

Review Strategies in a First-Year University Undergraduate Thai EFL Writing Context

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Abstract

In response to educational issues at levels from national, institutional, to pedagogical concerns, this study aims to examine the influence and the effectiveness of the review strategies on the writing performance of first-year Thai undergraduates as well as how the perceived strategies are in the students' views. In the mixed-method study, the data were collected from 20 Science and 26 Education students who were enrolled in the 2013 academic year. The main findings are: The statistically significant effect of the review strategies were on the students' writing performance; $t(45) = 17.06$; $p = .000$ at the .05 level. The analyses of the students' writing-task score development from 184 self-revised and peer-revised draft scripts showed that they effectively responded to the self-review strategy better than they did to the peer-review strategy; $t(45) = 3.08$; $p = .004$ at the .05 level. In the multi-dimensional comparisons of writing-score development, both self-review and peer-review strategies can be applied to all three proficiency groups of the Science and Education students. From the scripts of the students' responses to the questionnaires and a semi-structured interview, the findings revealed some insights into aspects of students' affective-cognitive-social-contextual factors. Implications and recommendations for future studies are also considered.

Keywords: review strategies, writing, English proficiency, university undergraduates, Thai EFL context

Background

This study has been undertaken in the area of English language teaching in a Thai university context in response to educational issues at interconnected levels from national, institutional, to pedagogical. In spite of the national education reform, the English language proficiency of Thai adult learners has been revealed as disappointing in both academic and professional aspects. From an academic perspective, Thai learners' TOEFL-iBT average score was 78, while learners from other Asian countries such as Korea and Malaysia gained 84 and 92 out of 120 respectively. From an occupational perspective, it was found that in 2016, the average TOEIC score of Thai learners fell to 44th position of 49 countries (ETS, 2016: 5). The national concern has thus arisen in relation to Thai learners' perceived low English-language proficiency in both academic and professional aspects (e.g. TOEFL-iBT and TOEIC scores – ETS, 2016), followed by the institutional concern regarding how to produce quality graduates with English language proficiency (Office of the Higher Education Commission., 2009: 18-25). A number of studies have revealed the seriously-problematic writing skill of English among Thai learners from school to university levels (MOE, 2002). In particular, it is likely that most teachers and learners of higher education level in Thailand consider English writing an arduous, time-consuming and tedious skill. Owing to a deficiency in teacher's effective means of developing learners' writing skill of English, the pedagogical concern has predominantly been raised over university lecturers' time-consuming provision of written feedback to large classes and over students' repeated writing errors despite their prior provision of written responses to the students' tasks.

With a significant move towards a more learner-centred approach in the English-language outcome-based curricula at the higher education level (ONEC, 2016: 26), a focus on writing instruction approaches has shifted from product-oriented to process-oriented after the popularity of communicative language teaching in the 1980s. To be a successful academic writer, a learner needs to practise process writing which consists of writing

a draft, revising it, and writing the final draft (Oshima & Hogue, 2014). The process-based writing approach allows learners to think and discover their writing and learning processes (Rusinovci, 2015). The approach also helps learners to possess their own ideas and discover their own voice (John, 2005; Silva & Matsuda, 2001).

Learner-Centred Writing Assessment

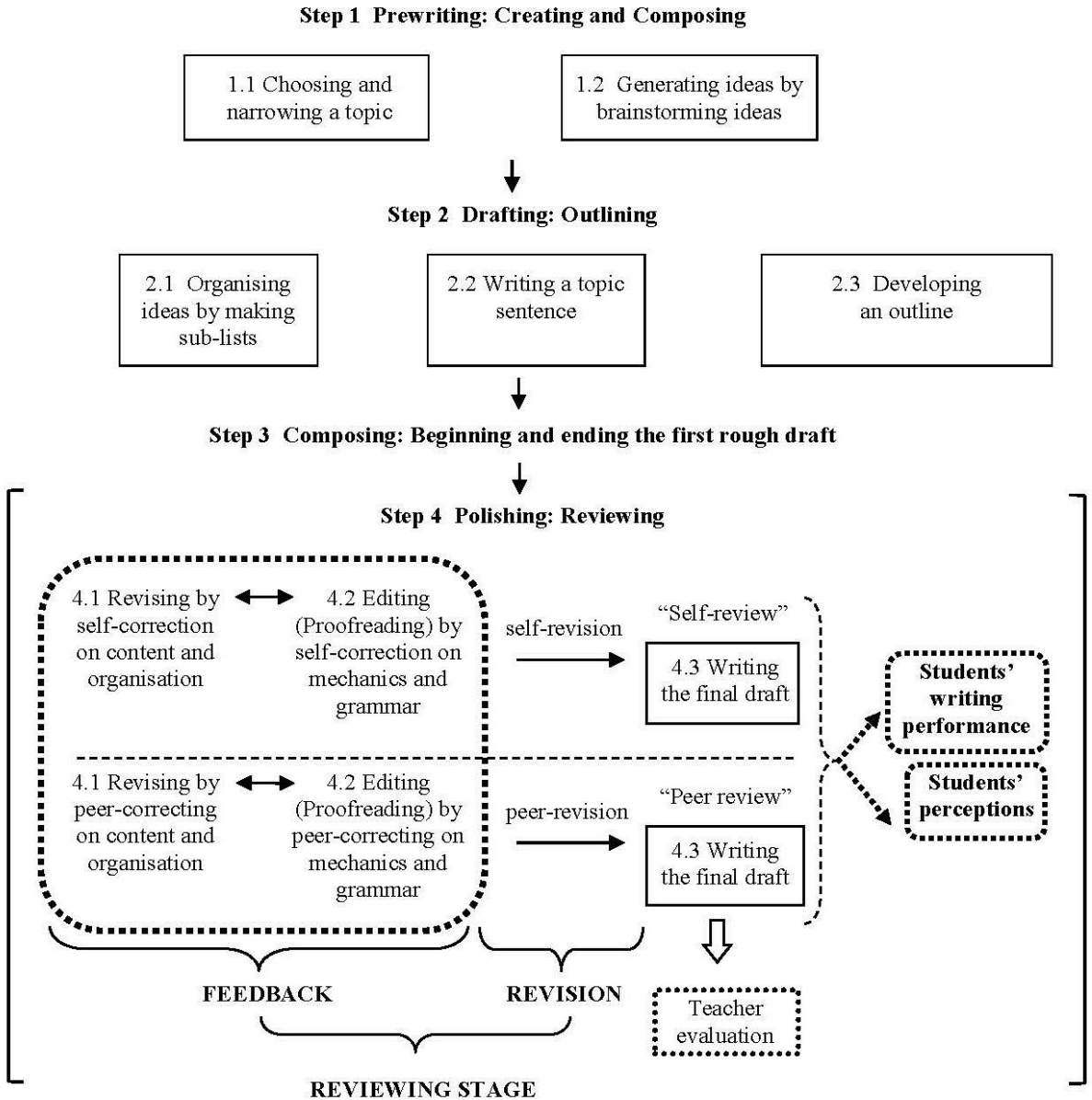
Learner-centred assessment is defined as a technique encouraging students' self-reflection of their own learning (Wood, Waugh, & Lancaster, 2008). It also includes a focus on how classroom cooperation and collaboration is important for the learning process (Huba & Freed, 2011). In the writing process, several process-oriented writing stages consist of prewriting (creating and composing), drafting (outlining), writing (composing), and polishing (Puengpipattrakul, 2013). The study by Sripicharn (2010) gives precedence over error correction through editing skills and habits in the writing process. John (2009: 282) also suggests that the revision process as part of the writing process can be an educational tool for students to raise awareness of their language use.

However, despite the importance of the feedback and revision practices in the writing process, most studies examined mainly either feedback (Ellis, Sheen, Murakam, & Takashima, 2008) or revision (e.g. Berg, 2000; Tsui & Ng, 2000; Williams, 2004) as separate entities. Moreover, with regard to the significance of writing performance in the EFL contexts, several studies of students' attitudes towards writing assessment have disclosed some controversial issue of whether the use of independent or cooperative feedback in the reviewing process is truly effective in eventually developing writing performance (Busse, 2013; Duijnhouwer, Prins, & Stokking, 2012; Huisman, Saab, van Driel, & van den Broek, 2018; Memari Hanjani, 2016; Mowlaie, 2014; Mowlaie & Maftoon, 2015; Strijbos, Narciss, & Dunnebier, 2010; Sukumaran & Dass, 2014). There remain some research gaps regarding the combined uses of self- and peer-

assessment and of feedback and revision processes to be filled in the form of review strategies in the current study.

Review Strategies in Process-Based Writing

The learner-centred approach to writing assessment, consequently, deals with self-assessment (Garrison & Ehringhaus, 2013; Iraj, Enayat, & Momeni, 2016; Wood et al., 2008) and peer assessment (Garrison & Ehringhaus, 2013; Huba & Freed, 2011; Iraj, et al., 2016; Rouhi & Azizian, 2012). Both self-assessment (i.e. self-feedback and self-revision) and peer-assessment (i.e. peer-feedback and peer-revision) are featured in the review strategies of the current study. In other words, review strategies are related to a designed plan of action consisting of feedback and revision practices in a polishing or reviewing stage. The following conceptual framework is used in the reviewing stage as shown in Figure 1.



Notes. Self-review strategy: Correcting, editing, revising and rewriting own work.
Peer-review strategy: Correcting and editing a classmate’s work as well as revising and rewriting own work which was previously corrected and edited by the classmate.

Figure 1. Proposed framework for reviewing stage in process-based writing.

In Figure 1, the main focus is on the sequences of the polishing stage. Two types of review strategies are: firstly, self-review comprising self-revision after self-feedback (i.e. students revised and edited their own written tasks), and secondly, peer-

review including peer-revision after peer-feedback (i.e. students revised and edited their classmate's tasks). From Figure 1, review strategies implemented in the polishing step are synthesised into Table 1.

Table 1. Review strategies in polishing stage

Review strategy	Feedback	Revision
Self-review	Self-feedback	Self-revision
Peer review	Peer feedback	Peer revision

Feedback Mechanism

In the polishing stage (Figure 1), the feedback mechanism (revising and editing) is usually implemented at the outset of the revision steps. Noticeably, in the feedback process, revising refers to making changes to clarify wording and organisation while editing covers mechanics (e.g. spelling, punctuation, and capitalisation) and grammar (Wingersky, Boerner, & Holguin-Balogh, 2006: 3-17). Wingersky et al. (2006) also describe that when students are learning the writing process, content comes before mechanics and grammar, but correct mechanics and grammar will be expected as they master the writing process.

In L2 written communication, the provision of writing assessment through corrective feedback is a useful means of assisting learners to comprehend the misuse of language and developing their writing accuracy and fluency (Ellis et al., 2008; Ferris & Hedgcock, 2014; Loewen, 2012; Sotoudehnama & Pilehvari, 2016). The corrective feedback also helps create positive effects in the L2 learning process in the way that it stimulates learners to discover their own relevant linguistic concepts and rules (Benson, 2011; Ferris & Hedgcock, 2014; Wakabayashi, 2013). However, corrective feedback, particularly metalinguistic correction, is sometimes impractical when it impedes the learning progress of L2 learners (Gass & Selinker, 2008) and their cognitive processes (Han, 2012). This is because corrective feedback can sometimes lead to stress and cause students to lack motivation to learn (Larsen-Freeman, 2003).

Revision Practices

In the reviewing stage (Figure 1), overall quality of a written task can obviously be checked through revision as Murray (2017: 17) suggests, “Quality comes through revision.” At some levels, language accuracy can, in fact, impact on the overall quality of writing. In a recursive writing process, revision is indispensable in assisting students to improve their writing performance (Ferris, 2003; Silva, 1993; Polio & Williams, 2011). The study by Memari Hanjani (2016) explored EFL students’ perceptions of engaging in a paired revision activity through interview. Apart from the students’ positive views of the revision process enhancing their self-awareness and self-monitoring skills, the collaborative revision could help to increase their self-confidence in writing and assessment. Furthermore, the study by Tsui and Ng (2000) examined whether writing revision can improve the quality of writing based on two components: the learner’s writing performance and a reader’s quality of feedback. This brings about different types of writing assessment: self-, peer- and teacher-assessment. However, since the present study aims to investigate a pedagogically-effective means for teachers, particularly in the EFL context, to mitigate teachers’ time-consuming writing assessments in a large class, the strategies reviewed focus on self- and peer-writing assessment rather than teacher assessment.

The current study had three purposes: (i) investigate whether and to what extent review strategies influence the writing performance of first-year Thai undergraduates; (ii) examine the influence of self- and peer-review strategies based on students’ overall English-language proficiency and their varying proficiency groups; and (iii) explore students’ perceptions when applying both strategies in relation to writing development”. These research purposes are used to explain how three research questions are answered. The research questions are addressed in the next section of Findings and Discussion.

Research Methodology

Context and Participants

This study, undertaken at a university in Bangkok, Thailand in the first semester of the 2013 academic year (i.e. June to September, 2013), was designed using the mixed methods (Edmonds & Kennedy, 2013). The study was conducted in accordance with established practices on research ethics.

The population of the study was 5,227 first-year undergraduate students from all eighteen faculties enrolling in Foundation English I (FE1). Since the current study was based on my actual teaching circumstances (i.e. action research) and a convenience sampling method, the participants were 52 Science and Education students in my two classes. That is, class 1 contained 24 Science students and class 2 consisted of 28 Education students. However, out of 52 participants, six participants were excluded from the study because they did not fully participate in the training workshop and they dropped out of the course after the midterm examination. Therefore, the actual number of the participants in the data collection was 46.

Forty-six first-year Science (n = 20) and Education (n = 26) participants were 16 males and 30 females. They were informed that their participation was voluntary, anonymous, and confidential (Pickard, 2008). Prior to the implementation of review strategies, although all participants were from two classes—Faculties of Science and Education, they were arguably engaged under the similar conditions (i.e. no prior experience in argumentative writing and review strategies, same age group, similar English-language learning backgrounds from the Thai educational system, and same prior intermediate level of English proficiency) ensuring a degree of homogeneity for the research.

The 46 participants, as shown in Table 2, were also divided into three groups based on the interpretation of the CU-TEP (Chulalongkorn University Test of English Proficiency, 2013) for data analysis of the study.

Table 2. Grouped participants based on English proficiency score interpretation

CU-TEP		Interpretation	Grouped participants	No. of grouped participants	
(TOEFL equated) score range	Score range			Science (n = 20)	Education (n = 26)
640-677	107-120	Upper advanced/Expert user	High proficiency (n = 14)	3ScF	6EdM, 5EdF
590-637	92-106	Advanced/Very good user			
550-587	80-91	Middle advanced/Good user			
513-547	69-79	Low advanced/Very competent user			
477-510	57-68	Intermediate/Competent user	Middle proficiency (n = 17)	3ScM, 5ScF	3EdM, 6EdF
437-473	45-56	Middle intermediate/Moderate proficiency user			
397-433	33-44	Low intermediate	Limited proficiency (n = 15)	3ScM, 6ScF	1EdM, 5EdF
347-393	18-32	Upper beginner/Marginal user			
310-343	8-17	Middle beginner			
0-310	1-7	Beginner/Very limited user			

Notes. Sc: Science; Ed: Education; F: Female; and M: Male.

All the 46 participants, in Table 2, were divided into three groups: high, middle and limited proficiency for quantitative data collection and analysis. Moreover, for qualitative data collection and analysis, twelve participants (i.e. four from each three groups) from my two class sections were randomly selected as informants.

Instruments and Data Collection

The research instruments were a test of English proficiency (CU-TEP), writing pre- and post-tests, writing tasks, questionnaire series (pre-task, in-process, and post-task questionnaires), and a semi-structured interview (Table 3). These instruments were used to collect the quantitative and qualitative data to answer three research questions of the study (Appendix A).

In the FE1 class, I was assigned to provide a 3-hour course lesson to my two classes each week for 13 weeks from June to September, 2013. The data were collected over eleven out of 13 weeks (i.e. 33 hours per class). After collecting the copies of the signed consent form, I informed the participants that they would need to provide their CU-TEP scores in order to fill in a pre-task questionnaire. Each participant was assigned to do writing tests

and produced two writing drafts per writing title – first and final drafts, using the following data collection procedure as in Table 3.

Table 3. Collection procedure

Instruments	Argumentative Writing Title	Procedure
▪ Writing pre-test	Work & Travel-Malida	Consent form ► Writing pre-test
▪ Writing task 1	Censorship - Debbie	Pre-task questionnaire ► 1 st draft writing task 1 ► Self-feedback ► Self-revision ► Final draft ► Teacher evaluation
▪ Writing task 2	Live concerts - SeoulMan	1 st draft writing task 2 ► Peer-feedback ► In-process questionnaire ► Peer revision ► Final draft ► Post-task questionnaire ► Teacher evaluation
▪ Writing post-test	Work & Travel-Malida	Writing post-test ► Interview

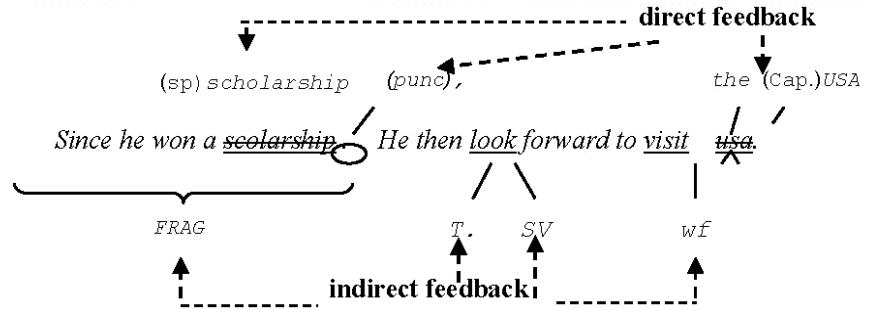
Note. The degree of difficulty of writing test and tasks is at the relatively same level approved by the Academic Affairs of the university.

In the writing training session, the participants were allowed to provide the corrective feedback in the 200-word writing tasks (Table 3). The participants experienced how to provide corrective feedback which is categorised as direct and indirect feedback. ‘*Direct*’ feedback (i.e. the identification of an error and the subsequent provision of the correct form) and ‘*indirect*’ or ‘*metalinguistic*’ feedback (i.e. the provision of a written correction code or symbol at an error without giving the correct form) as illustrated in Figure 2.

A student's
written version:

Since he won a scolarship. He then look forward to visit usa.

Feedback
mechanism:



Answer key: *Since he won a scholarship, he then looked forward to visiting the USA.*

Figure 2. Sample of corrective feedback.

Review strategies were implemented through student's two-in-one roles: an author and a reviewer. Before a participant author could provide feedback on his or her classmate's task (writing task 2 in Table 3), s/he initially experienced reading and editing his or her own written task (writing task 1 in Table 3) as a reviewer. This means that the participant needed to read, analyse and comment on content, organisation, mechanics, and grammar in his or her own written task (i.e. writing task 1). After the feedback process, those edited tasks were returned to participant authors. Then, the authors had to read and understand their edited tasks before revising their writing. Similarly, these steps cyclically repeat when a participant started to provide written feedback on his or her classmate's written tasks (i.e. writing task 2). After the feedback process, those edited tasks were returned to student authors. Then, the authors needed to read and understand the feedback provided by their paired classmates. The participants also had to be able to critically think and rewrite with new and/or different sentence construction, organisation, or ideas/content in their revised tasks. It is noted that in order to prevent participants' memory effect of their written tasks (i.e. writing task 1 and writing task 2), the provision of a time interval between the first-draft writing, the draft feedback provision and the draft revision was made.

Findings and Discussion

Influence of Review Strategies on Students' English-Language Writing

Forty-six student participants from two classes (i.e. 20 Science students in class 1 and 26 Education students in class 2) received the same writing training workshop at their 1.5 hour-weekly classes for eight weeks. In order to determine if the use of review strategies benefitted the participants' writing performance, a pre-test/post-test evaluation (i.e. a paired-samples *t*-test) was used. The results are summarised in Table 4.

Table 4. Participants' writing performance after implementation of review strategies

Participants	Writing Score (Full Score = 20)		<i>t</i>
	Mean	SD	
Pretest (N = 46)	6.5978	3.25853	
Posttest (N = 46)	14.9783	2.76879	-17.06*

* Significant at .05 level

The main findings based on research question 1 (*What is the influence of review strategies on the writing performance of first-year Thai undergraduate students?*), from Table 4, show a statistically significant difference in the participants' writing performance after the implementation of review strategies. That is, there was a statistically significant impact of review strategies on the participants' English-language writing performance; $t(45) = 17.06$; $p = .000$ at the .05 level.

For all eight weeks in the training sessions, every participant utilised the review strategies through the production of six written pieces from the first and the final drafts of two writing tasks (Table 3). As Polio and Williams (2011) rationalise, reviewing or reflecting on writing can be seen as problem-solving in the writing process. During the review strategy practices in the current study, the participants had to make decisions on which writing aspects they were going to revise to improve their final drafts after receiving written feedback in their first drafts. Apart

from this, cyclical steps of process-based writing helped the participants learn how to writing systematically and effectively (Ferris & Hedgcock, 2014; Oshima & Hogue, 2014). Moreover, the blended self- and peer-review would be an attribute of a successful writer. Consistent with the principal results of research question 1 from Table 4, the study by Garrison and Ehringhaus (2013) demonstrated that self-assessment and peer assessment helped to increase students' metacognitive thinking and thus their learning achievement since they were engaged in writing criteria, self-evaluation and peer-evaluation. Moreover, the study by Iraji et al. (2016) examined the effects of self- and peer assessment on the argumentative writing performance of 36 Iranian EFL students from an institute at the higher education level whose age range was 18 to 25. The study indicated the significant effects of self- and peer-assessment on the students' writing performance. Their study suggested that self-assessment and peer assessment helped boost the students' intrinsic motivation, self-confidence and thus writing performance.

Effectiveness of Review Strategies on Writing Development

This part examines which review strategy—self-review or peer-review—was more effective for the participants' writing development. A comparison between the writing development scores would reveal which strategy was more effective. The writing development scores, or the average scores of 46 participants' written tasks rated by three expert raters, resulted from the score differences between the students' first-drafts and their final drafts of a writing task after using a review strategy. The impact of self-review and peer-review strategies was evaluated on the writing performance of all participants in section (a) and of the varied performance groups in section (b).

(a) At the Macro-Level: Comparison of Review Strategies Undertaken by All Participants
Quantitative Approach

All 184 written essay pieces which were derived from 46 participants' first- and final-drafts of two writing tasks (i.e. 46 students x 2 essay tasks x 2 drafts per task) were quantitatively analysed through FE1 writing criteria (i.e. content, organisation, and grammar). Based upon research question 2 (*Does English language proficiency influence the writing performance of students when they use either self- or peer-review strategies? To what extent do varying proficiency levels influence their writing performance?*), a comparison of the impact of review strategies was conducted on all participants' average scores of writing development of their final-drafted self-review task 1s and those of peer-review task 2s. The results of analysis of the participants' writing-score development are shown in Table 5.

Table 5. Comparison of the influence of self-review and peer-review strategies on participants' writing task score development Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	VAR00001 (Self-Review Dev Score)	.8341	46	.85097	.12547
	VAR00002 (Peer-Review Dev Score)	.3665	46	.49214	.07256

		N	Correlation	Sig.
Pair 1	VAR00001 & VAR00002	46	-.113	.454

		Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper				
Pair 1	VAR00001 - VAR00002	.4676	1.03011	.15188	.1617	.7735	3.079	45	.004

The findings in Table 5 indicate that there was a statistically significant level of success in the participants' responses to the review strategies. At the macro-level, after the implementation of the review strategies, the participants responded to the self-review strategy more effectively than they did to the peer-review strategy; $t(45) = 3.08$; $p = .004$ at the .05 level. The findings also suggest that when the participants utilised the self-review strategy, their writing performance was more highly developed than when using the peer-review strategy.

Such influence of self-review strategy practices on the participants' higher writing task score may be related to their independent or autonomous learning gained from the learner-centred assessment in the review-strategy training workshop. According to Benson (2011), learner training is necessarily provided to promote self-directed learning for effective language learning in a learner-centred classroom. In the study by Wakabayashi (2013), she also pointed out the importance of self-review and peer-review training which led to students' writing improvement. Similar to the current study, her study also found that 51 first-year Law Japanese students' writing was more developed when doing self-review than when doing peer review. When taking the self-review strategy into account, the participants had to practise providing self-feedback and doing self-revision in their writing tasks. The studies by some scholars confirmed that indirect or metalinguistic feedback involving in students' provision of corrective feedback helped encourage their self-feedback and self-revision (Ellis et al., 2008). This indicates the process in self-assessment which would also promote self-directed learning and thus learning autonomy (Benson, 2011; Wakabayashi, 2013).

Qualitative Approach

In order to support the quantitative results (Table 5), 184 self-revised and peer-revised draft scripts of a total of 46 participants were qualitatively assessed through content analysis using the taxonomy of revision changes of Faigley and Witte (1981). The classification of revision changes constituted helpful

criteria for analysing changes between the participants' written first drafts and final drafts of two argumentative writing tasks. It was found that there was no marked tendency of revision changes at the sub-category level (i.e. additions, deletions, substitutions, permutations, distributions and consolidations). In particular, the frequencies of the six-category revision changes were scattered and did not form a cluster of any specific changes to account for the students' revision behaviours towards those semantic, lexical and syntactic criteria. It might also be too complicated for students to learn how to make revisions at the sub-category level. For instance, they might not need to know that a meaning change in a text is by distribution or consolidations. However, it would be more practical for them to be able to identify whether a revision change affects the comprehension of meaning of the concepts in the text. Therefore, in the current study, the final decision about how a text is analysed followed a holistic approach by which a revision change is analysed in terms of form- and meaning-based changes.

The draft scripts can qualitatively be detected and compared based on form changes (i.e. surface changes) and meaning changes (i.e. text-based changes). The form-based changes were derived from a situation when the participants made local changes (e.g. revision of grammar and mechanics like spelling, punctuation, and capitalisation) in their revisions while the meaning-based changes were stemmed from a situation when the participants made global changes (e.g. revision of organisation and content) in their revisions. After having tracked and analysed the revision changes of the 184 writing task scripts, two case samples of the high proficiency Science participant HSc1's developmental scores from the first to the final drafts between writing task 1, entitled 'Censorship' and writing task 2, entitled 'Live Concerts' are shown in Table 6 and Table 7, respectively.

Table 6. Participants HSc1’s revisions of writing task 1

Self-review strategy: Writing task 1 ‘Censorship’ (Total score: 20)	
HSc1’s first draft (Obtained score: 12.50)	HSc1’s final draft (Obtained score: 14.88)
<p>I’d like to reply to Debbie’s posted that censorship is absolute nonsense. Because even your 5-year-old nephew knows fully well what is happening when something is being censored. I strongly disagree to that idea. Many people my <input type="checkbox"/> hold this idea but I’d like to present another true story.</p> <p>The first problem with censorship is that <input type="checkbox"/> in a recent news report, I saw a teenage boy who was killed and two others who were seriously injured because they were intentionally lying on the highway. Their parents said that they might have tried to copy the leading actor on a popular TV series called “Dare to Die”.</p> <p>Another problem with censorship is that children watch <input type="checkbox"/> TV program without their parents’s suggestion may cause more violence in our society. Don’t forget that TV program is a way to foster the wrong believe in children. To sum up, I believe that censorship is a way to decrease the violence in children, and it may work!</p> <p style="text-align: right;">161 Words</p>	<p>I’d like to reply to Debbie’s <input type="checkbox"/> comment that censorship is absolute nonsense. Because even <input type="checkbox"/> you 5-year-old nephew knows fully well what is happening when something is being censored. I strongly disagree to that idea. Many people <input type="checkbox"/> may hold this idea, but I’d like to present another true story.</p> <p>The first <input type="checkbox"/> problem with censorship is that <input type="checkbox"/> children may copy an action from what they have <input type="checkbox"/> seen. In a recent news report, <input type="checkbox"/> a teenage boy who was <input type="checkbox"/> killed and two others who were seriously injured because they were intentionally lying on the highway. Their parents said that they might have tried to copy the leading actor on a popular TV series called “Dare to Die”.</p> <p>Another <input type="checkbox"/> problem with censorship is that children <input type="checkbox"/> watch TV program without <input type="checkbox"/> suggestions from their parents <input type="checkbox"/> may cause more violence in our <input type="checkbox"/> community. <input type="checkbox"/> Children is recieving some bad behavior from TV program directly. Don’t forget that TV program is a way to foster the wrong belief in children. To sum up, I believe that censorship could decrease the violence in children and society.</p> <p style="text-align: right;">175 Words</p>

Note. = revision change.

Table 7. Participants HSc1’s revisions of writing task 2

Peer-review strategy: Writing task 2 ‘Live Concerts’ (Total score: 20)	
HSc1’s first draft (Obtained score: 13.63)	HSc1’s final draft (Obtained score: 13.88)
<p>I’d like to present my argument against SeoulMan’s comment that Live concerts are awful, and It’s better to buy music product in the studio. I strongly disagree with that idea. Many people may hold this view, but I’d like to present the other side about live concerts.</p> <p>First, live concert would have more fun than listening music at home. We can enjoy the interaction with friends, and the rest of the audience as well as my favorite musicians. We sing, dance, and shout and have a really great time together.</p> <p>Moreover, if that live concert is your favorite musicians, it’d be better to see them directly. Greater than seeing through the monitor. You may have a chance to catch their hands. To sum up, I believe that live concert is showing how you can feel the real moment while performance go on.</p> <p style="text-align: right;">142 Words</p>	<p>I’d like to present my argument against SeoulMan’s comment that <input type="checkbox"/> live concerts are awful, and <input type="checkbox"/> it’s better to buy music <input type="checkbox"/> products in the studio. I strongly disagree with idea. Many people may hold this view, but I’d like to present the other side of live concerts.</p> <p>First, live <input type="checkbox"/> concerts would have more <input type="checkbox"/> funny than listening music at home. We can enjoy the interaction with friends, and the rest of the audience as well as my favorite musicians. We sing, dance, and shout and have a really great time together.</p> <p>Moreover, if that live concerts is <input type="checkbox"/> belong to your favorite musicians, it’d be better to see them <input type="checkbox"/> really. Greater than seeing through a monitor. <input type="checkbox"/> Don’t forget that <input type="checkbox"/> you may have a chance to catch <input type="checkbox"/> musicians hands! To sum up, I believe that live <input type="checkbox"/> concerts are showing <input type="checkbox"/> how performance go on, and <input type="checkbox"/> how you can feel in the real moment.</p> <p style="text-align: right;">148 Words</p>

Note. = revision change.

Referring to Table 6 and Table 7, the high proficiency Science participant HSc1 predominantly made form-based changes in grammar through both self- and peer-review in the final drafts. Similarly, Sotoudehnama and Pilehvari (2016) stated that feedback receivers tended to modify the writing content by adding some examples, paraphrasing many sentences, and making form-based changes in their revision. The participants' final drafts in the current study could, to some extent, confirm that text meanings are associated with linguistic features. That is, the participants' linguistic features (e.g. word spelling, lexical choices, collocations, and patterning and grammatical items) affected the text meaning. As shown in Table 6 and Table 7, misspelling of words (e.g. from '*may*' to '*my*'), poor lexical choices (e.g. from '*fun*' to '*funny*') or collocation (e.g. from '*the wrong believe in*' to '*the wrong belief in*') could affect communication between the participant writer and reader while they performed self- and peer-review.

(b) At the Micro-Level: Comparison of Review Strategies Undertaken by Groups of Varying English-Language Proficiency Participants

Further quantitative analysis for the findings (Table 5) is narrowed to investigate how all three proficiency groups (Table 2) responded to review strategies. The findings of the high-, middle-, and limited-proficiency groups' responses to the review strategies, using a paired-samples *t*-test, suggest that when these three proficiency groups of the participants used review strategies, only the high proficiency group of the participants responded more effectively to the self-review strategy than to the peer-review strategy, with their significantly improved writing performance; $t(13) = 2.45$; $p = .029$ at the .05 level as shown in Table 8.

Table 8. Comparison of the influence of self-review and peer-review strategies on high proficiency group's writing task score development

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	VAR00001 (Self-Review Dev Score)	.9914	14	1.02685	.27444
	VAR00002 (Peer-Review Dev Score)	.2500	14	.32919	.08798

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	VAR00001 & VAR00002	14	-.184	.528

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	VAR00001 - VAR00002	.7414	1.13464	.30324	.08631	1.39655	2.445	13	.029

As regards the better response to self-review strategy of the high proficiency participants, the students may possess some attributes of independent self-editors (Ferris, 2003). In the study by Ferris (2003), when high proficiency students acquired a self-revision process, they then became more self-sufficient editors or independent self-editors. As Sotoudehnama and Pilehvari (2016) stated, making students engage in the writing process offers them the chance to utilise their acquired knowledge to provide writing feedback. This helps to enhance their self-confidence in writing (Iraji et al., 2016).

In order to confirm practical applications of the review strategies to classroom writing instruction, further investigations need to be conducted in how effectively the review strategies were applied to three varying proficiency groups of the participants and their different disciplines. The multi-dimensions of comparisons of writing task score development in relation to three proficiency groups and their disciplines, using one-way ANOVA, show no statistically significant difference in the mean score of writing

development in the written tasks of three groups of Science and Education participants in response to the self-review strategy. Likewise, no statistically significant difference was found in response to the peer-review strategy. These mean, both self-review strategy and peer-review strategy can successfully be employed, in writing instruction, for all proficiency groups of students from both Science and Education disciplines.

Regarding the peer review, training for how to provide feedback and revise work in the writing processes is essential to L2 novice students (Ferris & Hedgcock, 2014). Inconsistent with the studies by Sotoudehnama and Pilehvari (2016) and by Tsui and Ng (2000), Berg (2000) suggested the provision of training for peer feedback to novice writers. In the study by Berg (2000), she found that students in the training for peer feedback made more meaning-based changes in revision. Her result was different from what was found in the current study. Despite the provision of review strategy training in the current study, the results of the students' revision patterns showed that they made more form-based changes in revision. Such differences in the students' responses to revision patterns of these two studies may be as a result of the different contexts of the studies: ESL students in her study versus EFL students in the current study. It is believed that academic contexts of a student could influence the results of a study (Berthiaume, 2009; McAllister & Alexander, 2009).

Another proposition for such results of the revision patterns in the current study may be from the influence of the roles as a feedback giver and a feedback receiver in peer review. The study by Sotoudehnama and Pilehvari (2016) revealed that feedback receivers tended to make more surface-level changes (e.g. adding some examples and paraphrasing many sentences) than feedback givers did in their revision. The results of their study also suggest that the writing performance of the students who were trained to give feedback in peer review increased more significantly than those who received feedback. Similarly, the study by Tsui and Ng (2000) supported the results of Sotoudehnama and Pilehvari's (2016) study: the students who were engaged in providing written

feedback had more advantages over those who received the feedback. Similarly, the study by Rouhi and Azizian (2012), examining the effect of peer review on L2 writing of 45 pre-intermediate EFL students with the age range of 16 to 27, showed that the group of the feedback givers significantly improved in grammar or writing accuracy than that of the feedback receivers.

Furthermore, peer review consumes a good deal of time on training and is sometimes hard to be blended in the limited time of a course syllabus (Ferris & Hedgcock, 2014: 262). For these reasons, some participants in the current study may not have adequately been engaged in the training; thus, they tended to make more form-based changes and those in the limited group made no revisions. However, these assumptions would be justified more through the participants' responses in the questionnaires and the interview regarding the perceptions of the use of review strategies in the next part.

Perceptions of the Use of Review Strategies in relation to Writing Development

Forty-six participants' questionnaire responses and 12 participants' semi-structured interview responses to their perceived writing development are examined, in order to answer research question 3 (i.e. *What are students' perceptions of the use of both self-review and peer-review strategies in relation to writing development?*), as in sections (a) and (b), respectively.

(a) Responses to Questionnaire Series

The main results from the analysis of the participants' responses to the questionnaire series (the pre-task questionnaire, the in-process questionnaire, and the post-task questionnaire) are summarised as follows. All participants' overall perceptions of review strategies helping develop their writing skills, stated in the ten items, were at the 'neutral' level in the pre-task questionnaire before they implemented the strategies ($M \approx 3.00-3.39$, $SD \approx 0.45-0.63$); however, were altered to the 'agree' level to all items in the

post-task questionnaire after undertaking the strategies ($M \approx 4.09-4.43$, $SD \approx 0.38-0.56$).

Next, the in-process questionnaire contained five semi-opened-ended items focusing on how the students perceived the challenges of their review strategy practices and their writing confidence in relation to the assessment writing criteria. Table 9 shows the responses of the participants to the five-item in-process questionnaire distributed during review strategy practices (Table 3).

Table 9. Participants' perceptions in the in-process questionnaire

No.	Perception of challenge(s) faced / confidence gained in relation to writing assessment criteria (% = No. of participants out of 46)	
	Open-ended section	Close-ended section
1.	In the self-review strategy practice, which of the following is the most difficult for me when I have to write in English?	
1.1	Organisation - <i>Sometimes being unsure of the accuracy of use of transitions</i> (four out of 46 participants or $\approx 9\%$)	2 ($\approx 4\%$)
1.2	Content - <i>Creating my new reason and supporting ideas to be different from those given by the source</i> (six or $\approx 13\%$)	11 ($\approx 24\%$)
1.3	Grammar - <i>Unsure of my grammatical knowledge and accuracy</i> (11 or $\approx 24\%$)	33 ($\approx 72\%$)
2.	In the peer-review strategy practice, which of the following is the most difficult for me to provide feedback in my classmate's task?	
2.1	Organisation - <i>Unsure of the accuracy of my comments</i> (two or $\approx 4\%$)	3 ($\approx 7\%$)
2.2	Content - <i>Unsure of the accuracy of my comments</i> (15 or $\approx 33\%$)	24 (52%)
2.3	Grammar - <i>Unsure of the accuracy of my comments</i> (seven or $\approx 15\%$)	19 ($\approx 41\%$)
3.	In the peer-review strategy practice, which of the following is the most difficult for me to revise my work which was corrected and edited by my classmate?	
3.1	Organisation - <i>Unsure of the accuracy of the classmate's comments</i> (eight or $\approx 17\%$)	5 ($\approx 11\%$)
3.2	Content - <i>Unsure of the logical ideas commented by the classmate</i> (24 or $\approx 52\%$)	21 ($\approx 46\%$)
3.3	Grammar - <i>Unsure of grammatical accuracy commented by the classmate</i> (12 or $\approx 26\%$)	20 ($\approx 43\%$)
4.	After the self-review strategy practice, I think I developed more writing confidence in terms of:	
4.1	Organisation - <i>Helping remind me of which part in my essay I should check to make it well-organised</i> (two or $\approx 4\%$)	Yes (40 or $\approx 87\%$)
4.2	Content - <i>Offering a chance to make my writing content to be more logical</i> (five or $\approx 11\%$)	Yes (31 or $\approx 67\%$)
4.3	Grammar - <i>Being able to spot my grammatical errors when reading what I wrote again</i> (four or $\approx 9\%$)	Yes (32 or $\approx 70\%$)
5.	After the peer-review strategy practice, I think I developed more writing confidence in terms of:	
5.1	Organisation - <i>Making me aware of use of transitions and the coherence from introduction to conclusion</i> (four or $\approx 9\%$)	Yes (24 or $\approx 52\%$)

5.2	Content	- <i>Having a chance to see more writing ideas from the classmate's task</i> (14 or \approx 30%) - <i>Helping me think more logically</i> (four or \approx 9%)	Yes (22 or \approx 48%)
5.3	Grammar	- <i>Having chances to recheck grammatical rules while providing feedback on the classmate's task</i> (19 or \approx 41%)	Yes (35 or \approx 76%)

The statistical data of the main results from Table 9 can be interpreted as follows. Based upon the writing assessment criteria for organisation, content, and grammar used when doing review strategy practices, most participants perceived grammar as the major challenge in their English-language writing when doing the self-review strategy practice (item number 1) and thought the strategy practice helped them develop more confidence in writing organisation (item number 4). It seems that an organisational pattern or structure of essay writing is normally fixed and stable in accordance with types of writing, organisation appears to be the most basic writing aspect for most language learners to produce, compared to writing content and grammar.

In the peer-review strategy practice (Table 9), most of them viewed writing content as the major challenges in providing feedback on their classmates' written tasks (item number 2) and in revising their tasks based on their classmates' written feedback (item number 3). As Ferris and Hedgcock (2014) pointed out, one individual learner factor affecting feedback and revision is a lack of content knowledge in addition to beliefs about content. The participants' perception of the writing content challenge in the in-process questionnaire parallels the decreased developmental score of writing content (-0.25) in the high proficiency group of participants. The high-proficiency participants were likely paired with the classmates whose feedback on writing content might be incomprehensible and this arguably made most high-proficiency participants unsure of their classmates' feedback. However, three out of four (75%) middle-proficiency participants reported in the interview that after using peer-review strategies, their writing content knowledge and score improved. The middle-proficiency

group’s interview responses are consistent with their highest score development in writing content score as shown in Figure 3 below.

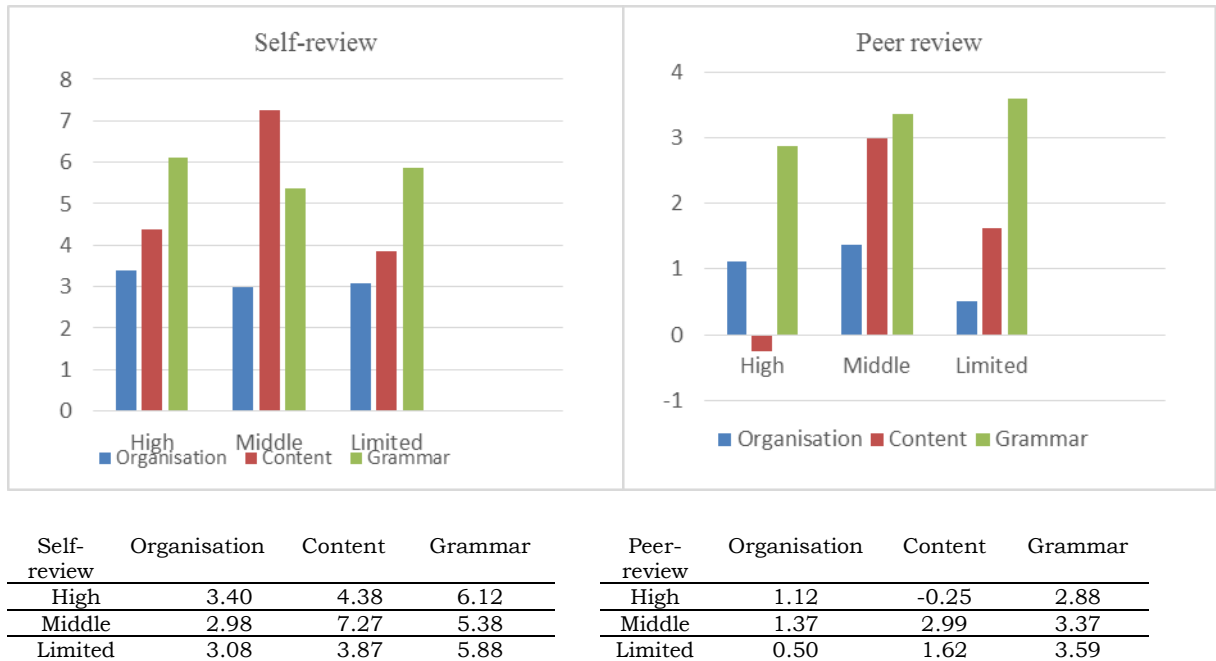


Figure 3. Review strategies: Average writing score development in terms of organisation, content, and grammar of three proficiency groups.

From Figure 3, the Y-axis denotes the average score of writing development. The X-axis represents the components of writing criteria (i.e. organisation, content and grammar). The trends of the average score development tell how well the participants in the groups of high, middle and limited proficiency were able to perform on their writing in terms of content, organisation and grammar after using the review strategies.

In the review strategy practices, the ‘writing criteria’ (i.e. organisation, content, and grammar) were used in feedback provided on the writing and for revision practice. What is more, in the in-process questionnaire, the participants perceived that the peer-review strategy practice helped them develop more writing confidence in grammar (item number 5, Table 9). Such perception of the participants in the in-process questionnaire correlates with their writing score development (Figure 3) indicating that the

participants at all proficiency levels performed best in grammar. This may confirm that the peer-review strategy practice most helped boost the participants' writing development and writing confidence in grammar.

There is not always a clear-cut study of the direct relationship between students' perceptions of strategy feedback and their writing performance. Several studies found students' perceptions of feedback affected writing motivation and thus writing performance (Duijnhouwer et al., 2012). Nonetheless, the study by Busse (2013) found that first year students perceived feedback practices as not beneficial despite improved writing proficiency. Strijbos et al. (2010) found no relationship between students' perceptions of peer feedback and the efficiency of their writing revision. Similarly, Huisman et al. (2018) also found that there was no direct relationship between perceptions of peer feedback and students' writing performance.

(b) Responses to Semi-Structured Interview

In order to answer Research Question 3 (i.e. *What are students' perceptions of the use of both self-review and peer-review strategies in relation to writing development?*), the interview response scripts of all 12 participants (Appendix A) revealed that they perceived the writing workshop on the review strategy practices in overall favourable ways. The main results are summarised in the interrelationship of the students' affective, cognitive, social and contextual aspects.

Affective—cognitive—social—contextual aspects

These aspects comprise the participants' satisfaction with the review strategies (i.e. affective aspects), their English language discovery and awareness including learning and writing motivation and writing confidence (i.e. affective and cognitive aspects), their mutual reservations about feedback quality (i.e. cognitive aspects), the necessity for social interaction in cooperative learning (i.e. social aspects), and a hardly-supportive classroom atmosphere (i.e. contextual aspects).

It is believed that when language learners had direct exposure to those important steps of planning, drafting, writing and rewriting in process-based writing, this led to their language discovery, investigation and comprehension, thereby motivating them to explore and internalise their language use (Memari Hanjani, 2016; Polio & Williams, 2011; Rusinovci, 2015). Such belief can be reflected, in the present study, in the way that the promotion of review strategies leading to the participants' motivation to learn and write and their writing confidence as discussed earlier (Table 9) corresponds with their following interview responses.

Excerpt 1: Participant MSc6F

I like both self-review and peer-review strategies but I think the peer-review strategy helped improve higher writing scores. When we self-review our own work, it is hard for us to find our writing errors. In contrast, it was much easier to find our friends' writing errors. ... I think, the review strategy practice helped develop my writing content, organisation, and grammar. The review strategy practice also made me aware of grammatical accuracy, such as tense usage, more.

Excerpt 2: Participant LSc10M

I am not really good at grammar. This workshop helped me know what my grammatical errors were. Although I had English courses in my high school, But when I attended this workshop, it really helped me know my grammatical mistakes and how to correct them. And I think, I could use what I learnt from the workshop in my future studies. [...]

The illustrations of Excerpts 1 and 2 present the participants' affective and cognitive aspects. Consistent with the consequences of students' learning awareness from the implementation of student-centred assessment previously explained by Huba and Freed (2011) and Wood et al. (2008), the participants revealed their language discovery and awareness-raising of English language skills as well as their actual levels of English proficiency after the review strategy practices.

The issue of some participants' and their paired classmates' mutual reservations about the quality of their feedback provided and received was possibly related to cognitive aspects. The majority of respondents perceived the writing content

as the most challenging and difficult criterion in providing corrective feedback and doing revision of a writing task (Table 9). Since content conveys meaning in written communication, it would be difficult for the participants to provide written feedback and do writing revision unless they comprehend the meaning of their paired classmates' written texts and of their classmate's feedback given. As revealed in their responses to the open-ended section of the in-process questionnaire, the participant writers, as feedback providers, were unsure of their knowledge of writing content most, thereby being little confident in providing the accuracy of corrective feedback on their classmates' tasks (see Item 2, Table 9). In the perceptions of the feedback receivers, they were also unsure of their paired classmates' feedback quality in the logical ideas of the writing content most (see Item 3, Table 9). Similarly, in the interview, a limited proficiency participant's response also showed his distrust of his paired classmate's English proficiency and the feedback received as illustrated in Excerpt 3 below.

Excerpt 3: Participant LSc9M

I prefer correcting and revising my own work. I know that I am not good at English and I don't like English. Even so, I was not so confident on my classmate's English proficiency in correcting my work. Instead, I felt more confident with teacher feedback rather than the classmate's feedback. ...

The example of the participant LSc9M's interview response from Excerpt 3 indicated the issue of the English language proficiency of a feedback provider. Fati (2013) also raised this issue and pointed out that lower proficiency students tended to trust those who had higher proficiency other than themselves, particularly in writing. However, in the current study, some participants in the high-proficiency group might feel unsure of their paired classmates' feedback quality and/or their responses to their paired classmates' feedback, thereby making no improvement in their final-drafted writing content (Figure 3). As pointed out by Tsui and Ng (2000), writing quality depended on a

learner's writing ability and a reader's feedback quality. The effect of the quality of feedback provided should have thus been investigated and/or compared to uncover a causal impact of feedback quality on language learners' writing development.

Furthermore, the existence of some students' and their paired classmates' distrust of feedback (Excerpt 3) implies that some student writers might not interact well with their paired classmates, thus leading to their mutually unclear understanding of their feedback given and received. Therefore, social interaction needs to be strengthened between student writers and their paired classmates in writing instruction (Memari Hanjani, 2016; Mowlaie, 2014). Swan (1985: 9) also expressed the notion that in the process-oriented writing approach, social interaction became indispensable to the writing classroom. In writing, an interaction of the social roles between a student writer and a reviewer was entailed in the form of written comments or responses (Sommers, 2013). Excerpts 4 and 5 below reveal the students' social aspects regarding realisation of the importance of cooperative learning through pair-work interaction.

Excerpt 4: Participant MSc5F

I think the use of peer-review strategy could help develop my writing more than that of self-review strategy. ... I would suggest doing review strategy practice as teamwork. This could make us see a variety of idea creation and also help build up a rapport and positive working atmosphere. ... I think my writing content was developed most after the review strategy practices.

Excerpt 5: Participant Led11M

I found peer-review strategy more useful because we could develop our perspectives and judgement on other person's different work. It also helped improve my reading and writing skills. I also like working with a random pair whom I didn't know before. ... I think after doing the peer-review practice, my writing content and grammar were most improved.

Last, the contextual factors, based on the participant's responses to the interview, cover a classroom atmosphere and time constraints which hindered their writing development. As stated in Memari Hanjani (2016), classroom atmosphere could lead to a success in second language writing courses. Some

concerns, however, were raised by one interview respondent: time constraints and a low supportive classroom environment impeding their writing development as shown in Excerpt 6.

Excerpt 6: Participant LSc10M

... In writing workshop, when the lecturer controlled the writing time for us, I felt pressured and rather forgot what I had read before while writing. ... Another of my problems is that I can't concentrate and produce ideas when I am in an air-conditioning classroom. ...

In addition to the time constraints which are regarded as a contextual aspect influencing learners' feedback and revision (Goldstein, 2006), the participant LSC10M also revealed, from Excerpt 6, the temperature of the classroom as another contextual burden affecting his learning and the production of his written texts.

Conclusion

In a globalised world, investing in people in the area of education is crucial for nations' sustainable growth. This study is aimed at developing the English-language writing skills of first-year university Thai students through the use of review strategies. This study hopefully benefits Thailand's higher education at levels from national, institutional, to pedagogical concerns.

The findings arguably benefit the main agendas of Thailand 4.0 (i.e. 'Raising Human Value' and 'Connecting Thailand to the Global Community') at both micro-and macro-levels. From the micro-level classroom perspective, the study helps to support teacher-led classroom instruction in Thailand. With the combination of a feedback-and-revision mechanism, the review strategies are regarded as an approach to assist individual students who are novice writers in developing their existing and future English language writing successfully. Simultaneously, the strategies help relieve lecturers of English in their time-consuming written feedback to large classes and limited time of large writing classes.

At the nationwide and global community, the study will foster the emergence of an effective means to enhance non-native English learners' writing performance and thereby promote literacy in English as a yardstick for the quality of global citizens. Instilling and familiarising the students with review strategies will be a technique in forming their long-term writing habits and developing their C21 skills (e.g. critical thinking, problem solving, and collaboration). This will also help generate and strengthen professional bonds among native/non-native English teachers in both EFL and ESL contexts as a demonstration of best practice in the global English-language teaching community.

Pedagogical Implications and Recommendations

In the light of the findings of the study, the practical implications for writing instruction of the study and main recommendations for further studies are as follows:

At Micro-Level: For Classroom Writing Instruction

Peer-review strategy practices: Extension of pair-work interaction

In the peer-review practice, the participant pairs of the same and different proficiency levels were fixed and mutually revealed throughout the semester, irrespective of their pairing preference. As supported by Berg (2000), students should work with their fixed pairs along the writing processes. However, there may be the case when some participants in the current study were, to some extent, dissatisfied with working with their fixed pairs, and subsequently affected the provision and the reception of peer feedback. This could explain why the two high-proficiency students made less progress in grammatical scores as well as no progress in their writing content scores. On the other hand, there may also be another case when some participants were satisfied with working with the different proficiency classmate, thus expediting progress in their written final drafts. A further investigation into multiple-peer groupings of different proficiency

levels working in pairs and students' satisfaction with their writing partners would be worth conducting.

- **Middle-Proficiency Group: Careful Attention in Writing Instruction**

Frequently, both high and limited proficiency groups of the students are given most attention, while middle proficiency group seems to be hardly regarded in writing instruction. However, one of the findings of the study proved that after the implementation of review strategies, the middle-proficiency group, compared with both high- and limited-proficiency groups, developed most in their writing content (Figures 3). Thus, when planning and undertaking a writing activity and/or lesson, a lecturer should consider the middle-proficiency group and their needs apart from the high and the limited proficiency groups. This is because the middle-proficiency could step forward to higher levels of writing performance or backward to lower levels of writing performance, depending upon what they learnt how to write and how they experienced from their lecturer's teaching strategies in a writing class.

- **Limited-Proficiency Group: Time Management in Writing**

Both limited-proficiency Science and Education participants LSc10M's and LEd12F's responses to the interview question 3 raises the issue of the necessity for time management. Since the issue of time management, particularly in the exam, is a factor affecting the writing outcome of most students who said, from my previous teaching experience (Puengpipattrakul, 2013), that they could not frequently finish their writing part in the exams in time, I then added the concept of time management in the writing workshop in the current study. However, according to the interview responses of the participant LEd12F:

[...] Oh, if possible, I want the time duration of the workshop would be longer than it was. Also, I felt stressful when I had to write within time limit. [...]

From the above interview excerpt, assigning writing time limit was sensitive to some limited-proficiency students to be considered. Nevertheless, time management is one of the important tips particularly in writing examination. A future experimental study would be worthwhile being conducted on the effects of timed and non-timed essay writing on limited proficiency students' writing performance.

The questionnaire (Table 9) and interview results pertaining to the students' distrust in the quality of feedback provided and received (Excerpt 2) highlight an influence of pair-work interaction on the way of the high and middle proficiency students' counter-performance in writing content after peer review strategies (Figure 3). However, the study did not focus much on the students' act of negotiation during their pair-work interaction. Thus, it would be worth conducting a comparative and/or case study of the effects of the act of peer negotiation along the writing processes of student writers of different proficiency levels in between the EFL and the ESL contexts. The results of the proposed study would demystify the students' disbelief in their own and their paired classmates' feedback quality and be useful to writing instruction in both EFL and ESL settings where students are heterogeneous (e.g. proficiency levels and English language learning background).

At Macro-Level: For Institutional Policy-Making Consideration

The emphasis on providing writing opportunities as much as possible (Busse, 2013) was one of the writing workshop purposes in the study. With the limited time allotment in a three-hour weekly class, explicit teaching of review strategies offered the students, as novice writers of English, more chances to practice writing (Duijnhouwer et al., 2012). Only practice can the writing skills be mastered. Therefore, the review strategies are recommended for introduction into English-language course

syllabi to the first-year undergraduate levels. In order to examine the widespread and practical use of review strategies, both self-review and peer-review strategies should be further examined through comparative studies on the effects of review strategies on the writing ability of multi-disciplinary university undergraduate students in EFL contexts. The results of such studies would be helpful in some ways; for example, syllabus design and material development in writing courses.

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