Composition 3 and further diminished in Composition 4. On the other hand, Cathy also learnt to be more careful in her writing as the number of revisions which she made on the first drafts of her Compositions 1 and 2 maintained at the same figure but dwindled as the writing process progressed to Compositions 3 and 4. In Eva's case, although the number of revisions which she made on the first draft escalated slightly as her writing progressed from Composition 1 to Composition 2 and then to Composition 3, there was an enormous drop in the number of revisions made by her on the first draft of her Composition 4. As such, this initial increase in the number of revisions made by Eva does not imply that she did not learn from the feedback given by her class teacher and peers. In short, the findings showed that both the high and intermediate-proficiency level students had benefited from the process approach to writing.

The next section discusses the similarities and differences between the feedback provided by the class teacher and peers to assist the students in the revision of the first drafts of all their four compositions.

4.3.2 Similarities and Differences between Class Teacher and Peer Feedback

The findings in this study indicated that the class teacher and peers provided an overall total number of 696 feedback (inclusive of verbal and written) to assist the

students in the revision of the first drafts of all their compositions. Nevertheless, it was found that not all those feedback provided were utilised by the students in the revision of the first drafts of their compositions. This is evident in Table 25 below which shows the similarities and differences between the class teacher and peer feedback provided for the revision of the first drafts of all the students' compositions.

Table 25
Similarities and Differences between the Class Teacher and Peer Feedback provided for the Revision of the First Drafts of All the Students' Compositions

TYPES OF REVISION (n=696)	Feedback provided				Total Feedback	
	PF		CTF			
SURFACE CHANGES	**(n)**	**(%)**	**(n)**	**(%)**	**(n)**	**(%)**
a) Formal Changes	**198**	**28.4**	84	12.1	282	40.5
b) Meaning-preserving Changes	160	23.0	**111**	**15.9**	271	38.9
TOTAL:	**358**	**51.4**	**195**	**28.0**	553	79.5
TEXT-BASE CHANGES						
a) Microstructure Changes	6	0.9	4	0.6	10	1.4
b) Macrostructure Changes	61	8.8	72	10.3	133	19.1
TOTAL:	67	9.6	**76**	**10.9**	143	20.5
OVERALL TOTAL:	**425**	**61.1**	271	38.9	696	100.0

As revealed in Table 25 above, out of an overall total number of 696 feedback, the peers provided the most number of feedback with 61.1% (425 feedback) of the feedback, while the class teacher provided 38.9% (271) of the feedback. It is interesting to note that there were similarities and differences between the feedback provided by the class teacher and peers. The similarity is that both the class teacher and peers were found to focus more of their feedback on Surface Level Changes rather than on Text-base Level Changes. However, the difference is that the peers provided more feedback on Surface Level Formal Changes as compared to the class teacher. This is illustrated in Table 25 which shows that out of an overall total of 696 feedback provided, the peers supplied more feedback on Surface Level Changes with a total of 51.4% (358) feedback as compared to feedback on Text-base Level Changes with only a total of 9.6% (67) feedback. On the other hand, the class teacher provided more feedback on Surface

Level Changes with a total of 28% (195) feedback as compared to feedback on Text-base Level Changes with only a total of 10.9% (76) feedback.

At the Surface Level, while the peer feedback emphasised more on Formal Changes, the class teacher feedback focused more on Meaning-preserving Changes. This is portrayed in Table 25 which shows that the peers provided more feedback on Surface Level Formal Changes with 28.4% (198) feedback as compared to 23% (160) feedback on Surface Level Meaning-preserving Changes. In contrast, the class teacher provided more feedback on Surface Level Meaning-preserving Changes with 15.9% (111) feedback as compared to 12.1% (84) feedback on Surface Level Formal Changes. This shows that the class teacher was more concerned about the usage of appropriate words and phrases whereas the students were more concerned about grammatical errors.

Another difference is that the class teacher was found to provide more feedback at the Text-base Level (including Microstructure Changes and Macrostructure Changes) as compared to the peers. As evident in Table 25, the class teacher provided more feedback at the Text-base Level with a total of 10.9% (76) feedback as compared to the peers who provided slightly less feedback at the Text-base Level with a total of 9.6% (67) feedback. This is because the class teacher as compared to the students has more knowledge and expertise in terms of providing feedback at the Text-base Level.

Table 26 on the following page portrays the class teacher and peer feedback provided for the revision of the first drafts of all the students' compositions. An in-depth analysis as exhibited in Table 26 illustrates that out of an overall total of 696 feedback provided by the class teacher and peers, the most number of feedback is on making Surface Level Formal Changes to errors in *'number'* which amounted to a total of 22.7% (158) of the feedback. This was followed by the class teacher and peer feedback on the deletion of surface level errors while preserving the meaning of the text which accounted for a total of 21.6% (150) of the feedback. Ensuing that were the class

Table 26
Class Teacher and Peer Feedback provided for the Revision of the First Drafts of All the Students' Compositions

TYPES OF REVISION	Feedback utilised in Revision PF		CTF		Total PF and CTF utilised in revision		Feedback unutilised in Revision PF		CTF		Total PF and CTF unutilised in revision		Total Feedback provided PF		CTF		Total PF and CTF provided	
(n=696)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)	(n)	(%)
SURFACE CHANGES																		
(a) Formal Changes																		
Spelling	43	6.2	18	2.6	61	8.8	2	0.3	1	0.1	3	0.4	45	6.5	19	2.7	**64**	**9.2**
Tense	18	2.6	18	2.6	36	5.2	3	0.4	2	0.3	5	0.7	21	3.0	20	2.9	41	5.9
Number	104	14.9	31	4.5	135	19.4	10	1.4	13	1.9	23	3.3	**114**	**16.4**	**44**	**6.3**	**158**	**22.7**
Modality	4	0.6	-	-	4	0.6	-	-	-	-	-	-	4	0.6	-	-	4	0.6
Abbreviation	2	0.3	-	-	2	0.3	-	-	-	-	-	-	2	0.3	-	-	2	0.3
Punctuation	10	1.4	1	0.1	11	1.6	1	0.1	-	-	1	0.1	11	1.6	1	0.1	12	1.7
Format	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Translation	1	0.1	-	-	1	0.1	-	-	-	-	-	-	1	0.1	-	-	1	0.1
(b) Meaning-Preserving Changes																		
Additions	34	4.9	13	1.9	47	6.8	4	0.6	3	0.4	7	1.0	38	5.5	16	2.3	54	7.8
Deletions	18	2.6	21	3.0	39	5.6	8	1.1	4	0.6	12	1.7	26	3.7	25	3.6	51	7.3
Substitutions	71	10.2	41	5.9	112	16.1	18	2.6	20	2.9	38	5.5	**89**	**12.8**	**61**	**8.8**	**150**	**21.6**
Permutations	6	0.9	7	1.0	13	1.9	-	-	-	-	-	-	6	0.9	7	1.0	13	1.9
Distributions	1	0.1	1	0.1	2	0.3	-	-	-	-	-	-	1	0.1	1	0.1	2	0.3
Consolidations	-	-	1	0.1	1	0.1	-	-	-	-	-	-	-	-	1	0.1	1	0.1
TEXT-BASE CHANGES																		
a) Microstructure Changes																		
Additions	2	0.3	-	-	2	0.3	-	-	-	-	-	-	2	0.3	-	-	2	0.3
Deletions	-	-	-	-	-	-	1	0.1	-	-	1	0.1	1	0.1	-	-	1	0.1
Substitutions	3	0.4	3	0.4	6	0.9	-	-	1	0.1	1	0.1	3	0.4	4	0.6	7	1.0
Permutations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Distributions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Consolidations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
b) Macrostructure Changes																		
Additions	7	1.0	16	2.3	23	3.3	4	0.6	7	1.0	11	1.6	11	1.6	23	3.3	34	4.9
Deletions	-	-	1	0.1	1	0.1	-	-	-	-	-	-	-	-	1	0.1	1	0.1
Substitutions	37	5.3	39	5.6	76	10.9	12	1.7	7	1.0	19	2.7	**49**	**7.0**	**46**	**6.6**	**95**	**13.6**
Permutations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Distributions	1	0.1	2	0.3	3	0.4	-	-	-	-	-	-	1	0.1	2	0.3	3	0.4
Consolidations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL:	**362**	**52.0**	**213**	**30.6**	**575**	**82.6**	**63**	**9.1**	**58**	**8.3**	**121**	**17.4**	**425**	**61.1**	**271**	**38.9**	**696**	**100.0**

Key: PF - Peer Feedback
CTF - Class Teacher Feedback

teacher and peer feedback on Text-base Macrostructure substitution of errors which comprised a total of 13.6% (95) of the feedback. Trailing behind were the class teacher and peer feedback on making Surface Level Formal Changes to spelling errors with a total of 9.2% (64) of the feedback. However, the class teacher and peer feedback provided for the correction of each of the rest of the errors at the Surface Level and Text-base Level was less than a total of 9.2% (less than 64) of the feedback.

As demonstrated in Table 26, out of a total number of 425 feedback, the peers provided the most number of feedback on making Surface Level Formal Changes to errors in *'number'* which is 16.4% (114) feedback, followed by feedback on the substitution of surface level errors while preserving the meaning of the text which amounted to 12.8% (89) of the feedback. Ensuing that was the peers providing 7% (49) of the feedback to substitute words, phrases and sentences at the Text-base Macrostructure Level. On the other hand, the peer feedback for each of the rest of the errors at the Surface Level and Text-base Level accounted for less than 7% (less than 49) of the feedback.

On the contrary, out of a total number of 271 feedback, the class teacher provided the most number of feedback on the substitution of surface level errors while at the same time preserving the meaning of the text which comprised 8.8% (61) of the feedback. Trailing behind was the class teacher providing 6.6% (46) of the feedback on the substitution of words or phrases or sentences at the Text-base Macrostructure Level. Following that was the class teacher feedback on making Surface Level Formal Changes to errors in *'number'* which comprised 6.3% (44) of the revisions. However, the class teacher feedback for each of the rest of the errors at the Surface Level and Text-base Level amounted to less than 6.3% (less than 44) of the feedback.

This shows that the peer feedback emphasised more on Surface Level Formal Changes, while the class teacher feedback not only concerned Surface Level Formal

Changes (especially, obvious grammatical errors) but also on the relevancy and adequacy of content. The following are excerpts of interviews with the class teacher and students to support this claim. For instance, in an interview, Liza stressed the importance of the correctness of all aspects of writing when marking the first drafts of her students' compositions as she mentioned that her "Main concerns, … on … grammatically correct spelling, ideas, basically everything" (INW3/T/24). She further explained, "Ya, content, elaboration, is it well developed, paragraphing, title, and such" (INW3/T/26).

Through my in-class observation, I also noticed that the class teacher placed primary importance on the adequacy and relevancy of content and elaboration and secondary importance on the obvious grammatical errors as she reminded the students on the importance of those aspects of writing in every session prior to the peer response session to the individual first drafts of the students' Compositions 1, 2, 3 and 4. For illustration, see COW2/D2 (COW2/D2/7 and COW2/D2/11) in Appendix R2 for 'Transcript of in-class observation of the teacher-student and student-student interactions during peer response session to Composition 2'. This is also evident in my field notes taken during the in-class observations as shown in FW2/D2/1108 (lines 11 to 17) in Appendix Q.

However, the peers gave more detailed feedback on almost every mistake made by their group members. As Elle remarked during an interview, "My friends, every point they will check carefully. I think teacher might be too busy, so she can't really read through all, just simply read only …" (INW1/S6/149). In a later interview, Elle reported that "Teacher asked me to elaborate" (INW3/S6/160).

This view is shared by Ted as he opined:

> … the teacher has to mark many pieces, many essays because there are many people in the class while my friends can just read through a few essays and they are able to spot more mistakes than my teacher. While my teacher can understand more words and can help me in my vocabulary (INW3/S2/116).

This shows that although the peers were more meticulous when responding to the first drafts of their group members' composition, they still valued the importance of the class teacher feedback.

Amy possessed the same opinion as Cathy and Ted in that she uttered, "Sometimes, friends didn't realise the big mistakes, I don't know why" (INW1/S4/169). In a later interview, Amy elucidated that "Most of the teacher comments is about the sentence structure, how can I develop my sentence, but my friends' are mostly like grammar, spelling mistakes" (INW2/S4/233). Eva reported that the class teacher "Focused on the points" (INW1/S3/145), "But my friends focused more on the grammar mistakes and the sentence ..." (INW1/S3/147). During a later interview, Eva again mentioned, "My teacher focuses on ideas and elaborations, but my friends focused more on words, sentence, plural, singular, past tense, present tense" (INW4/S3/232).

Table 26 on page 372 also shows that out of an overall total number of 696 feedback provided by the class teacher and peers, a total of 82.6% (575) of the feedback were utilised while a total of 17.4% (121) of the feedback were not utilised by the students in the revision of the first drafts of their compositions. Out of a total number of 575 feedback which were utilised, the peer feedback comprised 52% (362) feedback while the class teacher feedback constituted 30.6% (213) feedback. On the other hand, as exhibited in Table 26, the total number of 121 unutilised feedback encompassed 9.1% (63) of the peer feedback and 8.3% (58) of the class teacher feedback.

To wind up, the peers provided more feedback as compared to the class teacher to assist the students in the revision of the first drafts of their compositions. Besides, the students employed more of the peer feedback as compared to the class teacher feedback in the revision of the first drafts of their compositions. The class teacher feedback focused not only on the correction of surface level errors but also on the relevancy and

adequacy of content whereas the peer feedback emphasised more on the correction of surface level errors.

The next section discusses the class teacher and peer feedback as well as the self-correction of errors which were utilised in the revision of the first drafts of the students' compositions.

4.3.3   Class Teacher and Peer Feedback utilised in Students' Revision of Texts

The findings in this study unveiled that both the high and intermediate-proficiency level students revised the first drafts of all their four compositions not only based on their class teacher feedback and peer feedback but also on the self-correction of their own errors. The students were found to employ more feedback from their peers as compared to that from their class teacher in the revision of the first drafts of their compositions. This is demonstrated in Table 27 on the following page which presents the class teacher feedback, peer feedback and self-correction of errors utilised in the revision of the first drafts of all the students' compositions.

As gathered from Table 27, the students utilised a total of 55.1% (362) of their peer feedback as compared to a total of 32.4% (213) of their class teacher feedback in the revision of their errors in the first drafts of all their compositions.   In addition, the students' self-correction of their own errors constituted a total of 12.5% (82) in the revision of the first drafts of all their compositions. It is interesting to note that the students' central focus in the revision of errors in the area of '*number*' (subject-verb agreement) was based on a total of 21.8% (143 out of an overall total of 657) feedback from the class teacher, peers and the self-correction of the errors concerned. Out of these 143 feedback, the peer feedback constituted majority of the feedback which is 15.8% (104 feedback); while the class teacher feedback comprised 4.7% (31 feedback) and the self-correction of errors amounted to 1.2% (8 instances of self-correction). This

Table 27
Class Teacher Feedback, Peer Feedback and Self-correction of Errors utilised in the Revision of the First Drafts of All the Students' Compositions

TYPES OF REVISION	PF used in revision (n=657)	(%)	CTF used in revision (n=657)	(%)	Total PF and CTF used in revision (n)	(%)	SC used in revision (n=657)	(%)	Total PF, CTF and SC used in revision (n=657)	(%)
SURFACE CHANGES										
(a) Formal Changes										
Spelling	**43**	**6.5**	18	2.7	61	9.3	-	-	**61**	**9.3**
Tense	18	2.7	18	2.7	36	5.5	2	0.3	38	5.8
Number	**104**	**15.8**	31	4.7	135	20.5	8	1.2	**143**	**21.8**
Modality	4	0.6	-	-	4	0.6	-	-	4	0.6
Abbreviation	2	0.3	-	-	2	0.3	-	-	2	0.3
Punctuation	10	1.5	1	0.2	11	1.7	1	0.2	12	1.8
Format	-	-	-	-	-	-	-	-	-	-
*Translation	1	0.2	-	-	1	0.2	3	0.5	4	0.6
(b) Meaning-Preserving Changes										
Additions	34	5.2	13	2.0	47	7.2	5	0.8	52	7.9
Deletions	18	2.7	21	3.2	39	5.9	8	1.2	47	7.2
Substitutions	**71**	**10.8**	41	6.2	112	17.0	30	4.6	**142**	**21.6**
Permutations	6	0.9	7	1.1	13	2.0	-	-	13	2.0
Distributions	1	0.2	1	0.2	2	0.3	3	0.5	5	0.8
Consolidations	-	-	1	0.2	1	0.2	1	0.2	2	0.3
TEXT-BASE CHANGES										
a) Microstructure Changes										
Additions	2	0.3	-	-	2	0.3	-	-	2	0.3
Deletions	-	-	-	-	-	-	-	-	-	-
Substitutions	3	0.5	3	0.5	6	0.9	2	0.3	8	1.2
Permutations	-	-	-	-	-	-	-	-	-	-
Distributions	-	-	-	-	-	-	-	-	-	-
Consolidations	-	-	-	-	-	-	-	-	-	-
b) Macrostructure Changes										
Additions	7	1.1	16	2.4	23	3.5	6	0.9	29	4.4
Deletions	-	-	1	0.2	1	0.2	1	0.2	2	0.3
Substitutions	37	5.6	**39**	**5.9**	76	11.6	7	1.1	**83**	**12.6**
Permutations	-	-	-	-	-	-	3	0.5	3	0.5
Distributions	1	0.2	2	0.3	3	0.5	2	0.3	5	0.8
Consolidations	-	-	-	-	-	-	-	-	-	-
TOTAL:	**362**	**55.1**	**213**	**32.4**	**575**	**87.5**	**82**	**12.5**	**657**	**100.0**

* Added to Faigley & Witte's Taxonomy of Revision Changes

Key: CTF - Teacher Feedback
       PF - Peer Feedback
       SC - Self-correction

was followed by the students' revision of their errors through the substitutions of words or phrases while preserving the meaning of the writer's message which constituted a total of 21.6% (142) feedback. These 142 feedback constituted 71 peer feedback (10.8%), 41 class teacher feedback (6.2%) and 30 self-correction of errors (4.6%).

On the other hand as portrayed in Table 27 on page 377, the students' revision of their errors through the substitutions of words or phrases at the Text-base Macrostructure Level that led to meaning changes was based on a total of 83 feedback (12.6%) from the class teacher, peers as well as the self-correction of errors. These 83 feedback utilised by the students in their revisions included slightly more of the class teacher feedback which amounted to 5.9% (39) as compared to the peer feedback which is 5.6% (37) and the self-correction of errors which is 1.1% (seven). Besides, the students revised the spelling errors by utilising a total of 9.3% (61) feedback from the class teacher and peers. These 61 feedback employed by the students in the revision of their spelling errors consisted of 43 peer feedback which is 6.5% and 18 class teacher feedback which accounted for 2.7%. The rest of the errors were revised by the students using a total of less than 2.7% (less than 18) of the class teacher feedback, a total of less than 6.5% (less than 43) of the peer feedback and less than 1.1% (less than seven instances) of the self-correction of errors.

This shows that the students utilised more of the peer feedback as compared to the class teacher feedback to revise their surface level errors. On the other hand, they employed slightly more of the class teacher feedback as compared to the peer feedback to substitute words or phrases at the Text-base Macrostructure Level.

At the individual composition level, the students were found to employ more of the peer feedback as compared to the class teacher feedback to assist them in the revision of the first drafts of their compositions. This is witnessed in Table 28 on the following page which shows the frequency and percentages of the class teacher feedback, peer feedback and the self-correction of errors used in the revision of the first drafts of the students' individual compositions.

As revealed in Table 28, out of a total of 141 feedback used in the revision of the first drafts of Composition 1, the students utilised a considerable amount of 79 of the

Table 28
Frequency and Percentages of the Class Teacher Feedback, Peer Feedback and the Self-correction of Errors used in the Revision of the First Drafts of the Students' Individual Compositions

TYPES OF REVISION	Revision of Composition 1 Utilisation of			Total PF, CTF and SC used in Revision		Revision of Composition 2 Utilisation of			Total PF, CTF and SC used in Revision		Revision of Composition 3 Utilisation of			Total PF, CTF and SC used in Revision		Revision of Composition 4 Utilisation of			Total PF, CTF and SC used in Revision	
	PF (n)	CTF (n)	SC (n)	(n)	(%)	PF (n)	CTF (n)	SC (n)	(n)	(%)	PF (n)	CTF (n)	SC (n)	(n)	(%)	PF (n)	CTF (n)	SC (n)	(n)	(%)
SURFACE CHANGES																				
(a) Formal Changes																				
Spelling	6	4	-	10	7.1	19	2	-	21	9.7	12	8	-	20	10.5	6	4	-	10	9.2
Tense	-	-	-	-	-	5	5	2	12	5.6	12	12	-	24	12.6	1	1	-	2	1.8
Number	27	6	4	37	26.2	24	11	3	38	17.6	36	10	-	46	24.1	17	4	1	22	20.2
Modality	-	-	-	-	-	-	-	-	-	-	4	-	-	4	2.1	-	-	-	-	-
Abbreviation	-	-	-	-	-	1	-	-	1	0.5	-	-	-	-	-	1	-	-	1	0.9
Punctuation	6	1	1	8	5.7	3	-	-	3	1.4	1	-	-	1	0.5	-	-	-	-	-
Format	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
*Translation	1	-	3	4	2.8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
(b) Meaning-Preserving Changes																				
Additions	6	5	1	12	8.5	13	2	3	18	8.3	11	2	1	14	7.3	4	4	-	8	7.3
Deletions	3	3	2	8	5.7	8	6	3	17	7.9	3	7	2	12	6.3	4	5	1	10	9.2
Substitutions	15	5	11	31	22.0	29	15	11	55	25.5	20	7	5	32	16.8	7	14	3	24	22.0
Permutations	3	3	-	6	4.3	-	2	-	2	0.9	2	-	-	2	1.0	1	2	-	3	2.8
Distributions	-	-	-	-	-	1	1	2	4	1.9	-	-	-	-	-	-	-	1	1	0.9
Consolidations	-	-	-	-	-	-	-	-	-	-	-	1	1	2	1.0	-	-	-	-	-
TEXT-BASE CHANGES																				
a) Microstructure Changes																				
Additions	-	-	-	-	-	1	-	-	1	0.5	-	-	-	-	-	1	-	-	1	0.9
Deletions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitutions	1	1	-	2	1.4	-	-	-	-	-	1	1	-	2	1.0	1	1	2	4	3.7
Permutations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Distributions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Consolidations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
b) Macrostructure Changes																				
Additions	2	3	1	6	4.3	1	5	2	8	3.7	3	5	2	10	5.2	1	3	1	5	4.6
Deletions	-	-	-	-	-	-	-	1	1	0.5	-	1	-	1	0.5	-	-	-	-	-
Substitutions	9	2	3	14	9.9	15	16	1	32	14.8	8	10	1	19	9.9	5	11	2	18	16.5
Permutations	-	-	3	3	2.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Distributions	-	-	-	-	-	1	1	1	3	1.4	-	1	1	2	1.0	-	-	-	-	-
Consolidations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL:	79	33	29	141	100.0	121	66	29	216	100.0	113	65	13	191	100.0	49	49	11	109	100.0

* Added to Faigley & Witte's Taxonomy of Revision Changes

Key: PF - Peer Feedback
CTF - Teacher Feedback
SC - Self-correction

peer feedback as compared to 33 class teacher feedback and 29 instances of the self-correction of errors. The correction of errors in *'number'* at the Surface Level was the area most commonly revised by the students using a total of 26.2% (37) feedback which comprised 27 peer feedback, six class teacher feedback and four instances of the self-correction of errors.

This was followed by the substitution of words, phrases and sentences (at the Surface Level) without altering the meaning of the texts made by the students using a total of 22% (31) of the feedback which comprised 15 peer feedback, five class teacher feedback and 11 instances of the self-substitution of words and phrases.

Ensuing that was the substitution of words, phrases and sentences (at the Text-base Macrostructure Level that altered the meaning of the text) which was done by the students using a total of 9.9% (14) of the feedback which constituted a majority (nine) of the peer feedback, two class teacher feedback as well as three instances of the self-substitution of words, phrases and sentences. Trailing behind was the addition of words and phrases (at the Surface Level while at the same time preserving the meaning of the text) which was done by the students using a total of 8.5% (12) of the feedback which comprised six peer feedback, five class teacher feedback and the self-addition of a phrase.

The subsequent area of focus in the revision of the first drafts of Composition 1 is the revision of spelling errors (at the Surface Level) by the students using a total of 7.1% (10) of the feedback which comprised a majority (six) of the peer feedback and four class teacher feedback.

This shows that in the revision of the first drafts of Composition 1, the students utilised majority of their peer feedback as compared to the class teacher feedback to revise mostly surface level errors as well as to substitute words and phrases at the Text-base Macrostructure level.

Likewise, as manifested in Table 28 on page 379, out of a total of 216 feedback used in the revision of the first drafts of Composition 2, the students utilised a substantial amount (121) of the peer feedback as compared to 66 class teacher feedback and 29 instances of the self-correction of errors. The substitution of words and phrases (at the Surface Level) while preserving the meaning of the texts was the area most regularly revised by the students using a total of 55 feedback which comprised 29 peer feedback, 15 class teacher feedback and 11 intances of the self-substitution of words and phrases. This was followed by the correction of errors in *'number'* made by the students using a total of 38 feedback which is made up of 24 peer feedback, 11 class teacher feedback and three instances of the self-correction of errors.

Trailing behind was the substitution of words and phrases (at the Text-base Macrostructure Level that altered the meaning of the text) which was done by the students using a total of 32 feedback which comprised 15 peer feedback, 16 class teacher feedback and the self-substitution of a word. Ensuing that was the correction of spelling errors of words (at the Surface Level) which was done by the students using a total of 9.7% (21) feedback which constituted 19 peer feedback and two class teacher feedback.

This shows that in the revision of the first drafts of Composition 2, the students also utilised majority of their peer feedback as compared to the class teacher feedback to revise their surface level errors. However, they employed slightly more of the class teacher feedback as compared to the peer feedback to substitute words and phrases at the Text-base Macrostructure Level.

Similarly, out of a total of 191 feedback used for the revision of the first drafts of Composition 3, the students utilised a significant amount of 113 peer feedback as compared to 65 class teacher feedback and 13 instances of the self-correction of errors. The correction of errors in *'number'* at the Surface Level was the area most frequently

revised by the students using 24.1% (46) of the feedback which comprised 36 peer feedback and 10 class teacher feedback.

The subsequent area of focus by the students in the revision of the first drafts of their Composition 3 was the substitution of words and phrases while preserving the meaning of the texts. This type of revision was done by the students using a total of 16.8% (32) of the feedback which included 20 peer feedback, seven class teacher feedback and five instances of the self-substitution of words and phrases. This was followed by the students' correction of the tenses of words at the Surface Level through employing a total of 12.6% (24) of the feedback which comprised 12 peer feedback and 12 class teacher feedback. Trailing behind was the students' correction of spelling errors at the Surface Level using a total of 10.5% (20) of the feedback which constituted a majority (12) of the peer feedback as compared to eight class teacher feedback. Ensuing that was the substitution of words and phrases (at the Text-base Macrostructure Level that altered the meaning of the text) which was done by the students using 9.9% (19) of the feedback which included eight peer feedback, 10 class teacher feedback and the self-substitution of a word.

This shows that in the revision of the first drafts of Composition 3, the students again employed majority of their peer feedback as compared to the class teacher feedback to revise their surface level errors, while they utilised more of the class teacher feedback as compared to the peer feedback to substitute words and phrases at the Text-base Macrostructure Level.

However, out of a total of 109 feedback used in the revision of the first drafts of Composition 4, the students utilised the same amount of class teacher and peer feedback (with a total of 49 feedback each) and 12 instances of the self-correction of errors. The area with the most regular revision was the substitution of words and phrases while preserving the meaning of the texts which was done by the students using a total of 22%

(24) of the feedback which constituted a majority (14) of the class teacher feedback, seven peer feedback and three instances of the self-substitution of words and phrases.

Nevertheless, the correction of errors in *'number'* is the next area of emphasis by the students in the revision of the first drafts of their Composition 4. The students' revision of their errors in this area utilised a total of 20.2% (22) of the feedback which comprised 17 peer feedback, four class teacher feedback and the self-correction of an error. Ensuing that was the substitution of words, phrases and sentences (at the Text-base Macrostructure Level that altered the meaning of the text) which was done by the students using a total of 16.5% (18) of the feedback which involved a considerable amount of 11 class teacher feedback as compared to five peer feedback and the self-substitution of a phrase and a sentence.

This was followed by the correction of spelling errors (at the Surface Level) by the students using a total of 9.2% (10) of the feedback which constituted a majority (six) of the peer feedback as compared to four class teacher feedback. Akin to that was the students' deletion of errors (at the Surface Meaning-preserving Level) through employing a total of 9.2% (10) of the feedback which comprised slightly more (five) of the class teacher feedback as compared to four peer feedback.

This shows that in the revision of the first drafts of Composition 4, the students once again utilised majority of their peer feedback as compared to the class teacher feedback to revise their surface level errors. On the other hand, they employed more of the class teacher feedback as compared to the peer feedback to substitute words and phrases while preserving the meaning of the texts (at the surface level) as well as to substitute words, phrases and sentences (at the Text-base Macrostructure Level). This indicates that while the students have the capability to provide feedback on simple grammatical errors; the class teacher also played a significant role in providing feedback on the usage of appropriate words, phrases and sentences (at the Surface Level and Text-base

Macrostructure Level). This is because the class teacher was more concerned about adequacy and relevancy of content rather than simple grammatical errors.

To conclude, the students utilised more of their peer feedback as compared to their class teacher feedback to assist them in the revision of the first drafts of all their four compositions. Additionally, a small portion of the revision of the first drafts of their compositions was attributed to the self-correction of their own errors concerned. However, the students employed more of the class teacher feedback as compared to the peer feedback in the revision of errors at the Text-base Macrostructure Level in the first drafts of their Compositions 2, 3 and 4.

The following section illustrates some examples of instances of the different types of revision done by the individual students based on the class teacher feedback and peer feedback (verbal and written) for each of the four compositions. It also discusses the similarities and differences between the types of revision focused by the high and intermediate-proficiency level students. Besides, the next section also presents instances of the similarities and differences between the types of feedback provided by the class teacher and peers on the first drafts of the students' Compositions 1, 2, 3 and 4.

4.3.4 Similarities and Differences between the Types of Revision done by the High and Intermediate-proficiency level Students

Broadly speaking, the findings in this study revealed that both the high and intermediate-proficiency level students emphasised the revision of Surface Level errors (involving Formal Changes and Meaning-preserving Changes). This is evident in Table 29 on the following page which illustrates the frequency and percentages of the revisions made by the high and intermediate-proficiency level students on the first drafts of all their compositions.

Table 29
Frequency and Percentages of the Revisions made by the High and Intermediate-proficiency level Students on the First Drafts of All their Compositions

TYPES OF REVISION	Students' Proficiency Level				Total Revision	
	H (n=547)	(%)	I (n=547)	(%)	(n=547)	(%)
SURFACE CHANGES						
(a) Formal Changes	61	11.2	**156**	**28.5**	217	39.7
(b) Meaning-Preserving Changes	81	14.8	**143**	**26.1**	224	41.0
TOTAL:	142	26.0	299	54.7	**441**	**80.6**
TEXT-BASE CHANGES						
a) Microstructure Changes	6	1.1	2	0.4	8	1.5
b) Macrostructure Changes	31	5.7	67	12.2	98	17.9
TOTAL:	**37**	**6.8**	**69**	**12.6**	**106**	**19.4**
OVERALL TOTAL:	**179**	**32.7**	**368**	**67.3**	**547**	**100.0**

Key: H - High-proficiency level Students
        I - Intermediate-proficiency Students

An analysis of Table 29 as shown above indicates that both the high and intermediate-proficiency level students focused on the revision of Surface Level errors (involving Formal Changes and Meaning-preserving Changes) which amounted to a total high of 80.6% (441 revisions).   Nevertheless, it was found that the intermediate-proficiency level students made more Formal Changes with 28.5% revisions (156 out of a total of 368 revisions) and Meaning-preserving Changes with 26.1% revisions (143 out of a total of 368 revisions) as compared to their counterpart with 11.2% revisions (61 out of a total of 179 revisions) and 14.8% revisions (81 out of a total of 179 revisions) in the respective area.

This shows that the high-proficiency level students focused their revisions on surface level errors while at the same time preserving the meaning of the texts; whereas the intermediate-proficiency level students focused on Surface Level Formal Changes.

4.3.4.1 Surface Level Changes

(a) Formal Changes

It was found that the students' main concern in making Formal Changes to errors at the Surface Level in the first drafts of their compositions was the correction of errors in

'number'. This is manifested in Table 30 below which shows the frequency and percentages of the Surface Level Formal Changes made by the high and intermediate-proficiency level students on the first drafts of all their compositions.

Table 30
Frequency and Percentages of the Surface Level Formal Changes made by High and Intermediate-proficiency level Students on the First Drafts of All their Compositions

TYPES OF REVISION	Students' Proficiency Level				Total Revision	
	H (n=547)	(%)	I (n=547)	(%)	(n=547)	(%)
SURFACE CHANGES						
(a) Formal Changes						
Spelling	14	2.6	36	6.6	50	9.1
Tense	12	2.2	13	2.4	25	4.6
Number	28	5.1	94	17.2	**122**	**22.3**
Modality	-	-	4	0.7	4	0.7
Abbreviation	1	0.2	1	0.2	2	0.4
Punctuation	5	0.9	5	0.9	10	1.8
Format	-	-	-	-	-	-
*Translation	1	0.2	3	0.5	4	0.7
TOTAL:	**61**	**11.2**	**156**	**28.5**	**217**	**39.7**

* Added to Faigley & Witte's Taxonomy of Revision Changes

Key: H - High-proficiency level Students
  I - Intermediate-proficiency Students

As portrayed in Table 30 above, the Surface Level Formal Changes made by the students to correct errors in *'number'* amounted to a total of 22.3% (122) revisions. This was followed by the revision of errors in spelling with a total of 9.1% (50) revisions, tenses with a total of 4.6% (25) revisions, punctuation with a total of 1.8% (10) revisions, translation and modality with a total of 0.7% (four) revisions each, as well as abbreviation with a total of 0.4% (two) revisions. As evident in Table 30, the intermediate-proficiency level students made more revisions to correct errors in *'number'* with a total of 17.2% (94) revisions as compared to the high-proficiency level students who made a total of 5.1% (28) revisions in this area. The following are examples of some instances of the Surface Level Formal Changes done by the

individual high and intermediate-proficiency level students to correct the first drafts of their Compositions 1, 2, 3 and 4.

For instance, in the revision of the first draft of Composition 1 as evident in Appendix S1(e), Aini made a total of 44.1% of the Formal Changes (15 revisions out of an overall total of 34 revisions) to correct her surface level errors. She corrected those errors by utilising a total of 40.9% (18 out of an overall total of 44) of the class teacher and peer feedback as well as the self-correction of the errors. She made eight revisions of the errors in *'number'* with a total of 23.5% by employing six peer verbal feedback which constituted a total of 13.6% of the overall feedback that resulted in the improvement of the revised final version of her text, a peer verbal feedback (2.3%) that did not contribute to improvement of her text; two class teacher written feedback (4.5%) and the self-correction of an error (2.3%). Besides, she altered three spelling errors with 8.8% of the total revisions based on three peer verbal feedback which is 6.8% and a class teacher written feedback which is 2.3%. On a similar note, she corrected three errors at a total of 8.8% revisions through the translation of words from Malay to the English Language version based on a peer verbal feedback which is 2.3% and the self-translation of two words which is 4.5%. Moreover, she amended a punctuation error which is 2.3% based on a peer verbal feedback.

The following excerpt 134 exhibits paragraph 1 of the first draft of Aini's Composition 1 while excerpt 135 shows the Surface Level Formal Changes that were made in paragraph 1 of the final draft of her Composition 1:

Excerpt 134 (paragraph 1, First Draft of Aini's Composition 1)

"Malaysia offers many places of interest to local and foreign tourists. There are many interesting places, festival, food that the local and foreign tourists should not be missed. They should visit those interesting places. For example, the tallest *moutain* in South Asia, *Gunung* Kinabalu, the biggest flower in the world, *r*afflesia flower which is located in *Gunung* Kinabalu, University Sabah, the most beautiful university in Asia Pacific and other *else*".

Excerpt 135 (paragraph 1, Final Version of Aini's Composition 1)

"Malaysia offers many places of interest to local and foreign tourists. There are many interesting places, festivals and food that the local and foreign tourists should not be missing. They should visit those interesting places. For example, the tallest *mountain* in South-East Asia, *Mount* Kinabalu, the biggest flower in the world, the *R*afflesia flower which is located at *Mount* Kinabalu, University Sabah, the most beautiful university in Asia Pacific and other *places*".

As illustrated in excerpt 134, Aini had improved her surface level errors by making Formal Changes to the spelling error of the word *'moutain'* (sic) (in the fourth sentence of paragraph 1 of the first draft of her Composition 1) based on her peer verbal feedback to become *'mountain'* in her revised final version (see excerpt 135). Besides, in the same sentence, Aini had self-translated the word *'Gunung'* in two occasions (in the first draft) from Malay to the English Language version *'Mount'* (in the final draft), and also corrected the punctuation error of the word '*r*afflesia' (in the first draft) to become '*R*afflesia' (in the final version) based on the peer verbal feedback. (The peer response to correct the errors concerned has been exhibited and discussed earlier in detail in excerpt 41 in Section 4.1.5.3(e).) This shows that Amy utilised more of the peer verbal feedback as compared to the class teacher written feedback to assist her in making Formal Changes to her errors in the first draft of her Composition 1. (italics added).

Trailing behind was Amy making a total of 61.3% of the Formal Changes (19 revisions out of an overall total of 31 revisions) to correct the surface level errors in the first draft of her Composition 1. She corrected those errors by employing a total of 59.4% (19 out of an overall total of 32) of the class teacher and peer feedback (see Appendix S1d). She made the most correction of her errors in *'number'* with a total of 51.6% (16) revisions based on 13 peer verbal feedback which is 40.6% and three class teacher written feedback which is 9.4%. Besides, she amended two spelling errors with a total of 6.5% revisions based on a peer verbal feedback (3.1%) and a class teacher written feedback (3.1%). In addition, she corrected a punctuation error (3.2%) based on a peer verbal feedback (3.1%).

Following that was Eva making a total of 40% of the Formal Changes (10 revisions out of an overall total of 25 revisions) to correct her surface level errors in the first draft of her Composition 1. She corrected those errors by utilising a total of 38.7% (12 out of an overall total of 31) of the class teacher and peer feedback as well as the self-correction of the errors (see Appendix S1c). She altered five errors in *'number'* with a total of 50% revisions based on four peer verbal feedback which comprised 12.9% and a peer written feedback which is 3.2%. She also adjusted three punctuation errors at 12% of the total revisions based on three peer verbal feedback which comprised (9.7%), a peer written feedback which amounted to 3.2% and a class teacher written feedback which is 3.2%. However, Eva only revised a spelling error (4% revisions) based on a peer verbal feedback which is 3.2%. Similarly, she revised a word (4%) by self-translating it from Malay to the English Language version which accounted for 3.2%.

Ensuing that was Cathy making a total of 41.2% of the Formal Changes (seven revisions out of an overall total of 17 revisions) to correct her surface level errors in the first draft of her Composition 1. She corrected those errors by utilising a total of 40% (eight out of an overall total of 20) of the class teacher and peer feedback as well as the self-correction of the errors (see Appendix S1a). She amended four errors in *'number'* with a total of 23.5% revisions based on a peer verbal feedback (5%), a class teacher written feedback (5%), and her self-correction of three errors which amounted to 15%. Additionally, she altered three spelling errors (17.6%) based on a peer verbal feedback which is 5% and two class teacher written feedback which is 10%.

On the other hand, as shown in Appendix S1(b), Ted made a total of 25% of the Formal Changes (two revisions out of an overall total of eight revisions) to correct the surface level errors in the first draft of his Composition 1. He corrected those errors by employing a total of 12.5% of the peer feedback (two out of an overall total of eight feedback) and 12.5% of his self-correction of an error. He only amended an error in

'number' based on a peer written feedback which is 12.5% of the overall total feedback. Besides, he self-corrected a punctuation error which accounted for 12.5%.

Likewise, in the revision of the first drafts of Composition 2, the intermediate-proficiency level students made the most correction of errors in *'number'*.

For instance, as evident in Appendix S2(d), Amy made a total of 54.1% of the Formal Changes (33 revisions out of an overall total of 68 revisions) to correct her surface level errors in the first draft of her Composition 2. She corrected those errors by utilising a total of 54.8% (40 out of an overall total of 73) of the class teacher feedback, peer feedback and self-correction of the errors. She made the most correction of her errors in *'number'* with a total of 29.5% (18) revisions based on 14 peer verbal feedback (19.2%), six class teacher written feedback (8.2%) and the self-correction of two errors (2.7%) that led to improvement in the final version of her text; while a class teacher written feedback (1.4%) did not improve her text. In addition, she amended 13 spelling errors at a total of 21.3% based on 13 peer verbal feedback (17.8%) and a class teacher written feedback (1.4%). Besides, she also corrected an error (1.6% revision) in tense based on a peer verbal feedback (1.4%) and a class teacher written feedback (1.4%).

This is evident in excerpt 136 below which displays paragraph 1 of the first draft of Amy's Composition 2 while excerpt 137 demonstrates the Surface Level Formal Changes that were made in paragraph 1 of the final draft of her Composition 2:

Excerpt 136 (paragraph 1, First Draft of Amy's Composition 2)

"Moving towards world of globalisation that *grows* ∧ each day, most ~~of~~ **more significant**

human *beings had* lost their <u>good</u> *manners*. Lately, *issue* and cases which **ve**   **values?**

related to *enviroment* are always reported. Most of those *issue* are ∧ results and **the**
concequences of human activities. Due to these cases, we must think of the way on how to save our *enviroment* from being polluted".

Excerpt 137 (paragraph 1, Final Draft of Amy's Composition 2)

"Moving towards the world of globalisation that *grows* each day, most human *beings have* lost thier *manners*. Lately, *issues* and cases which are

related to *environment* are always reported. Most of those issues are *the* results and *consequences* of human activities. Due to these cases, we must think of the way on how to save our enviroment from being polluted".

As exemplified in excerpt 136, Amy corrected the plural form of the word '*grow*' (in the first sentence of paragraph 1 of the first draft of her Composition 2) based on the class teacher written feedback to become the singular form '*grows*' in the first sentence of paragraph 1 in the final draft (see excerpt 137). (See the class teacher written feedback as shown in excerpt 136). In addition, she revised the singular form of the words '*being*' and '*manner*' (in the first sentence of paragraph 1 in the first draft) as well as '*issue*' (in the second sentence of paragraph 1 in the first draft) based on the peer verbal feedback and class teacher written feedback to become the plural form '*beings*', '*manners*' and '*issues*' respectively in the final draft (see excerpt 137). She did not use the class teacher written feedback to replace the word '*manners*' with the word '*values*'. Other than that, she amended the past tense form of the word '*had*' in the first sentence of the first draft (see excerpt 136) based on the peer verbal feedback and class teacher written feedback to become the present tense form '*have*' in the final draft (see excerpt 137). (The peer response to correct the errors in the sentence concerned has been shown and discussed earlier in great detail in excerpt 47 in Section 4.1.5.5.) Apart from that, in the revised final version, Amy inserted the article '*the*' before the word 'results' based on the class teacher written feedback in the third sentence of paragraph 1 in the first draft (see excerpt 136). (italics added).

This shows that although Amy employed more of her peer verbal feedback in her revision, she also employed the class teacher written feedback to assist her in the revision of the surface level errors in the first draft of her Composition 2. Amy pointed out the similarities between the class teacher written feedback and the peer feedback as she uttered during an interview, "… teacher corrected my plural and singular, my '*s*'. … '*grow*', '*grows*'; '*human being*', '*had*', I put '*human being had*' and teacher changed

it to *'human beings have'*." (INW2/S4/114). However, she explained that she did not use the class teacher written feedback to change the word *'manners'* with the word *'values'* because "I don't understand the word *'values'*." (INW2/S4/128). She further mentioned that "I didn't change the word, I only add *'s'*" (INW2/S4/122) as "I followed my friends' comment" (INW2/S4/126). This indicates that Amy trusted her friends' feedback as she revealed during an interview, "… I feel more confident with them helping me in doing my essay" (INW2/S4/108). She opined that through the practice of the process approach to writing and with the feedback provided by her peers and class teacher, her Composition 2 was better than her Composition 1 because "I learnt to be more careful when writing my essays, get better from the first draft" (INW2/S4/110). (italics added).

Moreover, she altered the spelling error of the word *'enviroment'* (sic) in the second sentence of the first draft (see excerpt 136) based on the peer verbal feedback to become *'environment'* in the final draft (see excerpt 137). Similarly, she adjusted the spelling error of the word *'concequences'* (sic) in the third sentence of the first draft (see excerpt 136) based on the peer verbal feedback to become *'consequences'* in the final draft (see excerpt 137). (italics added).

It is noted that although Amy had forgotten to correct the spelling error of the word *'enviroment'* (sic) in the last sentence of paragraph 1 in the final draft (see excerpt 137), she had corrected the spelling error of that word in her subsequent paragraphs. For instance, she had revised the spelling error of that word in the sentences which read "In this way we can nourish the spirit of loving the *environment*" (in the last sentence of paragraph 2 in the final draft of her Composition 2), "The media is also important in helping us to save the *environment*" (in the first sentence of paragraph 5 in the final draft of her Composition 2). Thus, what is important here is that the peer verbal feedback had an influence on Amy's revision of the errors in her text. In other words,

her peer verbal feedback had created an awareness for Amy to be more careful and to correct her spelling error of that word concerned. (italics added).

This was followed by Aini making a total of 30% of the Formal Changes (10 revisions out of an overall total of 33 revisions) to correct the surface level errors in the first draft of her Composition 2. She corrected those errors by using a total of 31.7% (13 out of an overall total of 41) of the class teacher feedback and peer feedback (see Appendix S2e). She altered six errors in *'number'* at a total of 18.2% based on six peer verbal feedback (14.6%), a peer written feedback (2.4%) and two class teacher written feedback (4.9%).   Besides, she amended three errors in tenses at a total of 9.1% revisions based on a peer verbal feedback (2.4%) and two class teacher written feedback (4.9%). She also corrected a spelling error (equivalent to 3%) based on a peer verbal feedback (2.4%).

Ensuing that, as portrayed in Appendix S2(f), Elle made a total of 25.8% of the Formal Changes (eight revisions out of an overall total of 31 revisions) to correct the surface level errors in the first draft of her Composition 2. She corrected those errors by utilising a total of 21.6% of the peer verbal feedback (eight feedback out of an overall total of 37 feedback). However, she made three revisions each to correct her errors in spelling and tenses at a total of 9.7% revisions each based on two peer verbal feedback which is 5.4% for the revision of each of the errors and a class teacher written feedback which comprised 2.7% for the revision of each of the errors. Additionally, she corrected an error in abbreviation and punctuation which is equivalent to 3.2% revision each based on a peer verbal feedback which amounted to 2.7% for the revision of each of the errors.

This is exemplified in the following excerpt 138 which exhibits paragraph 2 of the first draft of Elle's Composition 2 while excerpt 139 shows the Formal Changes and

Meaning-preserving Changes that were made at the Surface Level in paragraph 2 of the revised final version of her Composition 2:

Excerpt 138 (paragraph 2, First Draft of Elle's Composition 2)

is   ing
"Do you know *that* why the temperature of the world ~~will~~ rise so fast *and furious*? …. The *UV light* of the sun will *straight away* pass through the
thus causing
atmosphere without reflection <u>*may cause*</u> human ***to*** suffer from skin cancer. …
.".

Excerpt 139 (paragraph 2, Final Draft of Elle's Composition 2)

"Do you know why the temperature of the world *is rising* so fast? … . The *ultra violet lights* of the sun will *directly* pass through the atmosphere without throughing reflection. This *may cause* human suffer from skin cancer. …".

As demonstrated in excerpt 138 above, Elle corrected the error in using the future tense of the word *'will rise'* (in the first sentence of paragraph 2 in the first draft of her Composition 2) based on the peer verbal feedback and class teacher written feedback to become *'is rising'* in the first sentence of paragraph 2 in the final draft (see excerpt 139 above). (The class teacher written feedback is shown in excerpt 138). In the same sentence, she also self-deleted the word *'that'* as well as *'and furious'*. She deleted the phrase *'and furious'* because her peers questioned her on the meaning of the phrase *'fast and furious'*.

This is evident during the peer response session to the first draft of Elle's Composition 2 when Ted doubted the appropriateness of the phrase *'fast and furious'* as exhibited in excerpt 140 (lines 539, 541, 545 and 547) below. (italics added):

Excerpt 140: Peer Response Session, Composition 2, lines 539 to 547
539. Ted: What is the meaning of *'so fast and furious'*?
540. Cathy: Maybe, it can be accepted.
541. Ted: How? *'so fast and furious'*?
542. Eva: What do you mean?
543. Elle: Drastically lah, rising drastically.
544. Cathy: Okay.
545. Ted: Can you say *'furious'*?
546. Cathy: You dislike the word *'furious'*. Hold on.
547. Ted: Right.

As portrayed in excerpt 138 on page 394, Elle also altered an error by changing the abbreviation *'UV light'* (in the sixth sentence of the first draft) based on the peer verbal feedback to become *'ultra violet lights'* in the final draft of her Composition 2 (see excerpt 139). Likewise, in the same sentence, she substituted the words *'straight away'* (in the first draft) based on the peer verbal feedback to become *'directly'* (in the final draft). (The peer response to correct this error concerned has been exhibited and discussed earlier in excerpt 131 in Section 4.2.6.8.) (italics added).

Other than that, Elle restructured that sentence through 'distribution' by splitting the sentence into two sentences whilst preserving its meaning. In doing so, she retained the words *'may cause'* instead of using the phrase *'thus causing'* as suggested by the class teacher written feedback as noticed in excerpt 138. Although the phrase *'throughing reflection'* in the new sentence constructed by Elle was wrong, what matters most is that learning had taken place as it shows that the class teacher written feedback had made Elle to think and to make an effort to try to correct her error. It is also interesting to note that Elle's own effort in splitting one sentence into two sentences ("The *ultra violet lights* of the sun will *directly* pass through the atmosphere without throughing reflection. This *may cause* human suffer from skin cancer") had allowed her to retain the words *'may cause'* which fitted into the seventh sentence of her final draft (see excerpt 139). This shows that Elle utilised more of her peer feedback in the revision of the first draft of her Composition 2 as she felt that "the feedback from my friends [are] more details, and the teacher less detail" (INW2/S6/336). In Elle's opinion, the peer verbal feedback had helped her "In many ways, include grammar, vocab. and a lot more" (INW2/S6/166). Elle was also in favour of the process approach to writing as she perceived that it helped "to make my essay better" (INW2/S6/208). (italics added).

Trailing behind was Eva making a total of 24.1% of the Formal Changes (seven revisions out of an overall total of 29 revisions) to correct the surface level errors in the

first draft of her Composition 2. She corrected those errors by employing a total of 26.7% (eight out of an overall total of 30) of the class teacher feedback and peer feedback (see Appendix S2c). She corrected four errors in *'number'* at a total of 13.8% revisions based on a peer verbal feedback (3.3%) that led to improvement in the text and another peer verbal feedback (3.3%) that did not improve the text, as well as two class teacher written feedback (6.7%) that led to improvement in her text. She also revised two spelling errors (equivalent to 6.9% revisions) based on two peer verbal feedback (6.7%). In addition, she altered an error in tenses (equivalent to 3.4% revisions) based on a peer verbal feedback (3.3%) and a class teacher written feedback (3.3%).

This was followed by Ted making only a total of 20% of the Formal Changes (three revisions out of an overall total of 15 revisions) to correct the surface level errors in the first draft of his Composition 2 (see Appendix S2(b). He corrected those errors by using a total of 16.7% (three out of an overall total of 18) of the class teacher feedback and self-correction of the errors. He amended an error in *'number'* and punctuation (equivalent to 6.7% revision each) based on a peer verbal feedback which amounted to 5.6% for the revision of each of the errors. He also revised an error in tense (equivalent to 6.7% revision) by self-correcting it.

On Cathy's part as evident in Appendix S2(a), she made a total of 11.8% of the Formal Changes (two revisions out of an overall total of 17 revisions) to correct the surface level errors in the first draft of her Composition 2. She self-corrected an error in *'number'* which is 5.9% of the overall total feedback. Besides, she utilised a peer verbal feedback (5.9%) to alter a spelling error.

Similarly, in the revision of the first drafts of Composition 3, the intermediate-proficiency level students made the most correction of errors in *'number'*.

For instance, as shown in Appendix S3(d), Amy made a total of 41.4% of the Formal Changes (24 revisions out of an overall total of 58 revisions) to correct her

surface level errors. She corrected those errors by using a total of 42.9% (27 out of an overall total of 17) of the class teacher feedback and peer feedback in the revision of the first draft of her Composition 3. She corrected the most error in *'number'* with a total of 27.6% (16) revisions based on 15 peer verbal feedback (23.8%) and two class teacher written feedback (3.2%). Amy amended five spelling errors with a total of 8.6% revisions based on five peer verbal feedback (7.9%) and a class teacher written feedback (1.6%). Besides, she revised two errors in tenses at a total of 3.4% revisions based on two peer verbal feedback (3.2%) and a class teacher written feedback (1.6%). Moreover, Amy adjusted an error (equivalent to 1.7% revision) in modality based on a peer verbal feedback which is 1.6% of the total feedback provided.

This was followed by Aini making a total of 63% of the Formal Changes (17 revisions out of an overall total of 27 revisions) to correct the surface level errors in the first draft of her Composition 3. She corrected those errors by employing a total of 62.2% (23 out of an overall total of 37) of the class teacher feedback and peer feedback (see Appendix S3e). She corrected 10 errors in *'number'* at a total of 37% revisions based on nine peer verbal feedback (24.3%) and four class teacher written feedback (10.8%). Besides, she corrected three spelling errors at a total of 11.1% revisions based on three peer verbal feedback (8.1%) and a class teacher written feedback (2.7%). At the same time, she amended two errors in tenses at a total of 7.4% revisions based on two peer verbal feedback (5.4%) and two class teacher written feedback (5.4%). Likewise, Aini altered two errors (equivalent to 7.4% revisions) in modality based on two peer verbal feedback (5.4%).

Similarly, as illustrated in Appendix S3(c), Eva made a total of 53.1% of the Formal Changes (17 revisions out of an overall total of 32 revisions) to correct the surface level errors in the first draft of her Composition 3. She corrected those errors by utilising a total of 62.5% (25 out of an overall total of 40) of the class teacher feedback and peer

feedback. Unlike Amy and Aini, Eva made more errors in tenses. She adjusted eight errors in tenses at a total of 25% revisions based on seven peer verbal feedback (17.5%) and six class teacher written feedback (15%). She also amended a total of six errors in *'number'* with a total of 18.8% revisions based on five peer verbal feedback (12.5%) and two class teacher written feedback (5%). To add to this, she revised three spelling errors at a total of 9.4% revisions based on three peer verbal feedback (7.5%) and two class teacher written feedback (5%).

Ensuing that, as shown in Appendix S3(f), Elle made a total of 42.3% of the Formal Changes (11 revisions out of an overall total of 26 revisions) to correct the surface level errors in the first draft of her Composition 3. She corrected those errors by using a total of 43.8% (14 out of an overall total of 32) of the class teacher feedback and peer feedback. She revised seven errors in *'number'* with a total of 26.9% revisions based on seven peer verbal feedback (21.9%) and a class teacher written feedback (3.1%). She corrected a spelling error (equivalent to 3.8% revision each) based on a peer verbal feedback (3.1%) and a class teacher written feedback (3.1%). Moreover, she amended an error each in modality and punctuation at 3.1% revision each based on a peer verbal feedback which is 3.1% for the revision of each of the errors.

In contrast, as demonstrated in Appendix S3(a), Cathy made only a total of 75% of the Formal Changes (six revisions out of an overall total of 8 revisions) to correct the surface level errors in the first draft of her Composition 3. She corrected those errors by utilising a total of 66.7% (six out of an overall total of nine) of the class teacher feedback. She altered three spelling errors (equivalent to a total of 37.5% revisions) based on three class teacher written feedback (33.3%). Besides, she corrected two errors in tenses (equivalent to 25% of the total revisions) based on two class teacher written feedback (22.2%). In addition, she corrected an error in *'number'* (equivalent to 12.5% revision) based on a class teacher written feedback (11%).

For example, excerpt 141 below displays paragraph 1 of the first draft of Cathy's Composition 3 while excerpt 142 shows the Surface Level Formal Changes that were made in paragraph 1 of the final version of her Composition 3:

Excerpt 141 (paragraph 1, First Draft of Cathy Composition 3)

sp

"… . However, most people look at these bullying issues as an *unplesant* inevitability of growing up and little can be done about it because these issues

are

also *happens* to adults. … . Students who <u>*were*</u> bullied extensively by their peers often carry emotional scars throughout their lives. …".

Excerpt 142 (paragraph 1, Final Draft of Cathy Composition 3)

"… . However, most people look at these bullying issues as an *unpleasant* inevitability of growing up and little can be done about it because these issues also *happen* to adults. … . Students who *are* bullied extensively by their peers often carry emotional scars throughout their lives. …".

As portrayed in excerpt 141 above, Cathy corrected the spelling error of the word *'unplesant' (sic)* (in the second sentence of paragraph 1 in the first draft of her Composition 3) based on the class teacher written feedback to become *'unpleasant'* in the final draft (see excerpt 142). Moreover, in the same sentence, she employed the class teacher written feedback to correct the singular form of the word *'happens'* (in the first draft) to become the plural form *'happen'* (in the final draft). She also utilised the class teacher written feedback to amend the past tense form of the word *'were'* in the seventh sentence of the first draft (see excerpt 141) to become the present tense form *'are'* in the revised version (see excerpt 142). (italics added).

This shows that the class teacher written feedback were useful in assisting Cathy to revise the first draft of her Composition 3. The usefulness of the class teacher written feedback was pointed out in an interview as Cathy elucidated, "She [Liza] found more errors as compared with my friends" (INW3/S1/192). This is because the less capable students found difficulty in detecting errors in her composition. Cathy also felt that she

had improved her writing in the final draft of her Composition 3 as she reported that she made "Less mistakes as compared with the first draft" (INW3/S1/136).

However, the revision of the first drafts of Composition 4 took a turn as there was less correction of surface level errors made by the students. This is because they had learnt the grammatical rules and other writing conventions from their peers through the student-student interaction during the previous peer response sessions. Hence, they could apply the knowledge that they had gained when revising the first drafts of their subsequent compositions. As such, they made fewer errors and at the same time improved in their writing skills as they progressed from one composition to another through the practice of the process approach to writing.

This is evident in Appendix S4(e) in which Aini made a total of 50% of the Formal Changes (nine revisions out of an overall total of 18 revisions) to correct her surface level errors. She corrected those errors by employing a total of 52.2% (12 out of an overall total of 23) of the class teacher feedback and peer feedback in the revision of the first draft of her Composition 4. She amended six errors in *'number'* with a total of 33.3% revisions based on six peer verbal feedback (26.1%) and a class teacher written feedback (4.3%). Besides, she altered three spelling errors at a total of 16.7% revisions based on three peer verbal feedback (13%) and two class teacher written feedback (8.7%).

This was followed by Elle making only a total of 25% of the Formal Changes (five revisions out of an overall total of 20 revisions) to correct the surface level errors in the first draft of her Composition 4. She corrected those errors by using a total of 25% (eight out of an overall total of 32) of the class teacher feedback and peer feedback (see Appendix S4f). She made the most correction of her errors in *'number'* with a total of 25% (five) revisions based on five peer verbal feedback which comprised 15.6% and three class teacher verbal feedback which is 9.4%.

Similarly, as revealed in Appendix S4(d), Amy made only a total of 20% of the Formal Changes (five revisions out of an overall total of 25 revisions) to correct the surface level errors in the first draft of her Composition 4. She corrected those errors by utilising a total of 21.2% (seven out of an overall total of 33) of the class teacher feedback and peer feedback. She revised two errors in *'number'* (equivalent to 8% revisions) based on two peer verbal feedback which is 6.1%. Besides, she adjusted two spelling errors at a total of 8% revisions based on two peer verbal feedback (6.1%) and a class teacher written feedback (3%). In addition, she altered an error in tenses (equivalent to 4% of the total revision) based on a peer verbal feedback (3%) and a class teacher written feedback (3%).

Trailing behind was Eva making a total of 30% of the Formal Changes (three revisions out of an overall total of 10 revisions) to correct the surface level errors in the first draft of her Composition 4. She corrected those errors by employing a total of 36.4% (four out of an overall total of 11) of the class teacher feedback and peer feedback (see Appendix S4c). She corrected two errors in *'number'* (equivalent to 20% of the total errors revised) based on a peer verbal feedback which is 18.2%. She also amended a spelling error (equivalent to 10% revisions) based on a peer verbal feedback (9.1%) and a class teacher written feedback (9.1%).

Akin to that, as witnessed in Appendix S4(b), Ted made a total of 42.9% of the Formal Changes (three revisions out of an overall total of seven revisions) to correct the surface level errors in the first draft of his Composition 4. He corrected those errors by using a total of 42.9% (three out of an overall total of seven) of the peer feedback. He altered two errors in *'number'* based on two peer verbal feedback which amounted to 28.6%. Additionally, he adjusted an error in abbreviation based on a peer verbal feedback which is 14.3% of the overall total feedback.

For instance, excerpt 143 below exhibits paragraph 3 of the first draft of Ted's Composition 4 while excerpt 144 shows the Surface Level Formal Changes that were made in paragraph 3 of the final version of his Composition 4:

Excerpt 143 (paragraph 3, First Draft of Ted's Composition 4)
"Other than that, we must practise exercising regularly. We can be involved in outdoor activities like jogging, 'tai chi', ballet dancing, yoga and group sports. Being involved in outdoor activities can improve our blood circulation, increase*s* our stamina, strengthen our muscles and prevent*s* us from being obese. …"

Excerpt 144 (paragraph 3, Final Draft of Ted's Composition 4)
"Other than that, we must practise exercising regularly. We can be involved in outdoor activities like jogging, 'tai chi', ballet dancing, yoga and group sports. Being involved in outdoor activities can improve our blood circulation, *increase* our stamina, strengthen our muscles and *prevent* us from being obese. …"

As manifested in excerpt 143 above, based on the peer verbal feedback, Ted corrected the singular form of the words *'increases'* and *'prevents'* (in the third sentence of paragraph 3 in the first draft of his Composition 4) to become the plural form *'increase'* and *'prevent'* in the revised version (see excerpt 144 above). (italics added).

This shows that the peer verbal feedback was usefulness to assist Ted in the revision of the first draft of his Composition 4. Ted's acceptance of the peer verbal feedback was disclosed during an interview when he expounded his views:

Well, you know, like friends read through your essay, they will be more thorough because they have a few essays to go through; the teacher has about forty-four and …, we can't expect the teacher to be perfect in their marking (INW4/S2/72).

(b) Meaning-preserving Changes

It was found that the students' central concern in making Meaning-preserving Changes to surface level errors in the first drafts of their compositions was the substitution of words or phrases or sentences. This is indicated in Table 31 on the following page which presents the frequency and percentages of the Surface Level Meaning-preserving Changes made by the high and intermediate-proficiency level students on the first drafts of all their compositions.

Table 31
Frequency and Percentages of the Surface level Meaning-preserving Changes made by the
High and Intermediate-proficiency level Students on the First Drafts of
All their Compositions

TYPES OF REVISION	Students' Proficiency Level				Total Revision	
	H (n=547)	(%)	I (n=547)	(%)	(n=547)	(%)
SURFACE CHANGES						
(b) Meaning-Preserving Changes						
Additions	20	3.7	28	5.1	48	8.8
Deletions	14	2.6	28	5.1	42	7.7
Substitutions	43	7.9	77	14.1	**120**	**21.9**
Permutations	3	0.5	6	1.1	9	1.6
Distributions	1	0.2	2	0.4	3	0.5
Consolidations	-	-	2	0.4	2	0.4
TOTAL:	**81**	**14.8**	**143**	**26.1**	**224**	**41.0**

As gathered from Table 31 above, the Meaning-preserving Changes to surface level errors made by the students in the first drafts of their compositions was the *substitution of words or phrases or sentences* which accounted for a total of 21.9% (120 revisions out of an overall total of 547 revisions) of the overall total revision. This was followed by the *additions of words or phrases or sentences* with 8.8% (48) revisions, *deletions* with 7.7% (42) revisions, *permutations* with 1.6% (nine) revisions, *distributions* with 0.5% (three) revisions and *consolidations* with 0.4% (two) revisions. It is interesting to unveil that the high-proficiency level students made more Meaning-preserving Changes as compared to Formal Changes; but generally, the intermediate-proficiency level students made more number of Meaning-preserving Changes as compared to their counterpart. The following are examples of some instances of the Surface Level Meaning-preserving Changes done by the individual high and intermediate-proficiency level students to correct the first drafts of their Compositions 1, 2, 3 and 4.

For instance, an in-depth analysis of the revision of the first draft of Composition 1 as shown in Appendix S1(e) portrayed that Aini made a total of 44.1% (15 revisions out of an overall total of 34) revisions to correct her surface level errors while at the same

time preserving the meaning of her text. She corrected those errors by utilising a total of 44.7% (21 out of an overall total of 44) of the class teacher feedback, peer feedback and self-correction of errors. The correction that she made was mostly the substitution of words with a total of 23.5% (eight) revisions based on six peer verbal feedback (13.6%) and three class teacher written feedback (6.8%) that led to improvement in the text, while the utilisation of a peer written feedback (2.3%) and the self-substitution of a word (2.3%) did not improve the text. Besides, she added four words (equivalent to 11.8% of the total revision) based on the peer verbal feedback which is 6.8% (three) revisions and the self-addition of a word which is 2.3%. To add to this, she made three adjustments of errors in word order through the 'permutation of phrases' which comprised 8.8% revision by employing three peer verbal feedback and three class teacher written feedback which amounted to 6.8% each.

Ensuing that, as illustrated in Appendix S1(d), Amy made a total of 38.7% (12 revisions out of an overall total of 31) revisions to correct her surface level errors and at the same time preserving the meaning of the text in the first draft of her Composition 1. She corrected those errors by utilising a total of 40.6% (13 out of an overall total of 32) of the class teacher feedback, peer feedback and self-correction of errors.   She substituted the most words and phrases with a total of 22.6% (seven) revisions by utilising two peer verbal feedback (6.3%), a peer written feedback (3.1%), a class teacher written feedback (3.1%) and the self-substitution of a word (3.1%) that led to improvement in the final version of her text, and the self-substitution of a word and a phrase (6.3%) that did not improve her text. Moreover, she deleted four errors at a total of 12.9% revisions based on three peer verbal feedback (9.4%), a class teacher written feedback (3.1%) and the self-deletion of an error (3.1%). On top of that, Amy added a word at a total of 3.2% revisions based on a peer verbal feedback (3.1%) but it did not help to improve the revised final draft of her Composition 1.

For instance, the following excerpt 145 displays paragraph 2 of the first draft of Amy's Composition 1 while excerpt 146 shows the Meaning-preserving Changes and Formal Changes that were made at the Surface Level in paragraph 2 in the final draft of her Composition 1:

> **Excerpt 145 (paragraph 2, First Draft of Amy's Composition 1)**
> "The first one is ~~we~~ *organise* a campaign. With this, we can promote our country. *The* campaign such as 'Cuti-cuti Malaysia' must be held annually. In this campaign, we can promote various *type* of holiday *spot* such as Mount Kinabalu, Pulau Tioman and Taman Negara Bako. These can attract *tourist*".

> **Excerpt 146 (paragraph 2, Final Draft of Amy's Composition 1)**
> "The first one is *to organise* a campaign. With this, we can promote our country. Campaign such as 'Cuti-cuti Malaysia' must be held annually. In this campaign, we can promote various *types* of holiday *destinations* such as Mount Kinabalu, Pulau Tioman and Taman Negara Bako. These can attract *tourists*".

As exemplified in excerpt 145 above, Amy made Meaning-preserving Change in which she substituted the phrase *'we organise'* (in the first sentence of paragraph 2 in the first draft of her Composition 1) with the phrase *'to organise'* in her final draft based on the class teacher written feedback (as shown in excerpt 146 above) instead of *'we should organise'* or *'by organising'* (based on the peer verbal feedback). However, a closer analysis of the interaction during the peer response session as revealed in excerpt 147 (lines 60 and 61) below indicated that Amy had accepted her peers' suggestions:

> **Excerpt 147: Peer Response Session, Composition 1, lines 57 to 61**
> 57.   Cathy: You can't say '*We organise*'.
> 58.   Ted: '*We should organise*'.
> 59.   Cathy: 'The first one is *we should organise*' or you can say 'The first one is by organising'.
>   (correcting the first sentence of the second paragraph which read 'The first one is *we organise* a campaign'.)
> 60.   Amy: '*We should organise*' (jotting down the suggestion and verbalizing it at the same time).
> 61.   Cathy: Or '*by organising a campaign*'.
>   (Amy is seen to be listening and jotting down the suggestion at the same time).

This shows that although she accepted the peers' suggestions during the response session, she could still make her own decision on whether to follow her peer verbal feedback or the class teacher written feedback. Besides that, she deleted the specific article *'The'* in front of the word *'campaign'* in the second sentence of paragraph 2 in the first draft (see excerpt 145) based on the peer verbal feedback to become *'Campaign'* in the second sentence of paragraph 2 in the final draft (see excerpt 146). This is evident as Ted commented during the peer response session, "Second paragraph, the second line. I think you can cut out the *'The'* and start with *'Campaign'* (see INTW1/PR/2707 [INTW1/PR/77] in Appendix R4 for 'Transcript of teacher-student and student-student interactions during peer response session of Composition 1'.) (italics added).

In addition, Amy made Formal Changes of the singular form of the words *'type'* in the fourth sentence of paragraph 2 of the first draft (see excerpt 145) as well as *'tourist'* in the last sentence of paragraph 2 of the first draft (see excerpt 145) based on the peer verbal feedback to become the plural form *'types'* and *'tourists'* respectively in the final draft (see excerpt 146). Besides, instead of changing the singular form of the word *'spot'* in the fourth sentence of paragraph 2 in the first draft (see excerpt 145) to become the plural form, she self-substituted it with the word *'destinations'* in the fourth sentence of paragraph 2 in the final draft (see excerpt 146). She had learnt this word *'destinations'* from her peers during her later discussion with her group members (see INTW1/PR/2707 [INTW1/PR/132] in Appendix R4). This indicates that Amy was alert and could apply the knowledge that she had gained through her discussion during the peer response session. In other words, learning had taken place and internalisation had occurred. Hence, she broke away from her peer scaffold as she could function on her own. (italics added).

This was followed by Eva making a total of 40% (10 revisions out of an overall total of 25) revisions to correct her surface level errors and at the same time preserving the meaning of the text in the first draft of her Composition 1. She corrected those errors by employing a total of 38.7% (12 out of an overall total of 31) of the class teacher feedback, peer feedback and self-correction of errors (see Appendix S1c). She substituted four words with a total of 16% revisions based on two peer written feedback (6.5%), a peer verbal feedback (3.2%), a class teacher written feedback (3.2%) and the self-substitution of a word (3.2%). In the same way, she added four words which comprised 16% revisions by using a peer verbal feedback (3.2%), a peer written feedback (3.2%), and three class teacher written feedback (9.7%). Furthermore, Eva deleted two errors at a total of 8% revisions by employing a class teacher written feedback (3.2%) and the self-deletion of an error (3.2%).

On Cathy's part, she made a total of 35.3% (six revisions out of an overall total of 17) revisions to correct her surface level errors while at the same time preserving the meaning of the text in the first draft of her Composition 1. She corrected those errors by using a total of 30% (six out of an overall total of 20) of the class teacher feedback and self-correction of errors (see Appendix S1a). She substituted four words at a total of 23.5% revisions by self-substituting them with more appropriate words which constituted 20%. Besides, she added two words which comprised 11% of the total revision based on a class teacher written feedback (5%) that led to improvement while the other class teacher written feedback (5%) did not improve the text.

Similarly, as shown in Appendix S1(b), Ted made a total of 50% (four revisions out of an overall total of eight) revisions to correct his surface level errors while at the same time preserving the meaning of the text in the first draft of his Composition 1. He corrected those errors by utilising a total of 50% (four out of an overall total of eight) of the class teacher feedback, peer feedback and self-correction of errors. He substituted

two words and a phrase with a total of 37.5% revisions based on a peer written feedback (12.5%) and the self-substitution of a word and a phrase which amounted to 25% revisions. To add to this, he deleted a sentence which is 12.5% of the total revision based on a class teacher written feedback.

Likewise, in the revision of the first draft of Composition 2, Amy made a total of 29.5% (18 revisions out of an overall total of 61) revisions to correct her surface level errors while at the same time preserving the meaning of her text (see Appendix S2d). She corrected those errors by employing a total of 26% (19 out of an overall total of 73) of the class teacher feedback, peer feedback and self-correction of errors. She substituted five words and three phrases with a total of 13.1% revisions based on five peer verbal feedback (6.8%), two class teacher written feedback (2.7%) and the self-substitution of a word which is 1.4% of the overall total feedback. In addition, she deleted four words and a phrase with a total of 8.2% revisions based on a peer verbal feedback (1.4%) and three class teacher written feedback (4.1%) that led to improvement of the text; a class teacher written feedback (1.4%) that did not improve the text and the self-deletion of an error (1.4%). On top of that, Amy added five missing words (equivalent to 8.2% of the total revision) based on five peer verbal feedback (6.8%).

Ensuing that was Eva making a total of 62.1% (18 revisions out of an overall total of 29) revisions to correct her surface level errors while at the same time preserving the meaning of the text in the first draft of her Composition 2. She corrected those errors by employing a total of 60% (18 out of an overall total of 30) of the class teacher feedback, peer feedback and self-correction of errors (see Appendix S2c). She substituted 10 words and phrases with a total of 34.5% revisions by using three peer verbal feedback (10%), two peer written feedback (6.7%) and three class teacher written feedback (10%) that led to improvement of the revised final draft of her composition while two peer

verbal feedback (6.7%) did not improve the text. Besides, Eva added five words with a total of 17.2% revisions based on four peer verbal feedback (13.3%) and the self-addition of a missing word which accounted for 3.3%. Moreover, she deleted two errors at a total of 6.9% revisions based on a peer written feedback (3.3%) and a class teacher written feedback (3.3%). Furthermore, she corrected an error (3.4%) through 'permutation' based on a class teacher written feedback (3.3%).

This was followed by Aini making a total of 45.5% (15 revisions out of an overall total of 33 revisions) to correct her surface level errors while at the same time preserving the meaning of the text in the first draft of her Composition 2. She corrected those errors by using a total of 46.3% (19 out of an overall total of 41) of the class teacher feedback and peer feedback (see Appendix S2e). She substituted words and phrases with a total of 27.3% (nine) revisions based on six peer verbal feedback (14.6%) and five class teacher written feedback (12.2%) that led to improvement in the final version of her composition but one class teacher written feedback (2.4%) did not improve the text. Besides, she added three words with 9.1% of the total revision based on three peer verbal feedback (7.3%) and a class teacher written feedback (2.4%). On top of that, she deleted three words (equivalent to 9.1% of the total revision) based on three peer verbal feedback which is 7.3% of the overall total feedback.

Akin to that, Elle made a total of 48.4% (15 revisions out of an overall total of 31) revisions to correct her surface level errors while at the same time preserving the meaning of the text in the first draft of her Composition 2. She corrected those errors by employing a total of 51.4% (19 out of an overall total of 37) of the class teacher feedback, peer feedback and self-correction of errors (see Appendix S2f). She substituted five words and three phrases at a total of 25.8% revisions based on four peer verbal feedback (10.4%), two class teacher written feedback (5.4%) and three of her self-substitution (8.1%) that improved her words while the self-substitution of a word

(2.7%) did not improve her text. Elle also deleted three words and a phrase with a total of 12.9% revisions based on three peer verbal feedback (8.1%) and a class teacher written feedback (2.7%). To add to this, she amended two errors at a total of 6.5% revisions through 'distribution' by splitting one sentence to become two sentences based on a peer verbal feedback (2.7%), a class teacher written feedback (2.7%) and the self-correction of a sentence (2.7%). However, the self-distribution of another sentence (2.7% revision) did not improve its meaning.   Moreover, she utilised her class teacher written feedback (2.7%) to correct an error through 'permutation' by rearranging the word order of a phrase which is 3.2% of her overall total revision.

Trailing behind, as evident in Appendix S2(a), Cathy made a total of 58.8% (10 revisions out of an overall total of 17) revisions to correct her surface level errors while at the same time preserving the meaning of the text in the first draft of her Composition 2. She corrected those errors by using a total of 58.8% (10 out of an overall total of 17) of the class teacher feedback, peer feedback and self-correction of errors.   She substituted five words and three phrases with a total of 47.1% revisions based on two peer verbal feedback (11.8%), two class teacher written feedback (11.8%) and the self-substitution of three words and a phrase which accounted for 23.5% of the total feedback. Besides, she self-added a word and self-deleted a phrase at 5.9% revision each.

This is evident in the following excerpt 148 which shows paragraph 6 of the first draft of Cathy's Composition 2 while excerpt 149 exhibits the Surface Level Meaning-preserving Changes that were made in paragraph 6 of the final draft of her Composition 2:

> **Excerpt 148 (paragraph 6, First Draft of Cathy's Composition 2)**
> "In addition, educators need to teach students, beginning at a very young age **about** ~~concerning~~ the causes and effects of pollutions. School projects such as replanting of trees and *clean-ups of surrounding* ought to be carried out to improve the state of the environment. Through the numerous subjects taught in

school, students should be able to acquire the ability to *restrict* themselves from causing pollutions".

Excerpt 149 (paragraph 6, Final Draft of Cathy's Composition 2)
"In addition, educators need to teach students, beginning at a very young age *about* the causes and effects of pollutions. School projects such as replanting of trees and *clean-ups of the surroundings* ought to be carried out to improve the state of the environment. Through the numerous subjects taught in school, students should be able to acquire the ability to *restrain* themselves from causing pollutions".

As portrayed in excerpt 148, Cathy substituted the word *'concerning'* (in the first sentence of paragraph 6 in the first draft of her Composition 2) with the word *'about'* in her final draft (see excerpt 149) based on the class teacher written feedback. In the second sentence of the same paragraph, Cathy utilised her peer verbal feedback to add the article *'the'* before the word *'surrounding'* (see excerpt 148) and change the uncountable noun *'surrounding'* to become the countable noun *'surroundings'* (see excerpt 149). (italics added). The peer verbal feedback in response to the phrase concerned is shown in excerpt 150 (lines 371 to 375) below:

Excerpt 150: Peer Response Session, Composition 2, lines 371 to 375
371. Ted: Paragraph six, the second line, 'School projects such as replanting of trees and *clean-ups of surrounding*' (Ted is reading slowly part of the second sentence of the sixth paragraph).
372. Cathy: A word is missing.
373. Ted: Ya, either *'clean-up of the surrounding'*//
374. Cathy: //'*of the surrounding*//
375. Ted: //
'surrounding areas' or *'of the surroundings'*. If that's what you want?//
[Ted teased Cathy over here.]

It is interesting to note that when Ted identified the problematic sentence, Cathy instantly knew that a word was missing (see excerpt 150, lines 371 and 372). Then, both Ted and Cathy were seen to work together to rectify the error which ended up in Ted providing an appropriate replacement for the phrase (see excerpt 150, lines 373 to 375).

Other than that, Cathy self-substituted the word *'restrict'* in the last sentence of paragraph 6 in her first draft (see excerpt 148) with the word *'restrain'* in the last sentence of paragraph 6 in the final version (see excerpt 149) of her Composition 2. This shows that Cathy took into consideration the peer feedback as well as the class teacher feedback and at the same time was able to correct her own error. In other words, with the peer response session, Cathy began to be more analytical about her own writing. In an interview, Cathy disclosed that "teacher spotted some mistakes which my friends didn't. And my friends did the same thing" (INW2/S1/136). She also expressed that her peer feedback had made her "to be more careful because they will criticise on my errors" (INW2/S1/61). I gathered that she was not perturbed by her friends' harsh feedback but was accustomed to it as she mentioned, "… sometimes he [Ted] speaks a bit harsh but it's fine, I know the way he talks" (INW3/S1/122). (italics added).

Thus, this indicates that there was mutual understanding and learning among the high and intermediate-proficiency level students. This view is shared by the class teacher who perceived the process approach to writing as "… effective for writing purpose, to polish the writing skills, especially the weak ones. And the good ones can also learn from the weak ones as well, and the weak ones can learn from the better ones" (INW2/T/54). An interview with Cathy also gathered that she was positive about the practice of the process approach to writing as she perceived that it has given her the chance to "correct my [her] errors" (INW3/S1/132).

On Ted's part, he made a total of 60% (nine revisions out of an overall total of 15) revisions to correct his surface level errors while at the same time preserving the meaning of the text in the first draft of his Composition 2. He corrected those errors by employing a total of 66.7% (12 out of an overall total of 18) of the class teacher feedback, peer feedback and self-correction of errors (see Appendix S2b). He substituted words and sentences with a total of 33.3% (five) revisions based on four peer

verbal feedback (22.2%), a peer written feedback (5.6%) and the self-substitution of two words (11.1%). Ted also added two words with a total of 13.3% revisions based on a peer verbal feedback (5.6%), a class teacher written feedback (5.6%) and the self-addition of a word (5.6%). On top of that, he deleted two sentences with a total of 13.3% revisions based on a class teacher written feedback (5.6%) and the self-deletion of a sentence (5.6%).

For instance, excerpt 151 below shows paragraph 3 of the first draft of Ted's Composition 2 while excerpt 152 shows the Surface Level Meaning-preserving Change that was made in paragraph 3 of the final draft of his Composition 2:

Excerpt 151 (paragraph 3, First Draft of Ted's Composition 2)

what mindset?

"*(It is the <u>mindset of</u> people that encourages them to pollute the environment)*. *They feel that it is no big deal to pollute the environment* as Mother Nature will work her magic and allow the pollutants to disintegrate or disappear. However, they are wrong. … . They should be enlightened *by* the fact that Mother Nature is unable to clean up all the mess they leave behind. …".

Excerpt 152 (paragraph 3, Final Draft of Ted's Composition 2)

"*Most people feel that there is no big deal in polluting the environment* as Mother Nature will work her magic and allow the pollutants to disintegrate or disappear. However, they are wrong. … . They should be enlightened *to* the fact that Mother Nature is unable to clean up all the mess they leave behind. …".

As demonstrated in excerpt 151 above, Ted self-deleted (Surface Level Meaning-preserving Change) the first sentence of paragraph 3 in the first draft of his Composition 2. The deletion of this sentence was because Ted had carefully thought about the feedback given by his class teacher (that is, "What mindset?" as shown in excerpt 151) as he revealed during an interview, "… I couldn't think of anything to replace *'mindset'*, so I combined them. Because in my first draft, the second sentence is about *'peoples' feelings'*. So, I combined them to cancel out *'mindset'*." (INW2/S2/138). This indicates that the feedback provided by the class teacher acted as a springboard that helped Ted to function at a higher level as he was able to synthesise his ideas. (italics added).

Therefore, in response to his class teacher written feedback and peer verbal feedback, he coalesced his ideas in the first and second sentences. The 'consolidation' of those ideas resulted in the substitution of the phrase '*They feel that it is no big deal to pollute the environment …*' in the second sentence of paragraph 3 in his first draft (see excerpt 151) to become '*Most people feel that there is no big deal in polluting the environment …*' in the first sentence of paragraph 3 in his final draft (see excerpt 152). (The peer verbal feedback on this sentence has been displayed and discussed earlier in great depth in excerpt 46 in Section 4.1.5.4, as well as in excerpt 132 in Section 4.2.6.8.) (italics added).

Besides, Ted substituted the preposition '*by*' after the word 'enlightened' in the fifth sentence of paragraph 3 in the first draft (see excerpt 151) based on the peer verbal feedback to become the preposition '*to*' in the fourth sentence of paragraph 3 in the final version (see excerpt 152) of his Composition 2. This shows that Ted also took into consideration his peer feedback while revising the first draft of his Composition 2. An interview with Ted gathered that he reckoned the importance of both the class teacher feedback and peer feedback as he mentioned that he would accept "any comment given that would be able to help me in my writing" (INW2/S2/180). (italics added).

On a similar note, in the revision of the first draft of Composition 3 as manifested in Appendix S3(d) shows that Amy made a total of 36.2% (21 revisions out of an overall total of 58) revisions to correct her surface level errors while at the same time preserving the meaning of her text. She corrected those errors by utilising a total of 33.3% (21 out of an overall total of 63) of the class teacher feedback, peer feedback and self-correction of errors. She substituted five words and six phrases with a total of 19% revisions based on 10 peer verbal feedback (15.9%) and two class teacher written feedback (2.7%). Besides, she added six words with a total of 10.3% revisions based on four peer verbal feedback (6.3%) and a class teacher written feedback (1.6%). In addition, she deleted a

word and a phrase at a total of 3.4% revisions based on a peer verbal feedback (1.6%) and the self-deletion of a phrase (1.6%). Moreover, Amy employed a peer verbal feedback (1.6%) to correct an error through 'permutation' which is 1.7% of her overall total revision. Likewise, she self-corrected an error (1.7%) through 'consolidation' (1.6%) by joining two sentences to become one sentence.

Trailing behind was Eva who made a total of 43.8% (14 revisions out of an overall total of 32) revisions to correct her surface level errors while at the same time preserving the meaning of the text in the first draft of her Composition 3. She corrected those errors by employing a total of 35% (14 out of an overall total of 40) of the class teacher feedback and peer feedback (see Appendix S3c). She deleted five words with a total of 15.6% revisions based on a peer verbal feedback (2.5%) and 10 class teacher written feedback (10%). She substituted four words at a total of 12.5% revisions by utilising four peer verbal feedback (10%). Besides, she added two words and two phrases at a total of 12.5% revisions based on four peer verbal feedback (10%). To add to this, Eva adjusted an error in word order through 'permutation' at a total of 3.1% revision based on a peer verbal feedback (2.5%).

For instance, the following excerpt 153 shows paragraph 1 of the first draft of Eva's Composition 3 while excerpt 154 exhibits the Meaning-preserving Changes and Formal Changes that were made at the Surface Level in paragraph 1 of the final draft of her Composition 3:

Excerpt 153 (paragraph 1, First Draft of Eva's Composition 3)
"Everyday when we read newspapers, we always read ~~the~~ news about bullying cases ~~happening~~. … . Bullying is divided into two types which are *bullying,* ~~through~~ *mentally and physically*. When one is being bullied, *then* he or she will *suffered* pains, depression, anxiety, low *self-esteamed* and relationship *problem*".

Excerpt 154 (paragraph 1, Final Draft of Eva's Composition 3)
"Everyday when we read newspapers, we always read news about bullying cases. … . Bullying is divided into two types which are *mental bullying and physical bullying*. When one is being bullied, he or she will *suffer from* pains, depression, anxiety, low *self-esteemed* and relationship *problems*".

As witnessed in excerpt 153, Eva made Surface Level Meaning-preserving Changes to delete the redundant article *'the'* before the word *'news'* and also deleted the word *'happening'* after the word *'cases'* in the first sentence of paragraph 1 in the first draft of her Composition 3 based on the class teacher written feedback (see excerpt 153). Besides, instead of using the class teacher written feedback as shown in excerpt 153, Eva utilised the peer verbal feedback through the use of 'permutation' to rearrange the word order of the phrase *'bullying through mentally and physically'* (Surface Level Meaning-preserving Change) in the third sentence of paragraph 1 in the first draft (see excerpt 153) to become *'mental bullying and physical bullying'* in the final draft (see excerpt 154).

Other than that, Eva utilised the peer verbal feedback to delete the word *'then'* (Surface Level Meaning-preserving Change) in front of the word 'he' in the last sentence of paragraph 1 (see excerpt 153). Moreover, she used the peer verbal feedback to add the preposition *'from'* in front of the word 'pains' in the last sentence of paragraph 1 (see excerpt 153). (italics added).

On top of that, she employed the peer verbal feedback to make three Formal Changes in the last sentence by changing the past tense form of the word *'suffered'* to the present tense form *'suffer'*, altering the spelling error of the word *'self-esteamed'* to become *'self-esteemed'* and converting the singular form of the word *'problem'* to the plural form *'problems'* (see excerpt 153 for the words in the last sentence of paragraph 1 in the first draft; and excerpt 154 for the changes in the words in the revised final version of Composition 3). This shows that Eva employed both the feedback from the class teacher and peers to assist her in the revision of the first draft of her Composition 3. Eva's acceptance of the class teacher feedback and peer feedback is also noticed during an interview as she mentioned, "My teacher's and my friends'" (INW3/S3/180) comments were helpful. (italics added).

Ensuing that, Elle made a total of 38.5% (10 revisions out of an overall total of 26) revisions to correct her surface level errors while at the same time preserving the meaning of the text in the first draft of her Composition 3. She corrected those errors by using a total of 34.4% (11 out of an overall total of 32) of the class teacher feedback, peer feedback and self-correction of errors (see Appendix S3f). She substituted three words and two phrases with a total of 19.2% revisions based on a peer verbal feedback (3.1%) that led to improvement in the text while another peer verbal feedback (3.1%) did not improve the text, and the self-substitution of two words and a phrase which amounted to 9.4% revisions that helped to improve the text. Besides, she added three words based on her peer verbal feedback (9.4%). In addition, Elle deleted a word (3.8% revision) based on a peer verbal feedback (3.1%) and a class teacher written feedback (3.1%). She also utilised a class teacher written feedback (3.1%) to alter an error which is 3.8% revision through 'consolidation' in which she joined two sentences to become one sentence.

For instance, excerpt 155 below displays paragraph 4 of the first draft of Elle's Composition 3 while excerpt 156 shows the Formal Changes and Meaning-preserving Changes that were made at the Surface Level in paragraph 4 of the final version of her Composition 3:

Excerpt 155 (paragraph 4, First Draft of Elle's Composition 3)
"Parents should educate their children since *they are young*. *Parents* should

pay　　　　　　　　　　**are**

not teach *their children* to ∧ revenge when *they <u>were</u> facing these kinds of problems"*.

Excerpt 156 (paragraph 4, Final Draft of Elle's Composition 3)

　　　　　　　　　　　　　　　　　　　are

"Parents should educate their children <u>*too*</u> *since their children <u>were</u> young*. *They* should not teach *them* to *take* revenge when *their children are facing this kind of problem*".

As evident in excerpt 155, Elle made a Surface Level Meaning-preserving Change by substituting the phrase *'they are young'* (in the first sentence of paragraph 4 in the first draft of her Composition 3) based on the peer verbal feedback to become *'too since their children were young'* in the first sentence of paragraph 4 in the final draft (see excerpt 156). It is noted here that Elle had carelessly made the grammatical error herself while revising the phrase although the peers provided the correct tense when they suggested the phrase to be replaced with *'when they are young'*. She also self-substituted the words *'Parents'* and *'their children'* (Surface Level Meaning-preserving Changes) in the second sentence of paragraph 4 in the first draft (see excerpt 155) with the words *'They'* and *'them'* respectively in the second sentence of paragraph 4 in the final draft (see excerpt 156). Instead of using the class teacher written feedback as seen in excerpt 155, Elle employed the peer verbal feedback to add the word *'take'* (Surface Level Meaning-preserving Change) in front of the word 'revenge' in the second sentence of paragraph 4 in the first draft. (italics added).

Besides, Elle also self-substituted (Surface Level Meaning-preserving Change) the pronoun *'they'* in front of the phrase *'were facing'* in the second sentence of paragraph 4 in the first draft (see excerpt 155) with the phrase *'their children'* in the second sentence of paragraph 4 in the final draft (see excerpt 156). In addition, Elle utilised the class teacher written feedback and the peer verbal feedback to make a Formal Change of the past continuous tense of the word *'were facing'* in the same sentence (see excerpt 155) to become the present continuous tense of the word *'are facing'* (see excerpt 156). Moreover, she employed the peer verbal feedback to alter the plural form of the phrase *'these kinds of problems'* in the same sentence of paragraph 4 in the first draft (see excerpt 155) to become *'this kind of problem'* in the second sentence of paragraph 4 in the final draft (see excerpt 156). (italics added).

This shows that Elle trusted and used more of the feedback provided by her peers. In an interview, Elle revealed her trust in her peer feedback "Because my friends give more corrections, more detail" (INW3/S6/168). She further added that she "Accept[s] their [peers'] comments with open-heart and improve in writing" (INW3/S6/78). However, what is more important is that Elle had learnt from the more capable peers and her writing had improved. This is substantiated in an interview in which Elle pointed out that she had improved in the writing of her final draft in terms of "Grammar" (INW3/S6/90), "Sentence structure" (INW3/S6/92). Through Ted's observation, he also mentioned that "Points, she [Elle] has more points, and she makes fewer grammar mistakes now" (INW3/S2/126). Likewise, Liza also disclosed during an interview, "… I think in terms of ideas that they are more developed, and grammar, they are better, sentences wise as well, they write correct sentences, … less errors compared to the first draft" (INW3/T/42).

Following behind was Aini who made a total of 25.9% (seven revisions out of an overall total of 27) revisions to correct her surface level errors while at the same time preserving the meaning of the text in the first draft of her Composition 3. She corrected those errors by utilising a total of 24.3% (nine out of an overall total of 37) of the class teacher feedback and peer feedback (see Appendix S3e). She substituted two words and two phrases with a total of 14.4% revisions based on a peer verbal feedback (2.7%), a class teacher verbal feedback (2.7%) and four class teacher written feedback (10.8%). She also deleted two words (7.4% revisions) based on two class teacher written feedback (5.4%). Moreover, Aini added one word (3.7% revision) based on a class teacher written feedback (2.7%).

To illustrate, the following excerpt 157 exhibits paragraph 3 of the first draft of Aini's Composition 3 while excerpt 158 displays the Meaning-preserving Changes and

Formal Changes that were made at the Surface Level in paragraph 3 of the final version

of her Composition 3:

> **Excerpt 157 (paragraph 3, First Draft of Aini's Composition 3)**
> **M   Motivational**
> "… . ~~The organisation of~~ *moti<u>vated</u>* talks can also be organise***d*** to decrease
> **ce of**
> the low self-confident <u>*for*</u> the victims of ~~the~~ bullies. Then, the government must
> enforce ~~the~~ laws on bullying so that the matter can be decrease***d*** as bullying is
> not a noble act. …".

> **Excerpt 158 (paragraph 3, Final Draft of Aini's Composition 3)**
> "… . *Motivational talks* can also be *organised* to decrease the low *self-*
> *confidence of* the victims of bullies. Then, the government must enforce laws on
> bullying so that the matter can be *decreased* as bullying is not a noble act. …".

As demonstrated in excerpt 157 above, Aini employed both the class teacher written

feedback and the peer verbal feedback to substitute (Surface Level Meaning-preserving

Change) the phrase *'The organisation of motivated talks'* (in the second sentence of

paragraph 3 of the first draft of her Composition 3) with the phrase *'Motivational talks*

can be organised' in the second sentence of paragraph 3 in the final draft (see excerpt

158). Besides, she used the class teacher written feedback to substitute the preposition

'for' (Surface Level Meaning-preserving Change) after the word 'self-confident' in the

second sentence of paragraph 3 in the first draft (see excerpt 157) with the preposition

'of' in the revised version (see excerpt 158). In addition, she utilised the class teacher

written feedback to delete the redundant article *'the'* (Surface Level Meaning-preserving

Change) in front of the word 'bullies' (in the second sentence of paragraph 3) and in

front of the word 'laws' (in the third sentence of paragraph 3) in the first draft (see

excerpt 157). (italics added).

Other than that, she employed both the class teacher written feedback and peer

verbal feedback to make Formal Changes by correcting the base form of the word

'organise' (in the second sentence of paragraph 3 in the first draft) as well as correcting

the base form of the word *'decrease'* in the third sentence of paragraph 3 in the first

draft (see excerpt 157) to become the participle form *'organised'* and *'decreased'* respectively in the revised final version (see excerpt 158). On top of that, she amended the spelling error of the word *'self-confident'* in the second sentence of paragraph 3 in the first draft (see excerpt 157) based on the peer verbal feedback and class teacher written feedback to become *'self-confidence'* in the revised final version (see excerpt 158). (italics added).

Thus, it was observed that Aini utilised both the class teacher and peer feedback. She followed her peer feedback closely as she mentioned during an interview, "And for … paragraph 3, … they [peers] asked me to cancel *'The organisation of motivated'* and change it to *'Motivational talks can also be organise'*. *'organise'* should be put *'d'*." (INW3/S5/54). Likewise, Aini reported that her class teacher gave similar comments as she disclosed, "… same with my friends, *'motivational talks'*. And *'organise'* same mistake" (INW3/S5/176). (italics added). She perceived that by practising the process approach to writing, she had improved in her writing as she explicated, "… when I writing two draft, after the mistakes from the comments from my friends, and for the second draft, not much mistakes" (INW3/S5/156). Aini's improvement was also noticed by Ted who reported during an interview, "In my group, I think that Aini and Amy have improved a lot in their essays. They are beginning to use the grammar pointed out to them and their points are getting better and better" (INW3/S2/118).

On the other hand, as shown in Appendix S3(b), Ted made a total of 75% (six revisions out of an overall total of eight) revisions to correct his surface level errors while at the same time preserving the meaning of the text in the first draft of his Composition 3. He corrected those errors by employing a total of 70% (seven out of an overall total of 10) of the peer feedback and self-correction of errors. He substituted two words and two phrases with a total of 50% revisions based on three peer verbal

feedback (30%) and the self-substitution of two words (20%). On top of that, he made a revision (12.5%) each by self-adding a word (10%) and self-deleting a word (10%).

Likewise, in the revision of the first draft of Composition 4, Appendix S4(d) shows that Amy made a total of 28% (12 revisions out of an overall total of 25) revisions to correct her surface level errors while at the same time preserving the meaning of her text. She corrected those errors by using a total of 48.5% (16 out of an overall total of 33) of the class teacher feedback, peer feedback and self-correction of errors. She substituted five words and a phrase with a total of 24% revisions based on three peer verbal feedback (9.1%), five class teacher written feedback (15.2%) and the self-substitution of a word (3%). Besides, she deleted two words and a phrase at a total of 12% revisions based on a peer verbal feedback (3%) and two class teacher written feedback (6.1%). She also added two words (8% revisions) based on two class teacher written feedback (6.1%). Moreover, Amy corrected a word order error through 'permutation' at a total of 4% revision based on a peer verbal feedback (3%) and a class teacher written feedback (3%).

Trailing behind was Elle making a total of 55% (11 revisions out of an overall total of 20) revisions to correct her surface level errors while at the same time preserving the meaning of the text in the first draft of her Composition 4. She corrected those errors by utilising a total of 53.1% (17 out of an overall total of 32) of the class teacher feedback, peer feedback and self-correction of errors (see Appendix S4f). She substituted four words and two phrases with a total of 30% revisions based on two peer verbal feedback (6.3%), three class teacher written feedback (9.4%) and the self-substitution of a word and a phrase (6.3%) that led to improvement in her text; while a peer verbal feedback (3.1%) did not improve her text. In addition, she added two words at a total of 10% revisions based on two peer verbal feedback (6.3%), a class teacher verbal feedback (3.1%) and a class teacher written feedback (3.1%). On top of that, she deleted words

and phrases with a total of 15% (three) revisions based on two peer verbal feedback (6.3%), two class teacher written feedback (6.3%) and the self-deletion of a word (3.1%).

Following that, as evident in Appendix S4(e), Aini made a total of 38.9% (seven revisions out of an overall total of 18 revisions) to correct her surface level errors while at the same time preserving the meaning of the text in the first draft of her Composition 4. She corrected those errors by employing a total of 39.1% (nine out of an overall total of 23) of the class teacher feedback and peer feedback. She substituted three words and two phrases with a total of 27.8% revisions based on a peer verbal feedback (4.3%) and five class teacher written feedback (21.7%). To add to this, she deleted a word (5.6% revision) based on a peer verbal feedback (4.3%) and a class teacher written feedback (4.3%). Besides, Aini added a word (5.6% revision) based on a peer verbal feedback (4.3%).

On the other hand, as portrayed in Appendix S4(c), Eva made a total of 30% (three revisions out of an overall total of 10) revisions to correct her surface level errors while at the same time preserving the meaning of the text in the first draft of her Composition 4. She corrected those errors by using a total of 27.3% (three out of an overall total of 11) of the class teacher feedback and peer feedback. She substituted a word (10% revision) based on a class teacher written feedback (9.1%). She also added a word (10% revision) based on a peer verbal feedback (9.1%). Moreover, Eva amended an error in word order (10% revision) through 'permutation' based on a class teacher written feedback (9.1%).

Trailing behind as manifested in Appendix S4(b), Ted made only 14.3% (one out of an overall total of seven) revisions to correct his surface level error while at the same time preserving the meaning of the text in the first draft of his Composition 4. It was

found that he made the self-correction (14.3%) of an error through 'distribution' in which he split one sentence into two sentences.

4.3.4.2 Text-base Changes

(a) Microstructure Changes

The findings in this study revealed that the students made fewer Text-base Microstructure Changes in the first drafts of their compositions as opposed to the Surface Level Changes as discussed earlier in Section 4.3.4.1. This is evident in Table 32 below which displays the frequency and percentages of the Text-base Microstructure Changes made by the high and intermediate-proficiency level students on the first drafts of all their compositions.

Table 32
Frequency and Percentages of the Text-base Microstructure Changes made by the High and Intermediate-proficiency level Students on the First Drafts of All their Compositions

TYPES OF REVISION	Students' Proficiency Level				Total Revision	
	H		I			
	(n=547)	(%)	(n=547)	(%)	(n=547)	(%)
TEXT-BASE CHANGES						
a) Microstructure Changes						
Additions	1	0.2	1	0.2	2	0.4
Deletions	-	-	-	-	-	-
Substitutions	5	0.9	1	0.2	6	1.1
Permutations	-	-	-	-	-	-
Distributions	-	-	-	-	-	-
Consolidations	-	-	-	-	-	-
TOTAL:	**6**	**1.1**	2	0.4	**8**	**1.5**

As portrayed in Table 32 above, the students made only a total of 1.5% (eight out of an overall total of 547) revisions at the Text-base Microstructure Level. They *substituted words and phrases* (six revisions) at a total of 1.1% and *added two words* at 0.2% of the total revision of errors in the first drafts of their compositions. Nevertheless, as depicted in Table 32, the high-proficiency level students were found to make more revision of errors in these two areas (that is, a total of 1.1% which is equivalent to six revisions) as compared to the intermediate-proficiency level

students who only made two revisions at only 0.4% of the total revision. The following are examples of some instances of the Microstructure Changes done at the Text-base Level by the individual high and intermediate-proficiency level students to correct the first drafts of their Compositions 1, 2, 3 and 4.

For instance, in the revision of the first draft of Composition 1 (as shown in Appendix S1a), Cathy made one correction at 5.9% (out of an overall total of 17 revisions) at the Text-base Microstructure Level. She utilised a peer verbal feedback (5%) and a class teacher written feedback (5%) to substitute the error concerned.

Likewise, in the revision of the first draft of Composition 2 (as exhibited in Appendix S2a), Cathy made only one revision (out of an overall total of 17 revisions) with a total of 5.9% at the Text-base Microstructure Level. She revised that error by adding a word based on a peer verbal feedback (5.9%).

To illustrate, excerpt 159 below demonstrates paragraph 4 of the first draft of Cathy's Composition 2 while excerpt 160 exhibits the Text-base Microstructure Change that was made in paragraph 4 of the final draft of her Composition 2:

Excerpt 159 (paragraph 4, First Draft of Cathy's Composition 2)
"Besides that, legislative bodies should draft laws to control emission of
What do you mean?
gases from factories and *strengthen against* *certain acts such as smoking in public places as it affects our health.* There should not be any open burning to clear land for farming or development. A heavy penalty should be enforced on
?
those *caught in open burning* or discharging polluted effluent into or water. …".

Excerpt 160 (paragraph 4, Final Draft of Cathy's Composition 2)
"Besides that, legislative bodies should draft laws to control emission of gases from factories and *strictly enforce the anti-smoking by law*. There should not be any open burning to clear land for farming or development. A heavy penalty should be enforced on *those caught red-handed in open burning* or discharging polluted effluent into our water *source*. …".

As exemplified in excerpt 159 above, Cathy utilised her peer verbal feedback to make a Text-base Microstructure Change by adding the word *'source'* at the back of the

word *'water'* (in the third sentence of paragraph 4 in the first draft of her Composition 2) to become *'water source'* in the final draft (see excerpt 160). (The peer verbal feedback in response to this error concerned has been exhibited and discussed extensively earlier in excerpt 56 in Section 4.1.5.8(b).) (italics added).

Cathy explained that she utilised her peer feedback to add the word *'source'* at the back of the word 'water' in order 'To be more clear' (INW2/S1/142). The Text-base Macrostructure Change of the phrase *'caught in open burning'* in the first draft to become *'caught red-handed in open-burning'* in the final draft will be discussed in excerpts 165 and 166 in Section 4.3.4.2(b). (italics added).

Similarly, in the revision of the first draft of Composition 3 (as demonstrated in Appendix S3a), Cathy made one correction (out of a total of eight revisions) which is equivalent to 12.5% revision at the Text-base Microstructure Level. She corrected that error by substituting it with another word based on a peer verbal feedback (11.1%) and a class teacher written feedback (11.1%).

In the same way, in the revision of the first draft of Composition 4 as witnessed in Appendix S4(b), Ted made a total of 42.9% (three revisions out of an overall total of seven revisions) at the Text-base Microstructure Level. He substituted three phrases at a total of 42.9% revisions by utilising a peer verbal feedback (14.3%) and the self-substitution of two phrases (28.6%).

Akin to that, out of an overall total of 25 revisions (as evident in Appendix S4d), Amy made one adjustment with 4% revision at the Text-base Microstructure Level in the first draft of her Composition 4 by substituting a word based on a class teacher written feedback which accounted for 3%.

On a similar note, as shown in Appendix S4(f), Elle made only one revision (out of an total of 20 revisions) which is equivalent to 5% revisions at the Text-base

Microstructure Level in the first draft of her Composition 4 by adding a word based on a

peer verbal feedback (3.1%).

(b) Macrostructure Changes

It was found that the students also made revisions of their errors at the Text-base

Macrostructure Level although it was to a lesser extent as compared to revisions made

at the Surface Level which have already been discussed in Section 4.3.4.1. Table 33 as

shown below displays the frequency and percentages of the Text-base Macrostructure

Changes made by the high and intermediate-proficiency level students on the first

drafts of all their compositions.

Table 33
Frequency and Percentages of the Text-base Macrostructure Changes made by the High
and Intermediate-proficiency level Students on the First Drafts of
All their Compositions

TYPES OF REVISION	Students' Proficiency Level					
	H		I		Total Revision	
	(n=547)	(%)	(n=547)	(%)	(n=547)	(%)
TEXT-BASE CHANGES						
b) Macrostructure Changes						
Additions	13	2.4	14	2.6	27	4.9
Deletions	-	-	2	0.4	2	0.4
Substitutions	18	3.3	48	8.8	**66**	**12.1**
Permutations	-	-	-	-	-	-
Distributions	-	-	2	0.4	2	0.4
Consolidations	-	-	1	0.2	1	0.2
TOTAL:	31	5.7	**67**	**12.2**	98	17.9

The findings in this study as displayed in Table 33 above indicate that both the high

and intermediate-proficiency level students made a total of 17.9% (98 revisions out of

an overall total of 547 revisions) revisions to correct their errors at the Text-base

Macrostructure Level. Out of the 98 revisions in this area, the intermediate-proficiency

level students made more revisions with a total of 12.2% (67) revisions in the areas of

substitutions, additions, deletions, distributions and *consolidations of words or phrases*

of sentences as compared to the high-proficiency level students with a total of 5.7% (31)

revisions in the areas of *additions* and *substitutions of words or phrases or sentences*. The students' principal concern in making Text-base Macrostructure Changes involved *substitutions* with 12.1% (66) revisions, followed by *additions* with 4.9% (27) revisions, *deletions* and *distributions* with 0.4% (2) revisions each, and *consolidation* with 0.2% (one) revision. The following are examples of some instances of the Macrostructure Changes done at the Text-base Level by the individual high and intermediate-proficiency level students to correct the first drafts of their Compositions 1, 2, 3 and 4.

For instance, as demonstrated in Appendix S1(c), Eva made a total of 20% (five revisions out of an overall total of 25 revisions) of her revisions to correct her errors at the Text-base Macrostructure Level in the first draft of her Composition 1. She added a phrase and three sentences (equivalent to 16% of the total revision) based on a peer verbal feedback (3.2%) and a peer written feedback (3.2%) that led to improvement in her text, a class teacher written feedback (3.2%) that did not improve her text, and two class teacher written feedback (6.5%) that helped to improve her text. Besides, she substituted a phrase (4%) by using a class teacher written feedback (3.2%) and a peer verbal feedback (3.2%) that led to improvement in her text.

Following behind was Elle making a total of four revisions to correct her errors at the Text-base Macrostructure Level in the first draft of her Composition 1 (see Appendix S1f). She substituted three sentences at a total of 75% revisions based on three peer verbal feedback (42.9%) and the self-substitution of three sentences (42.9%). Besides, she self-corrected an error through 'consolidation' (14.3%) by joining her ideas in two paragraphs to become one paragraph.

This is evident in the following excerpt 161 which displays paragraphs 2 and 3 of the first draft of Elle's Composition 1 while excerpt 162 shows the Text-base Macrostructure Changes made in paragraphs 2 and 3 of the final draft of her Composition 1:

Excerpt 161 (paragraphs 2 and 3, First Draft of Elle's Composition 1)
        "First, this is because Malaysia is free of natural disaster in Malaysia and it is safe. Furthermore, Malaysia has a lot of tropical islands such as Pulau

not really tropical island! A state

Langkawi, Pulau Redang and <u>Pulau Pinang</u>. Pulau Langkawi is one of the hot spot***s*** to be visited ~~this is~~ because that *the sales* in Langkawi are duty free and cheap. So, we can save a lot of money. Mega Sale is organised once a year.

ing   hunt

During mega sale festivals, you can see a lot of *tourisms* <u>come</u> to <u>hunter</u> their needs because all products will have <u>discounted</u>.

examples of products?   **s**

spell

        Subsequently, Malaysia is <u>constituented</u> by variety types of races such as Iban, Melayu, Tamil, Chinese, Bidayuh and so on. They celebrate different

What's the connection to the next point?

kinds of festivals and they have their own religion***s*** and customes. Traditional foods just like 'Satay', 'Roti Canai', 'Laksa' and 'Kolok-Mee' are very delicious and *yummy*".

informal

Excerpt 162 (paragraphs 3, Final Draft of Elle's Composition 1)
        "Besides establishing cheap sales, one of the most effective ways which can attract *tourists* is organises the 'Food Fair'. We can promote different kinds of traditional foods, such as, roti canai, currypuff, rending and more".

        As illustrated in excerpt 161 above, Elle self-consolidated her points (at the Text-base Macrostructure Level) based on the peer verbal feedback by joining some of her ideas (in paragraphs 2 and 3) to become the third paragraph in her revised version (see excerpt 162 above).

    It is noted that although paragraph 3 in the revised final version (see excerpt 162) was rather brief, what is of import is that Elle has learnt from the peer feedback to relate her points to the topic of Composition 1. (The peer verbal feedback given during the peer response session to the first draft of her Composition 1 has been shown and discussed earlier in excerpt 54 in Section 4.1.5.8(a).) Her peer feedback has also alerted her to be more organised by having one point with its elaboration in the same paragraph. It is also noteworthy to mention that with the peer feedback, she became alert on the differences in the meaning of the words *'tourism'* and *'tourists'*. As such, she had used

the word *'tourists'* correctly in the first sentence of paragraph 3 in her revised final version (see excerpt 162). (italics added).

Ensuing that, as illustrated in Appendix S1(e), Aini made a total of 11.8% (four revisions out of an overall total of 34) revisions to correct errors at the Text-base Macrostructure Level in the first draft of her Composition 1. She corrected those errors by utilising a total of 11.4% (five out of an overall total of 44) of the class teacher feedback and peer feedback. She substituted two words and two phrases at a total of 11.8% revisions based on three peer verbal feedback (6.8%) and a class teacher written feedback (2.3%) that led to improvement in the text while a peer verbal feedback (2.3%) did not improve the text.

Trailing behind was Cathy making a minimal total of 17.6% (three revisions out of an overall total of 17 revisions) to correct her errors at the Text-base Macrostructure Level in the first draft of her Composition 1. She corrected those errors by employing a total of 20% (four out of an overall total of 20) of the peer feedback and self-correction of errors (see Appendix S1a). She made two revisions through 'substitution' with a total of 11.8% revisions by utilising a peer verbal feedback (5%) and self-substituting a word and a phrase which amounted to 10%. Besides, she made a revision (5.9%) by self-adding a phrase (5%) to improve her text.

Likewise, Ted made two revisions through the use of 'substitution' with a total of 25% by employing a peer verbal feedback (12.5%) and the self-substitution of a figure (12.5%) at the Text-base Macrostructure Level in the first draft of his Composition 1 (see Appendix S1a).

Similarly, in the revision of the first draft of Composition 2 as portrayed in Appendix S2(d), Amy made a total of 16.4% (10 revisions out of an overall total of 61) revisions to correct her errors at the Text-base Macrostructure Level. She corrected those errors by using a total of 19.2% (14 out of an overall total of 73) of the class

teacher feedback, peer feedback and self-correction of errors. She added two words, two phrases and a sentence at a total of 8.2% revisions based on four class teacher written feedback (5.5%) that led to improvement in the revision of her text, while a class teacher written feedback (1.4%) did not improve her text. Besides, she substituted three words and a phrase at a total of 6.6% revisions based on a peer verbal feedback (1.4%) and three class teacher written feedback (4.1%) that led to improvement in her text, but two class teacher written feedback (2.7%) did not improve her text. In addition, Amy corrected an error (1.6% revision) through 'distribution' in which she split one sentence into two sentences based on a peer verbal feedback (1.4%), a class teacher written feedback (1.4%) and the self-correction of the error (1.4%).

Trailing behind was Aini making a total of 24.2% (eight revisions out of an overall total of 41) revisions to correct her errors at the Text-base Macrostructure Level in the first draft of her Composition 2 (as manifested in Appendix S2e). She substituted four words and four phrases at a total of 24.2% revisions based on four peer verbal feedback (9.8%) and five class teacher written feedback which constituted 12.2% of the total feedback.

For example, excerpt 163 below exhibits paragraph 3 of the first draft of Aini's Composition 2 while excerpt 164 shows the Text-base Macrostructure Changes as well as Formal Changes and Meaning-preserving Changes made at the Surface Level in paragraph 3 of the final draft of her Composition 2:

Excerpt 163 (paragraph 3, First Draft of Aini's Composition 2)

"Subsequently, we have to *restrict* the *law* by increasing the penalty to **those who** *whom that* are damaging the earth by logging or dumping toxic substances into the river. There should be a law to *ask* factory's owners to *build the* **force/ensure** **smokestacks** *chimney* of their factory higher".

Excerpt 164 (paragraph 3, Final Draft of Aini's Composition 2)

"Subsequently, we have to *enforce* the *laws* by increasing the penalty to *those who* are damaging the earth by logging or dumping toxic substances into

the river. There should be a law to *ensure* factory owners *to install more electrostatic precipitators on the smokestacks*".

good one!

It is noted that Aini employed the peer verbal feedback to substitute the word *'restrict'* (Text-base Macrostructure Change) and the singular form of the word *'law'* (Surface Level Formal Change) in the first sentence of paragraph 3 in the first draft of her Composition 2 (see excerpt 163) with the words *'enforce'* and *'laws'* respectively in the revised final version (see excerpt 164). (The peer verbal feedback to correct these errors has been exhibited and discussed earlier in detail in excerpt 43 in Section 4.1.5.3(f).) Besides, instead of adhering to the peer verbal feedback of making a Surface Level Meaning-preserving Change by substituting the phrase *'whom that'* in the first sentence (see excerpt 163) to become *'to the people that are'*, Aini made her decision to use her class teacher written feedback to substitute the phrase concerned with *'those who'* in the revised final version (see excerpt 164). (italics added).

In addition, Aini utilised the class teacher written feedback to substitute the word *'ask'* in the last sentence of paragraph 3 in the first draft (see excerpt 163) with the word *'ensure'* in the final draft (see excerpt 164). An interesting change observed in this paragraph is that Aini employed the peer verbal feedback to make a Text-base Macrostructure Change of the phrase *'build the chimney of their factory higher'* in the last sentence of paragraph 3 (see excerpt 163) to become *'to install more electrostatic precipitators on the smokestacks'* in the revised final version (see excerpt 164). This change was made by Aini after a lengthy discussion and explanation provided by her peers that made her to understand and to be aware of the reason behind the change in the content of the phrase concerned. (The peer verbal feedback provided during the peer response session to assist Aini in the revision of the wrong content of this phrase concerned has been shown and discussed extensively earlier in excerpt 53 in Section 4.1.5.7; and excerpt 100 in Section 4.2.6.1(c) (italics added).

During an interview, Aini mentioned the class teacher written feedback which she had utilised and also the reason for not using the class teacher written feedback to substitute the word *'chimney'* with the word *'smokestack'* as she disclosed, "… teacher wants me to change the *'ask'* to *'force'* or *'ensure'*, and I did, *'to ensure'*, I choose *'to ensure the factory owners'"* (see INW2/S5/286 in Appendix P3) and "… *'chimney'*, she asked me to change to *'smokestack'*, but I didn't do it because Ted already give the mechanism" (see INW2/S5/288 in Appendix P3). This shows that although Aini took into consideration both the class teacher and peer feedback, she had reflected upon those feedback before utilising them in her revisions. Aini's confidence in her peer feedback was revealed as she remarked, "Because I trust my friends" (see INW2/S5/305 in Appendix P3). This is because the peers (especially, the high-proficiency level students) were able to point out and correct not only surface level errors but also errors in content as well. (italics added).

On a similar note, as witnessed in Appendix S2(f), Elle made a total of 25.8% (eight revisions out of an overall total of 31) revisions to correct her errors at the Text-base Macrostructure Level in the first draft of her Composition 2. She corrected those errors by employing a total of 27% (10 out of an overall total of 37) of the class teacher feedback, peer feedback and self-correction of errors. She substituted two words, two phrases and a sentence at a total of 16.5% revisions based on five peer verbal feedback (13.5%) and two class teacher written feedback (5.4%). Besides, she added two phrases at a total of 6.5% revisions in which the self addition of a phrase (2.7%) led to improvement in her text, while the self-addition of the other phrase (2.7%) did not help to improve her text. Apart from that, she made one revision (3.2%) by self-deleting a phrase (2.7%).

Ensuing that was Eva making a total of 13.8% (four revisions out of an overall total of 29) revisions to correct her errors at the Text-base Macrostructure Level in the first

draft of her Composition 2. She corrected those errors by utilising a total of 13.3% (4

out of an overall total of 30) of the class teacher feedback and peer feedback (see

Appendix S2c). She substituted three words at a total of 10.3% based on two peer

verbal feedback (6.7%) and a class teacher written feedback (3.3%). Additionally, she

added a word based on a peer verbal feedback which comprised 3.3% of the total

feedback.

On par with that, as evident in Appendix S2(a), Cathy made a total of 23.5% (four

revisions out of an overall total of 17) revisions to correct her errors at the Text-base

Macrostructure Level in the first draft of her Composition 2. She substituted two words

and two phrases at a total of 23.5% based on a peer verbal feedback (5.9%), a class

teacher verbal feedback (5.9%) and two class teacher written feedback (11.8%).

For instance, excerpt 165 below displays paragraph 4 of the first draft of Cathy's

Composition 2 while excerpt 166 shows the Text-base Macrostructure Changes made in

paragraph 4 of the final draft of her Composition 2:

> **Excerpt 165 (paragraph 4, First Draft of Cathy's Composition 2)**
> "Besides that, legislative bodies should draft laws to control emission of
> **What do you mean?**
> gases from factories and _strengthen against_ *certain acts such as smoking in*
> *public places as it affects our health*. There should not be any open burning to
> clear land for farming or development. A heavy penalty should be enforced on
> **?**
> those _caught in open burning_ or discharging polluted effluent into or water. …".

> **Excerpt 166 (paragraph 4, Final Draft of Cathy's Composition 2)**
> "Besides that, legislative bodies should draft laws to control emission of
> gases from factories and *strictly enforce the anti-smoking by law*. There should
> not be any open burning to clear land for farming or development. A heavy
> penalty should be enforced on *those caught red-handed in open burning* or
> discharging polluted effluent into our water source. …".

As illustrated in excerpt 165 above, Cathy responded to the class teacher written

feedback of "What do you mean?" concerning the phrase '*strengthen against*' (in the

first sentence of paragraph 4 in the first draft of her Composition 2) by self-substituting

(Text-base Macrostructure Change) the phrase '*strengthen against certain acts such as smoking in public places as it affects our health*' with the phrase '*strictly enforce the anti-smoking by law*' in the revised final version (see excerpt 166). In an interview, Cathy explained the reason for replacing the phrase as "... my teacher didn't really understood it [phrase] in the first place. So, I changed it and she understood it" (INW2/S1/106). (italics added).

Besides, Cathy utilised the class teacher verbal feedback to make another Text-base Macrostructure Change by substituting the phrase '*those caught in open burning*' in the third sentence of paragraph 4 in the first draft (see excerpt 165) with the phrase '*those caught red-handed in open burning*' in the revised version (see excerpt 166). (The class teacher written feedback on the correction of the phrase concerned as shown in excerpt 165 has also been discussed earlier in detail in excerpt 56 in Section 4.1.5.8(b) and excerpt 107 in Section 4.2.6.2.) This shows that both the peer verbal feedback and the class teacher feedback (both verbal and written) had helped to alert Cathy to rectify her own errors. (italics added).

Thus, this indicates that besides employing the feedback from both the class teacher and peers, Cathy also tried to improve her writing on her own. In other words, with the practice of the peer response session and the process approach to writing, Cathy became more alert of the adequacy and relevancy of her contents and elaborations, as well as the appropriateness of her vocabulary and grammar. Cathy's improvement in her writing was also highlighted by Liza during an interview as she mentioned, "Cathy as usual, she's a good writer. ... . Ted is okay. I mean the good ones are getting better." (INW4/T/50).

On the other hand, as demonstrated in Appendix S2(b), Ted only made a total of 20% (three revisions out of an overall total of 15 revisions) of the revisions to correct his errors at the Text-base Macrostructure Level in the first draft of his Composition 2.

He substituted a word and two phrases at a total of 20% revisions by utilising two peer verbal feedback (11.1%) and self-substituting one word (5.6%).

Likewise, in the revision of the first draft of Composition 3 as shown in Appendix S3(d), Amy made a total of 22.4% (13 revisions out of an overall total of 58 revisions) of the revisions to correct her errors at the Text-base Macrostructure Level. She corrected those errors by employing a total of 23.8% (15 out of an overall total of 63) of the class teacher feedback, peer feedback and the self-correction of errors. She substituted five words and three phrases at a total of 13.8% revisions based on four peer verbal feedback (6.3%) and five class teacher written feedback (7.9%). Besides, she added three phrases which constituted a total of 5.2% revisions based on three class teacher written feedback (4.8%) to improve the revision of her text. Moreover, Amy deleted a word which is 1.7% of the total revision based on a class teacher written feedback (1.6%). In the same way, she employed a class teacher written feedback (1.6%) and the self-correction of an error (1.6%) to correct an error through 'distribution' in which she split one sentence to become two sentences.

For instance, excerpt 167 below exhibits paragraph 2 of the first draft of Amy's Composition 3 while excerpt 168 shows the Text-base Macrostructure Changes as well as Formal Changes and Meaning-preserving Changes made at the Surface Level in paragraph 2 of the final draft of her Composition 3:

Excerpt 167 (paragraph 2, First Draft of Amy's Composition 3)
(how?)
"The first way is to *grow concern*. Parents, school government and society should be given more talk about the *effect***s** of the bullying to the victims. In this
to be
way, we can make people ∧ aware".

Excerpt 168 (paragraph 2, Final Draft of Amy's Composition 3)
"The first way is to *create awareness*. *This can be done by giving a talk about bullying*. Parents, *schools*, *the* government and *the* society should be given *knowledge about anything that are related to bully especially about the effects* of bullying victims. In this way, we can make people ~~to be~~ aware.
of the recent condition/problems.

As portrayed in excerpt 167, Amy utilised the peer verbal feedback to make a Text-base Macrostructure Change by substituting the phrase *'grow concern'* (in the first sentence of paragraph 2 in the first draft of her Composition 3) with the phrase *'create awareness'* in the revised final version (see excerpt 168). The peer verbal feedback on the discussion of the substitution of the phrase *'create awareness'* is displayed in excerpt 169 (lines 64 to 66) below:

Excerpt 169: Peer Response Session, Composition 3, lines 64 to 66 and 81 to 86

64. Cathy: Next paragraph, *'grow concern'* should be changed to something else. Maybe, 'The first way is to *create awareness'*.
65. Amy: *'to create awareness'* (repeating after Cathy and jotting down the correct words).
66. Cathy: *'is to create awareness'.*
81. Ted: One school or many schools?
82. Amy: Many.
83. Eva: Put *'s'*.
    (Eva asked Amy to add the plural form to a noun.)
84. Aini: Singular or plural?
85. Eva: In fact, should be plural, right?
86. Cathy: Hehehe!

Besides, Amy also attended to the class teacher written feedback of 'how?' by using *distribution* (Text-base Macrostructure Change) in which she split the second sentence in paragraph 2 in the first draft (see excerpt 167) into two sentences to become 'This can be done by giving a talk about bullying. Parents, school*s, the* government and *the* society should be given knowledge about anything that are related to bully especially about the *effects* of bullying victims' in the revised final version (see excerpt 168). Although Amy made some grammatical errors due to the reconstruction of the two sentences concerned, what matters most is that the class teacher written feedback had made Amy to think and clarify her point through elaboration. This makes her final draft a better piece as compared to the first draft of her Composition 3. (italics added).

It is noted here that Amy had also taken into consideration the peer verbal feedback to make the Surface Level Formal Change by correcting the singular form of the word *'school'* in the second sentence of paragraph 2 in the first draft (see excerpt 167) to

become the plural form '*schools*' in the revised version (see excerpt 168). This is evident from the peer verbal feedback provided during the peer response session to the first draft of Amy's Composition 2 as portrayed in excerpt 169 (lines 81 to 86). (italics added).

Other than that, she employed the peer verbal feedback to insert the specific article '*the*' (Surface Level Meaning-preserving Change) in front of the words 'government' and 'society' in the second sentence of paragraph 2 in the first draft (see excerpt 167). She also used the class teacher written feedback to make the Surface Level Formal Change by correcting the singular form of the word '*effect*' in the second sentence of paragraph 2 in the first draft (see excerpt 167) to become the plural form '*effects*' in the revised version (see excerpt 168). On top of that, Amy utilised the class teacher written feedback to add the words '*to be*' before the word 'aware' in the revised version (see excerpt 168). (italics added).

This was followed by Aini making a total of 11.1% (three revisions out of an overall total of 27 revisions) of the revisions to correct her errors at the Text-base Macrostructure Level in the first draft of her Composition 3. She corrected those errors by utilising a total of 13.5% (five out of an overall total of 37 feedback) of the class teacher feedback and peer feedback (see Appendix S3e). She substituted two words at a total of 7.4% revisions based on two peer verbal feedback (5.4%) and two class teacher written feedback (5.4%). She also added a word based on a class teacher written feedback (2.7%) to help improve the revision of her text.

On the same note, as depicted in Appendix S3(f), Elle made a total of 19.2% (five revisions out of an overall total of 26 revisions) of the revisions to correct her errors at the Text-base Macrostructure Level in the first draft of her Composition 3. She corrected those errors by utilising a total of 21.9% (seven out of an overall total of 32) of the class teacher feedback, peer feedback and self-correction of errors. She

substituted three words at a total of 11.5% revisions based on two peer verbal feedback (6.3%) and two class teacher written feedback (6.3%) and the self-substitution of a word (3.1%). Besides, she added two words (7.7% revisions) by utilising a peer written feedback (3.1%) and the self-addition of a word (3.1%) to improve the revision of her text.

Conversely, as evident in Appendix S3(b), Ted made a total of 25% (two revisions out of an overall total of eight revisions) of the revisions to correct his errors at the Text-base Macrostructure Level in the first draft of his Composition 3. He corrected those errors by utilising a total of 30% (three out of an overall total of 10) of the class teacher feedback and peer feedback. He added a word based on the peer verbal feedback (10%) and added a phrase based on a peer written feedback (10%) and a class teacher written feedback (10%).

To illustrate, excerpt 170 below demonstrates the last paragraph of the first draft of Ted's Composition 3 while excerpt 171 shows the Text-base Macrostructure Changes and Surface Level Meaning-preserving Changes made in the last paragraph of the final draft of his Composition 3:

Excerpt 170 (last paragraph, First Draft of Ted's Composition 3)
"As a conclusion, charity begins at home. Parents play a big role in bringing up children to be good and useful *people* to the society. Parents should balance out their work and family time. They should set good examples for *the* children and be more attentive". **The conclusion seems to be "hanging" – incomplete!**

Excerpt 171 (last paragraph, Final Draft of Ted's Composition 3)
"As a conclusion, charity begins at home. Parents play a big role in bringing up *their* children to be good and useful to the society. Parents should balance out their work and family time. They should set good examples for *their* children and be more attentive *to their needs*".

As witnessed in excerpt 170 above, Ted acted upon the class teacher written feedback of *"The conclusion seems to be "hanging" – incomplete!"* and employed Cathy's written feedback to expand his idea by adding the phrase '*to their needs*' (Text-

base Macrostructure Change) to the last sentence of the last paragraph in the first draft of his Composition 3. The revised final version of the last paragraph is shown in excerpt 171. (italics added).

In addition, Ted also made a few Surface Level Meaning-preserving Changes to some of his errors. For instance, he utilised the peer verbal feedback to add the pronoun *'their'* in front of the word 'children' in the second sentence of the last paragraph in the first draft of his Composition 3 (see excerpt 170). The revised final version of the sentence concerned is shown in excerpt 171. Besides, he employed the peer verbal feedback to delete the word *'people'* in front of the word 'useful' in the second sentence of that paragraph in the first draft (see excerpt 170). The revised final version of the last paragraph is exhibited in excerpt 171. Other than that, he used the peer verbal feedback to substitute the word *'the'* in front of the word 'children' (in the last sentence of the same paragraph) with the pronoun *'their'* in the revised final version (see excerpt 171). (italics added).

This shows that Ted utilised both the class teacher and peer feedback to assist him in the revision of the first draft of his Composition 3. In an interview, Ted expressed that he accepted his peer feedback "because I know that I am wrong. So, I accepted their comments" (INW3/S2/46). As such, he had improved his writing in the revised final version of his Composition 3. Ted also disclosed that he had improved in the writing of his final draft "In terms of grammar, vocabulary and sentence structure" (INW3/S2/80). Likewise, Liza pointed out during an interview,

> They [Students] do improve. I think based on their friends' comments and my comments, they are able to improve. And when I asked them to elaborate and give examples, they will give examples (INW3/T/36).

On the same note, as portrayed in Appendix S3(c), Eva made only one revision (out of an overall total of 32 revisions) which accounted for 3.1% by utilising a class teacher

written feedback (2.5%) to correct her error at the Text-base Macrostructure Level in the first draft of her Composition 3.

Similarly, as manifested in Appendix S3(a), Cathy made 12.5% of the Text-base Macrostructure revision (one revision out of an overall total of eight revisions) by self-adding a word which is 11.1% to help improve the first draft of her Composition 3.

Akin to that, in the revision of the first draft of Composition 4 as shown in Appendix S4(d), Amy made a total of 28% (seven revisions out of an overall total of 25 revisions) of the revisions to correct her errors at the Text-base Macrostructure Level. She corrected those errors by employing a total of 27.3% (nine out of an overall total of 33) of the class teacher feedback, peer feedback and the self-correction of errors. She substituted five words, a phrase and a sentence at a total of 28% revisions based on six class teacher written feedback (18.2%), a peer verbal feedback (3%), a peer written feedback (3%) and the self-substitution of a word (3%).

On the other hand, in the revision of the first draft of Composition 4 as illustrated in Appendix S4(c), Eva made a total of 40% (four revisions out of an overall total of 10 revisions) of the revisions to correct her errors at the Text-base Macrostructure Level. She corrected those errors by employing a total of 36.4% (four out of an overall total of 11) of the class teacher feedback, peer feedback and the self-correction of errors. She added a word and three phrases at a total of 40% revisions based on a peer verbal feedback (9.1%), two class teacher written feedback (18.2%) and the self-addition of a word (9.1%).

For example, excerpt 172 below illustrates paragraph 3 of the first draft of Eva's Composition 4 while excerpt 173 shows the Text-base Macrostructure Changes made in paragraph 3 of the final draft of her Composition 4:

Excerpt 172 (paragraph 3, First Draft of Eva's Composition 4)
    "Everyone should avoid unhealthy habits such as smoking, _drinking_, eating junk food and sleeping late every night. Everyone should have enough sleep everyday so

that they are more energetic. Exercise at least thrice a week and thirty minutes everytime. Smokers and drinkers should stop their unhealthy habits.   **why?**

Excerpt 173 (paragraph 3, Final Draft of Eva's Composition 4)

"Everyone should avoid unhealthy habits such as smoking, *drinking alcoholic drinks*, eating junk food and sleeping late every night. Everyone should have enough sleep everyday so that they are more energetic. Exercise at least thrice a

at each time

week and thirty minutes everytime. Smokers and drinkers should stop their unhealthy habits *because it will seriously harm their health*".

As exemplified in excerpt 172, Eva employed the peer verbal feedback to make a Text-base Macrostructure Change by adding the phrase *'alcoholic drinks'* after the word *'drinking'* in the first sentence of paragraph 3 (in the first draft of her Composition 4) to become the phrase *'drinking alcoholic drinks'* in the final draft (see excerpt 173). (italics added).

Other than that, Eva responded to the class teacher written feedback of 'Why?' by adding the phrase '*because it will seriously harm their health'* (Text-base Macrostructure Change) to the last sentence of paragraph 3 on the first draft (see excerpt 172). The revised version of the sentence in the final draft is shown in excerpt 173. (italics added).

This shows that Eva utilised both the class teacher written feedback and peer verbal feedback to improve the content of paragraph 3 of her Composition 4. During an interview, Eva explain on how she had attended to her class teacher written feedback as she mentioned, "And for the last sentence, I write *'Smokers and drinkers should stop their unhealthy habits'* and my teacher asked 'Why?'" (INW4/S3/166) and "I write *'...because it will seriously harm their health'.* " (INW4/S3/168). (italics added).

Liza's emphasis on the adequacy and relevancy of content was also revealed during an interview as she expressed:

> My main concerns will be development of ideas, … is it related to the topic, and grammatically and …, the choice of words, elaborations because some of them, they can write well but I think maybe because of the lack of time, they don't

really elaborate much on certain ideas. It would be better if they elaborate on certain ideas (INW4/T/28).

This indicates that the class teacher and peer feedback served as scaffolds that had alerted Eva to reflect on her errors and thereby to rectify those errors concerned. In other words, the class teacher and peer feedback had helped Eva to improve her writing.

Ensuing that was Elle making a total of 15% (three revisions out of an overall total of 20 revisions) of the revisions to correct her errors at the Text-base Macrostructure Level in the first draft of her Composition 4. She corrected those errors by utilising a total of 18.8% (six out of an overall total of 32) of the class teacher feedback and peer feedback (see Appendix S4f). She made three revisions through the substitution of words and phrases at a total of 15% based on three peer verbal feedback (9.4%), two class teacher verbal feedback (6.3%) and a class teacher written feedback (3.1%).

Trailing behind was Cathy making a total of 66.7% (two revisions out of an overall total of three) revisions to correct her errors at the Text-base Macrostructure Level in the first draft of her Composition 4 (see Appendix S4a). She made two revisions at a total of 66.7% by substituting a word based on a class teacher written feedback (33.3%) and self-substituting a phrase (33.3%).

Likewise, as shown in Appendix S4(e), Aini made a total of 11.1% (two revisions out of an overall total of 18 revisions) of the revisions to correct her errors at the Text-base Macrostructure Level in the first draft of her Composition 4. She corrected those errors by using a total of 8.7% (two out of an overall total of 23) of the class teacher feedback. She added a phrase (5.6%) by employing a class teacher written feedback (4.3%) and substituted a word by utilising a class teacher written feedback (4.3%).

For example, the following excerpt 174 displays paragraphs 2 and 3 of the first draft of Aini's Composition 4 while excerpt 175 shows the Text-base Macrostructure

Changes and Surface Level Meaning-preserving Change made in paragraphs 2 and 3 of the final draft of her Composition 4:

> **Excerpt 174 (paragraphs 2 and 3, First Draft of Aini's Composition 4)**
>
> **they have**
> "Next, we must also reduce the intake of junk food*s* as *it has* ~~many~~
> **eating**
> preservatives, sugar and salt. These are not good for our health as ~~*it taking*~~ too much of the stuff can lead to diabetes and high blood pressure.
> Then, regular exercise is also needed to keep a healthy body. We should also sleep about 8 hours a day as this can make you look better and is good for the growth of our brain". **and body.**

> **Excerpt 175 (paragraphs 2 and 3, Final Draft of Aini's Composition 4)**
>
> "Next, we must also reduce the intake of junk *foods* as *they have* preservatives, sugar and salt. These are not good for our health as *eating* too much of them can lead to diabetes and high blood pressure.
> Then, regular exercise is also needed to keep a healthy body. We should also sleep about 8 hours a day as this can make you look better and is good for the growth of our brain *and body*".

As portrayed in excerpt 174 above, Aini employed the class teacher written feedback by substituting (Surface Level Meaning-preserving Change) the phrase *'it taking'* (in the second sentence of paragraph 2 in the first draft of Aini's Composition 4) with the word *'eating'* in the final draft (see excerpt 175 above). It is noted that Aini did not utilise the peer verbal feedback of cancelling the word *'it'* before the word *'taking'* in that sentence concerned. (italics added).

Besides, Aini employed the class teacher written feedback by adding (Text-base Macrostructure Change) the phrase *'and body'* (see excerpt 174) to elaborate the last sentence of paragraph 3 in the first draft of her Composition 4. The revised version is shown in excerpt 175 above. (italics added).

This shows that Aini also employed the class teacher written feedback to assist her in the revision of the first draft of her Composition 4. Hence, it was found that Aini had improved her content, elaboration as well as grammatical errors in the final draft of her Composition 4 as a result of the revisions done by utilising the class teacher and peer feedback (both verbal and written).

Through Liza's observation, she reported that "I think they have improved in terms of … grammatically, I think they are more conscious" (INW4/T/48). Liza further mentioned,

> Ya, they are more conscious of their grammar, … you can see it through Elle, …, Sue and Aini. Aini has improved a lot from her first essay to the, the fourth …, ya, Aini . … Elle does have ideas but again it depends on her mood, … . But Aini, I can see her big improvement … (INW4/T/50).

In winding up, the students utilised more of their peer feedback in the revision of the individual first drafts of all their four compositions. Nevertheless, the students also employed the class teacher feedback (both the verbal and written feedback) to assist them in the revision of the first drafts of all their four compositions. This is because they have trust and confidence in both the peer and class teacher feedback. This is evident as Aini reported during an interview, "I combine my teacher's comments and my friends' comments" (INW4/S5/175) and "I trust my teacher and my friends' comments" (INW4/S5/225). Besides, they also self-corrected their own errors. Both the high and intermediate-proficiency level students had improved in their writing skills as they progressed from the writing of one composition to another. The process approach to writing was well-received by the students as the revision of the first drafts of their compositions not only helped them to correct but also to be aware of their errors so as not to repeat them in the writing of their subsequent compositions. The peer feedback and class teacher feedback had helped the students (especially, the intermediate-proficiency level students) to improve their grammar and vocabulary as well as to develop their ideas. On the other hand, the high-proficiency level students had also benefited from the process approach to writing and the peer response sessions as they learnt to be more careful about the words that they used and to relate their points to the topic of the compositions concerned. (For illustration, see Appendices T1, T2, T3 and T4 for 'Samples of the first drafts and final drafts of Cathy's compositions'; and

Appendices T5, T6, T7, T8 and T9 for 'Samples of the first drafts and final drafts of Aini's compositions'.)

4.3.5 Conclusion

To sum up, the findings in this study revealed that both the class teacher and peers provided verbal as well as written feedback to assist the students in the revision of the first drafts of all their four compositions. However, the peers provided more verbal feedback as compared to the class teacher. Nevertheless, both the class teacher and peer feedback (regardless of verbal or written feedback) were useful in assisting the students in the revision of the individual first drafts of their compositions.

The findings in this study indicated that there were similarities and differences between the feedback provided by the class teacher and peers. Both parties were found to provide more feedback to correct surface level errors as compared to feedback to correct Text-base Level errors. However, the peer feedback provided were mostly on Surface Level Formal Changes while the class teacher feedback were mostly on Surface Level Meaning-preserving Changes. The peer feedback emphasised more on the correction of errors in *'numbers'*; followed by the *substitution of words, phrases and sentences* at the Surface Level while at the same time preserving the meaning of a text; and a small percentage of the peer feedback focused on the *substitution of words and phrases* at the Text-base Macrostructure Level.

Besides that, the class teacher was found to provide more feedback on the correction of errors at the Text-base Level (including Microstructure Changes and Macrostructure Changes) as compared to the peers. She furnished the most number of feedback on the *substitution of words, phrases and sentences* at the Surface Level while at the same time preserving the meaning of a text; followed by the *substitution of words, phrases and sentences* at the Text-base Macrostructure Level as well as the correction of Surface

Level Formal errors in *'numbers'* . This shows that the peer feedback emphasised more on Surface Level Formal Changes, while the class teacher feedback not only concerned Surface Level Formal Changes and Surface Level Meaning-preserving Changes (especially, obvious grammatical errors) but also on the relevancy and adequacy of content.

Generally, both the high and intermediate-proficiency level students were found to utilise more of their peer feedback as compared to the class teacher feedback to assist them in the revision of the first drafts of their compositions. Nevertheless, they also took into consideration the class teacher feedback as well as the self-correction of errors in their revisions. Although the students have trust and confidence in their peer feedback, they also perceived the importance of the class teacher feedback. This is because they reckoned that the class teacher is more knowledgeable and has a better command of the English language than them. In other words, both the class teacher feedback and the peer feedback were deemed useful as they complemented each other in assisting the students in their revisions. This is also pointed out by Cathy during an interview as she disclosed "… my teacher spotted some mistakes while my friends didn't." (INW1/S1/122) and "… some of the mistakes spotted by my friends are not spotted by my teacher" (INW1/S1/124). This finding is in congruent with Vygotsky's (1978) theory that with the help from a more capable person, a learner would be able to function at a higher level. In other words, the intermediate-proficiency level students learnt from the high-proficiency level students (particularly, Cathy and Ted); and on the other hand, Cathy and Ted learnt from the class teacher who is more capable than them. Thus, after the students have understood and internalised the rules and concepts learnt, they could perform beyond their 'zone of proximal development'.

Both the class teacher and peer feedback were found to be well-received by the students. This finding is substantiated by the views of the class teacher and students

which were gathered from the various interview sessions with them. For instance, through Liza's observation, she mentioned, "… They [Students] used my comments and their friends' feedback and then they rewrite their second drafts" (INW2/T/22). Ted also pointed out the importance of both the feedback given by the class teacher and peers as he expressed, "I used both my teacher and my friends' comments. I just choose the ones that I think are right and I put it into my second draft" (INW3/S2/92).

Ted also shared his view, "Yes, through the feedback [peer feedback] …, I found out that if I have any mistakes, I can choose words that are better than the current words that I am using" (INW2/S2/72). In a later interview, Ted again indicated the importance of having feedback from both the class teacher and peers as he disclosed:

> … teacher has to take care of more than ten students, while … friends … can look only four to five essays. So, I think the friends' help maybe better than teacher's but we can't quite rely on our friends' comments because teacher … will know more about the essay, the sentence structure, everything (INW4/S2/134).

In other words, Ted respected the feedback given by both his class teacher and peers. However, he stressed that "… I accept it willingly but I have to look through to see if their comments are relevant" (INW2/S2/120). This shows that Ted did not accept his peers' feedback blindly but he had reflected upon those feedback and only utilised them if deemed fit for the context of his writing.

Similarly, Eva and Amy employed both the class teacher and peer feedback. According to Amy, "… I used the teacher's and friends' comments. I refer to the sentence one by one" (INW3/S4/74). Aini was positive about her peers' feedback as she remarked, "… I learnt from my previous … writing, drafts, like my friends' comments, I used it" (see INW2/S5/331 in Appendix P3). In other words, Aini had learnt the skills of giving comments to her peers from the previous response sessions and then she applied those skills in the subsequent peer response sessions. Cathy perceived that through the peer response session, "… I learnt different points of view" (INW3/S1/72)

and "And different style of writing" (INW3/S1/74). Elle also stressed the usefulness of the peer feedback as she uttered, "I learn a lot of things. Help each other. Improve my essay" (INW2/S6/178). She further mentioned that it was "In terms of grammar, vocab., and etcetera" (INW2/S6/180).

Eva pointed out that with the peer feedback, "The mistakes that I have done last time, … I will try not to repeat it" (INW2/S3/90). Eva's acceptance of her peer feedback is also noted in her statement, "Because my friends can give their opinion on my mistakes and they can tell me how to improve it" (INW2/S3/98). Likewise, Amy opined that her peers' feedback had helped to improve her 'Grammar and also ideas. And also how to develop my ideas and on how to construct better sentences" (INW2/S4/84). This shows that both the class teacher feedback and peer feedback were well-received by the students to assist them in their revisions.

In addition, the findings in this study suggests that both the high and intermediate-proficiency level students placed emphasis on the revision of surface level errors, particularly at the sentence level. Nonetheless, the intermediate-proficiency level students made more Surface Level Formal Changes to correct errors in *'number'* on the first drafts of their compositions, whereas the high-proficiency level students made more Surface Level Meaning-preserving Changes by *substituting words, phrases and sentences*.

It was found that the correction of the Surface Level Formal errors in *'number'* (subject-verb agreement) by the students was based on majority of the peer feedback, followed by the class teacher feedback, and the self-correction of the errors concerned. The students' revision of their errors through the *substitutions of words and phrases* at the Text-base Macrostructure Level that led to meaning changes was based on slightly more of the class teacher feedback as compared to the peer feedback, and a handful of the *substitutions of the words and phrases* was based on the self-correction of the errors

concerned. This was followed by the students' revision of spelling errors by utilising a majority of the peer feedback as compared to the class teacher feedback.

The findings in this study revealed that the students made fewer Text-base Microstructure Changes in the first drafts of their compositions. The high-proficiency level students (particularly, Cathy and Ted) were found to make more revision of errors by *substituting* and *adding words and phrases* at the Text-base Microstructure Level as compared to the intermediate-proficiency level students.

However, the intermediate-proficiency level students made more revision of errors at the Text-base Macrostructure Level as compared to the high-proficiency level students. The intermediate-proficiency level students revised errors at the Text-base Macrostructure Level through *substitutions*; followed by *additions, deletions, distributions,* and *consolidation of words, phrases and sentences*. On the other hand, the high-proficiency level students revised errors at this level through *substitutions* and *additions of words, phrases and sentences*.

Although both the high and intermediate-proficiency level students were found to have improved in their writing skills as they progressed from one composition to another through the practice of the process approach to writing, the intermediate-proficiency level students (especially, Aini and Amy) had benefited the most as they had improved in their writing. For instance, Aini made tremendous improvement in terms of using the correct grammar, learning the rules on the correct usage of the article *'the'* and providing adequate elaboration of points in her composition. As such, the number of revisions that she made on the first drafts of her compositions decreased as she progressed from the writing of one composition to another. Although Amy was careless in her writing, it is noticed that she had also improved in her writing as she made less grammatical errors and her points in each paragraph were more developed as she progressed from the writing of one composition to another. Elle (another intermediate-

proficiency level student) has also improved (although to a lesser extent as compared to Aini and Amy) in her writing as compared to the first draft of her Composition 1. It is noted that her subsequent compositions had more contents and elaborations which were more well-organised. She also made less grammatical errors as she could apply the knowledge on grammatical rules that she had learnt from her peers through the various peer response sessions.

On the other hand, the high-proficiency level students have also improved in their writing skills through the practice of the process approach to writing as they progressed from the writing of one composition to another. For instance, Cathy learnt to be more careful in the terms or words that she used and most of the time, she could detect and refine her errors when she revised the first drafts of her compositions. On Ted's part, he had improved as the writing progressed from one composition to another. He learnt to relate his points to the topic of each composition. Eva had also improved as she made less grammatical errors and her ideas were more developed as the writing process moved from one composition to another.

This shows that both the high and intermediate-proficiency level students had benefited from each other through the teacher-student and student-student interactions during the peer response sessions, as well as through the practice of the process approach to writing which involved the revision of drafts.

This process approach to writing was found to be well-received by the students. This is indicated in the positive response gathered from the interviews with the class teacher and students. For instance, Ted opined that the practice of writing through the revision of drafts had enabled him to produce a better final version as he mentioned, "Well, from the first essay until now, I found out that in the first draft, people will still make mistakes, but they will try to change their mistakes in the second draft, so it will be a better piece" (INW4/S2/84). This view is shared by Aini as she remarked:

> … I think it helps me a lot …, like something we did wrong in the first draft, and we correct it in the second draft. When we revise our essays, we can compare and know which words are wrong and which words are correct (INW4/S4/140).

In the same way, Cathy mentioned that she learnt "To be more careful in terms of grammar, and correct my errors" (INW4/S1/112).

Likewise, Liza expressed her positive views about the process approach to writing:

> I think process approach to writing is good because it helps students … to identify their own weaknesses, and … look at other friends' work, whether they can help out in terms of grammar because when you look at your own errors and other peoples' errors, you can learn a lot from there. You learn from errors and they share ideas, ya (INW4/T/46).

This implies that through the practice of the process approach to writing and the peer response session, there was collaboration and learning among the group members as they shared their ideas and helped one another to correct their errors; thereby, produced better compositions.