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Few studies have been conducted to see how blog-based peer response helps students to improve their writing revisions. The present study investigates peer comments made through blogs, the nature of the comments and their areas of focus, and the ratios of students incorporating suggestions made through blog-based comments into revisions of their writing. Thirty-two second-year English major students taking a 15-week academic writing course at Nong Lam University in Ho Chi Minh City were selected to participate in this study. The students posted their writings on blogs and, through blog comments, also provided and received suggestions for revision. The results indicated that though the comments on global areas were greater than those on local areas, the qualified comments (revision-oriented comments) were not guaranteed to be greater in the global area. The total revisions made during blog-based peer response were greater than the total revision-oriented comments delivered by peers. In addition, revisions at lower levels such as "word" or "phrase" needed less help from peers, whereas those at higher levels such as "sentence" or "paragraph" needed more help from peers. The study brings illumination for instructors who are considering whether to apply blogs to their writing classes.

Keywords: blog; peer response; revision-oriented comments; qualified comments; revision; writing quality; global areas; and local areas

1. Introduction

Peer response activities have been introduced to various approaches to teaching writing to help students work together to comment on one another's papers, by written or oral notation, to enhance their subsequent revisions (Liu & Hansen, 2005). Peer response has been widely used in L2 writing classrooms because of several benefits. First, peer response supports the writing process of drafting and revising, and enables students to receive multiple feedback from their peers (Liu & Hansen). Second, peer response allows reader and writer to consolidate and reorganize knowledge of the L2 and to make this knowledge explicit for each other's benefit (Hyland & Hyland, 2006). Third, peer response activities in the classroom help raise writing abilities and other targeted language abilities through the negotiation of meaning that typically takes place during peer response (Berg, 1999). Finally, it helps student writers develop audience awareness as writers review their writing under the eyes of others (Zamel, 1982).

A new mode of peer response, known as e-peer response, relies on Computer-Mediated Communication (CMC), and breaks through the traditional boundaries of classroom walls. The use of e-peer response in performing peer feedback is becoming a valuable tool for the teaching of English as a second language writing (Liu & Sadler,

2003). CMC provides better control and initiative in language learning while empowering disadvantaged and less able students to be more equal in participation with those who often dominate discussions (Warschauer, Turbee, & Roberts, 1996). e-peer response allows students to take a more active and autonomous role when seeking feedback since they can raise questions whenever they want and take the initiative in discussion (Warschauer et al., 1996).

Considering this, e-peer response is said to make discussion more "student-centered," foster a sense of community, encourage a sense of group knowledge, and increase student participation, since there are more opportunities for student-student interaction, with the teacher as facilitator (Warschauer, 2002). By providing an audience of peers beyond the instructor, e-peer response helps heighten awareness of audience and of communicative purpose (Ware, 2004). In other words, this technology becomes a social facilitator that provides students opportunities for collaboration, group work and interaction in the writing classroom (Beauvois, 1995; Liu & Yang, 2005; Oliver & McLoughlin, 1998; Sringam, 2000). Finally, e-peer response increases student writing output, enhances student motivation, provides a nonthreatening environment, makes papers more readily available for sharing, and affords instructors greater opportunity to monitor peer response (Hyland & Hyland, 2006). Therefore, as educators, our responsibility is to take advantage of these opportunities to offer students effective educational tools to enhance their writing skills. The review of related literature below indicates a need to train effective e-peer response methods and employ e-peer response in our writing instruction in order to enhance students' writing and revision.

2.   Literature review

Researchers can categorize and count peer responses as to whether responses suggest revision or not, whether revisions suggested are of local area type or global area type, and whether writers make revisions according to suggestions or independent of suggestions. Here we refer to the first categorization as revision-oriented or non-revision-oriented. The response type called global area refers to comments that focus on content and organization, which affect overall meaning, and the type called local area refers to comments that focus on mechanics, word choice, punctuation, spelling, transitional signals, and the like, which may frustrate expression of intended meaning but do not address the writer's intension.

Investigations of peer comments in writing revision have focused on revision-orientation of comments and the amount of revision that seems to be triggered by peer comments. Liu and Sadler's (2003) study found that the students in the technology-enhanced group provided more comments, many of which were revision-oriented, and that the writers made more revisions than the writers of a group making peer responses through traditional paper or oral notations. Song and Usaha (2009) also found that the e-peer response group produced more revision-oriented comments and better essays.

These studies did not clarify the area types of revision-oriented comments, and did not suggest reasons why e-peer response elicited more revision-oriented comments, These studies also did not examine why there were more independent revisions than response-suggested revisions.

In order to help peer reviewers focus more on global areas during the peer response activities, researchers have attempted to carefully train peers over a long period with the hope that peer reviewers could do their job with better quality. Rodriguez (2003), Tuzi

(2004), Min (2005), and Jones, Garralda, Li, and Lock (2006) found that students working in electronic mode did provide more responses on global areas than on local areas.

In terms of revision, Tuzi's findings indicated that most revisions were introduced by the writers themselves, with 60% of the changes coming from the students' independent decisions. Similarly, Rodriguez (2003) also found that more than half of the revisions made by the writers were not based on peer suggestions, even though the peers had been trained to give revision-specific comments. Although the students felt that using word processing language tools allowed them to learn about language and focus on content (global areas), the role of technology was perceived as supplementary to oral peer response. These studies did not offer reasons why the majority of the revisions were made by the writers' own decisions rather than from revision-oriented comments.

Also, former studies failed to measure and count revision-oriented comments (global or local) as to whether they were unqualified (disputable) or qualified (valid) suggestions which would help student writers revise to produce better essays. The present study did make this separation clear.

Quite a few researchers have recently employed blogs (weblogs) in their instructional settings and found benefits from their application. Using blogs may offer instructors a helpful tool for teaching writing in Teaching English as a Foreign Language classrooms (Arslan & Şahin-Kızıl, 2010) and provide students essential space for developing creative ideas (Wooda, 2012). As well, blogs create a space that motivates both students and professor toward interaction beyond the classroom (Greer & Reed, 2008). Blogs also play a significant role in promoting learner interaction and nurturing a sense of class community (Micelia, Murraya, & Kennedya, 2010). When working through blogs, students can construct knowledge at their own pace, which enables them to reflect on the content (Campbell, 2003 in Lee, 2011). Lee (2011) also found that blogs afforded students the opportunity to work independently and reflect upon cross-cultural issues. Blogging provides students with a context that they can control, and shy students may feel more comfortable; the students can create and exchange their own meanings in the foreign language (Ducate & Lomicka, 2005).

Furthermore, Ducate and Lomicka (2008) state that blogs allow students to experiment with language and express themselves in a relaxed environment, and provide students with a window into the target culture that their textbooks do not provide. Hence, Churchill (2011) claims that when appropriately managed by a facilitator, blogs have the potential to effectively support teaching and learning activities. As a matter of fact, Simsek (2010) found that blog-integrated writing instruction has more effect on student writing performance than in-class writing instruction. It helps students improve their writing performance and positively impacts their writing content and organization. Accordingly, Lee (2010) found that when students committed to creating blog entries regularly, they enhanced their writing fluency and their motivation to write for a broad audience.

Ward (2004) asserts that students enjoyed the experience of blogging though they had no prior web design experience. Blog Assisted Language Learning not only provides teachers with an exciting new way to approach communicative language learning, it also gives the students a new reason to enjoy reading and writing. Ward adds that if we, as language teachers, are to equip our students with the ability to communicate in the online age we cannot afford to ignore blogging, or neglect the opportunities that this kind of medium offers. Like the student portfolio before it, the weblog faces challenges with practicality and security, but ultimately provides an alternative way to teach and assess authentic writing and reading skills.

In terms of writing for audience, some research reveals that student writers were eager to share thoughts and knowledge via the blogs. Hsu and Lin (2008) posit that in the context of blogs, ease of use and enjoyment appeared to be significant influences on attitudes towards blogging. In addition, people participating in blogs are intrinsically motivated to contribute knowledge to others because they enjoy helping each other. People were eager to share their thoughts and experiences with others (Hsu & Lin).

Hall and Davison (2007) claim that blogs might serve as a good tool to help create a very supportive environment for communication among the students. Also, the blog environment provides space in educational settings for positive and productive exchanges. In the response activities, blogging helps peers to clarify the purpose and concepts of the material covered in the module. In addition, participation in blogging creates a sense of community and encourages reflective learning in an educational context.

With regards to self-expression in English writing and writing outcomes, Fageeh (2011) indicates that students perceived blogging as a tool to improve their English language, in terms of their writing proficiency and attitudes towards writing. The students also viewed blogging as giving them chance and freedom for self-expression in English, writing for both a local and global audience, creating interactive social exchanges in blogs, and maintaining an interactive relationship with a real-time readership. The students in general obtain positive attitudes towards blog use. Fageeh suggests that weblogs can provide learning motivation and opportunities for authorship and readership, as well as the development of writing skills in college writing syllabi.

Montero-Fletaa and Pérez-Sabaterb (2010) assert that blogging in the writing classroom benefits the students' choice of more appropriate language, the addition of new perspectives to their thoughts, and the motivational aspect of realizing that one's voice echoes in distant parts of the globe. In addition, writing for a purpose such as self-expression and self-reflection in blogs for professional development has encouraged students to produce language more fluently. They are also more concerned about correctness, which leads us to consider blogs a potential tool for the development of foreign language linguistic skills. Furthermore, apart from improving students' writing skills, readings skills are also likely to have improved because of the intensive exposure to reading in the blogs. Blogging also promotes a relationship with a real audience, beyond just the instructor, and establishes a concrete purpose. Finally, the new learning environment and the meaningful context [using blogs] raises motivation in the students and will help them become lifelong and more efficient learners.

Arslan and Şahin-Kızıl (2010) investigated the effect of blog-centered writing instruction on students' writing performance and found that the integration of blogging in the classroom writing instruction resulted in a more improvement in students' writing performance than merely in-class writing instruction. Hence, the use of blog software has potential to promote more effective writing instruction. They say that a qualitative investigation into students' writing activities should be conducted to see how effectively the blog-based activities would work to help students commit to the peer response activities.

In order to investigate students' activities using blogs to provide comments on peer writing rather than just instruction provided via blogs, Pham and Usaha (2009) conducted a study to train twelve L2 second-year English major students in providing and receiving peer responses via the blogs. The study revealed that the students were able to provide specific comments that helped each other improve their writing quality, and that they expressed positive attitudes on blog-based peer response activities. However, the study did not investigate whether there were any differences between production of global area and local area revision-oriented comments, whether the students incorporated the trained

peer comments into their revisions, and whether or not the student writers made use of the peer comments throughout revisions.

Despite researchers' efforts to address the effects of comments on revision stages, some issues remain open questions. First, though Liu and Sadler (2003), Tuzi (2004), Song and Usaha (2009), and Pham and Usaha (2009) were successful in helping peer reviewers to focus on global areas rather than on local areas by carefully training reviewers in peer response activities, the counts of revision-oriented comments, global area and local area comments were not completely delineated. A portion of global comments might be non-revision-oriented comments which did not trigger revision in latter drafts. Second, the ratios of comments incorporated into revisions (revisions based on comments, partly based on comments, or based on the writer's independent thought) needed to be qualitatively investigated. This qualitative investigation should include finding reasons why student writers did not revise some features despite having revision-oriented comments given by peers.

The purposes of this paper were twofold: (1) to clarify if there are some differences between global and local areas in terms of revision-oriented comments, and (2) to investigate the ratios of students' incorporation of blog-based peer comments into subsequent revisions. Two research questions were addressed:

> Do students provide more comments on global than local areas? If so, are there any differences between the revision-oriented comments of the two areas?
>
> What are the ratios of students' incorporation of blog-based peer comments into revision? And why do the student writers not incorporate some peer comments into revision?

3.   Methodology

3.1. Participants

Participants selected in the study were 32 second-year English major students, 23 females and 9 males, aged 19−21, at the Faculty of Foreign Languages, Nong Lam University in Ho Chi Minh City, Vietnam. They were native speakers of Vietnamese and had passed the National College Entrance Exam (English major) administered by the Ministry of Education and Training in Vietnam before being admitted to the Faculty of Foreign Languages of a Public University in Ho Chi Minh City, Vietnam. Their English proficiency, as measured by the Test of English as a Foreign Language (TOEFL) exam (paper test), ranged from 401 to 493 (see Appendix D). The TOEFL paper test was used to test the students' skills in listening, grammar, sentence structures, vocabulary, and reading comprehension. Prior to the study, none of the participants had received any training in peer response via blogging. These 32 students consented to participate in the study.

3.2. Setting

During four years of learning, English major students at Nong Lam University have to take three compulsory courses of Academic Writing in English. Academic Writing is composing a written essay for a specific purpose, including an introductory paragraph that has a thesis statement, followed by two or three body paragraphs that clearly state a topic sentence that is discussed and developed with supporting sentences, and capped by a conclusion paragraph summarizing the main points of the essay.

The present study was undertaken in the second semester of the second year when all 32 students had already taken two semesters of Academic Writing prior to this Academic Writing course. They had learned how to write Descriptive, Narrative, and Opinion paragraphs and Descriptive and Opinion essays. The focus of this course was to develop students' writing skills in Cause/Effect and Chronological Order/ Process essays. This class met twice a week for 15 weeks, 3 hours compulsory as in the normal curriculum, and the other 3 hours optional as support for the students to use the computers in the computer lab. The instructor/researcher adapted and modified the "writing cycle" (Tsui & Ng, 2000) in designing this class of Academic Writing. The writing cycle (Figure 1) was described as follows: topic selection, brainstorming, writing the first draft, posting Draft 1 on the blog, giving and receiving peer comments, revising the writing and posting second drafts, a second round of peer comments, further revision of the writing for the third drafts, teacher comments (as a normal activity of the writing process), then a final revision to produce the fourth draft. In order to investigate the effects of peer comments, only Drafts 1−3 were included in data analysis.
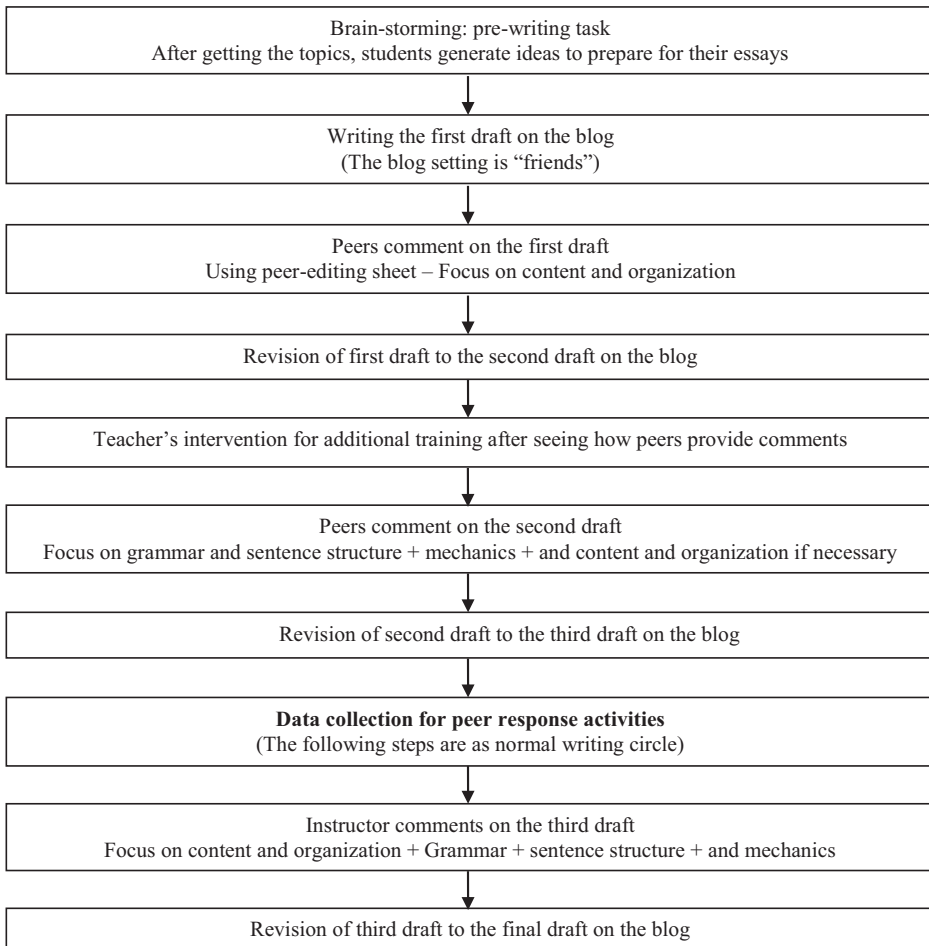

Figure 1.   The writing cycle.

In the present study, four topics were written during the Academic writing course, two at the paragraph level, "How to write a good paragraph" and "The causes of traffic accidents in Vietnam," and two at the essay level, "Benefits of living in a big city" and "How to maintain good relationship with friends." The two paragraph level topics and one essay level topic were reviewed as is normal in the curriculum of the Faculty. The present study was conducted on one of the two essay level topics. Each essay could be revised up to three times, two after receiving peer comments and the other after receiving instructor comments. Thirty-two students composed 128 essays in total through Drafts 1−4 (32 essays of each draft) on the topic "Benefits of living in a big city."

3.3. Procedure

At the beginning of the Academic writing course, based on the student list, 32 students were randomly assigned to eight groups of four each. Then the group members selected a monitor for their own group "to get the ball rolling." The role of the monitor was to remind their peers to provide comments on each other's essays, and to check if there were any problems among peers during the peer response activities. If any problem arose, the monitor might talk with the instructor to restore harmony between group members.

The 15-week Academic Writing course was sequenced as follows. Each week, the students had a class meeting for 3 hours in the Computer Lab (compulsory), and about another three hours in the lab (optional) for providing and receiving comments. The three hours in the lab was optional because a specific period was not in the regular schedule. During the time of the research, the university didn't have staff available in the lab to take care of student activities. Hence, the instructor was there for three hours each week during the scheduled period of study. As stated in the curriculum of the Faculty of Foreign Languages, the first four weeks were spent reviewing writing at the paragraph level; another five weeks were used for learning to write a Chronological Order/Process essay; one week was scheduled for the midterm test; and the last five weeks were for learning to write a cause/effect essay.

During the first week of the course, the students visited the website http://360.yahoo.com (it is now changed to http://www.ymailblog.com/blog/) to sign up for an account to host their own blog if they did not already have an email account with Yahoo. The students were trained to set their blogs for selected friends only (group members) so that only designated group members could read and provide comments on their writing entries. They were trained to be familiar with the appropriate computer usage, accessing the Internet, and how to provide comments online. Three assignments − two for paragraph writing and one for essay writing − were written via the blogs without any specific peer response training with the aim of helping students become familiar with the e-peer response activities.

3.4. Peer response training

The peer response training (adapted from Min, 2005) took place after the first draft of the Cause/Effect essay was posted on the blogs, and consisted of two phases: in-class training and one-on-one student-teacher conferences. The in-class training lasted 3 hours during the third writing cycle of the Cause/Effect essay. Based on 11 guidelines of Berg (1999), the students were given the importance of peer response in the writing process and taught to provide comments on two different essays composed by former students based on a

six-step procedure of evaluation, including clarification, alteration, suggestion/advice, explanation, and confirmation, as well as to use the peer-edit sheet provision as guidelines to help them provide and read comments (Pham & Usaha, 2009) (Appendix C). These six steps were addressed in the training because each was successfully employed by earlier researchers (Liu & Hansen, 2005; Min, 2005, 2006, 2008; Stanley, 1992; Tseng & Tsai, 2007; Tuzi, 2004; Zhu, 2001). Revision-oriented and non-revision-oriented comments were also addressed in the training in order that both writers and reviewers knew what they should do, and so that students could easily identify and find the addressed issues during the peer comment and revision procedures. The student writers were also told that "if they did not think their reviewers' suggestions fit their original ideas, they could disregard them but needed to explain in their revision why they felt certain suggestions unfeasible" Min (2008, 291).

After the modelling session, students worked in their groups of four to provide comments on two given sample essays, 30 minutes each essay. At this stage, four students worked together, read the essay, discussed and provided comments on the essay. The purpose of group discussion and providing comments on one common sample essay was to help the students learn from one another while they applied what they had learned from the training. The students were told that their comments would be evaluated by the instructor/researcher in order to reinforce their efforts in the learning process (Min, 2008).

The one-on-one student-teacher conferences lasted from 15 to 20 minutes beyond normal class meetings after the first round of commentaries on the first drafts. This was to help students learn from their own commenting experience to improve the quality of their comments. Some good comments of other students were shared as models. In addition, student-teacher conferences aimed to check students' comprehension of instructions and feedback (Min, 2005). Furthermore, during the conferences, the student writers were helped to address problems such as unclear comments, specific grammatical structures, or particular ideas. For example, one peer commented on a writer's essay about the tense used in a conditional sentence, "So if we have ability and certificate, many career positions wait for us." The reader suggested revision by pointing out: "Is this a conditional sentence? Many career positions *will wait* for you or *wait* for you?" In this case, both the reader and the writer were not sure about the accuracy of the tenses; so the writer sought help from the instructor.

3.5. Data collection procedure

Data collection for analysis in the current study were from student drafts, peer comments, revisions, and in-depth interviews. After the training about blog-based peer response (e-peer response), the students were required to provide comments on the first drafts of the cause/effect essays of their group members via the blogs. They were given four days to make e-peer comments and three days to make revisions of the first draft. As soon as the student writers revised their first draft based on e-peer comments, they posted their second draft on the blog for e-peer response activities again. The same cycle of e-peer comments occurred among group members until the third draft was posted. Then the instructor/researcher collected drafts, revisions, and peer comments from the blogs for analysis. The mean number of words produced from Drafts 1−3 were 392, 482, and 561 words, respectively.

The in-depth interviews shown in Appendix A were used in the present study. Eight in-depth interviews were held during the peer response activities to investigate how the

student writers incorporated peer comments into their revisions or why they did not incorporate them. Eight respondents were selected for the interviews based on purposive sampling methods. During the revision stages of Drafts 2 and 3, the researcher/instructor had close looks at the student writers' drafts and selected eight authors, one each from the eight groups, whose papers looked much different from their first drafts, including those whose papers received some revision-oriented comments but did not make changes. The researcher/instructor sat with the interviewees in the computer lab with the computer on to view the interviewees' writings. During the interviews, the researcher showed the interviewee his/her written essays from the introduction to the conclusion paragraphs, viewing all peer comments, and noting differences between the three written versions. Whether changes seemed based on peer comments or not, the researcher asked about each change to obtain data for analysis. For each revision-oriented comment that suggested a change not reflected in the revision, the interviewer asked the writer to explain why he or she had not incorporated the suggested change.

Each in-depth interview lasted from 30 to 45 minutes. The interviews were tape-recorded and conducted in Vietnamese in order that the interviewees would feel at ease to respond to each question. The interview data were translated into English and every effort was made to keep the translation as close to the original as possible. Then the two versions (English and Vietnamese) of the necessary data used for analysis were checked by two senior teachers of the university where the present study took place to obtain agreement of the translation's validity. Revision and modification were made as recommended.

3.6. Data analysis

Both quantitative and qualitative methods were used. Quantitative analysis was used to count comments by global and local areas and their types, comments categorized by nature (revision-oriented or non-revision-oriented), revisions made, and revisions suggested but not made. Data about peer comments were measured on the first and second drafts, while revisions were measured on the second and the third drafts. A paired *t*-test was run to see if there were differences between the aforementioned items. Descriptive statistics were run to get the mean of each item. Regarding the qualitative analysis, in-depth interviews during the peer response sessions and revision stages of Drafts 1−3 were conducted to find possible reasons why student writers did or did not incorporate revision-oriented comments into their revisions.

3.7. Coding procedure

All Drafts 1−3 and peer comments were copied to a Word Processor for data analysis. For the quantitative analysis, two inter-raters coded the comments blindly (without students' names on the papers) based on the coding scheme adapted from Liu and Sadler (2000) for analyzing the data (Pham & Usaha, 2009**)**. First, two independent raters tallied comments of Drafts 1 and 2 on global areas (comments about content and organization), on local areas (comments about words, usage, grammar, spelling, and punctuation) and on nature (revision-oriented or non-revision-oriented). Second, two independent raters compared Drafts 1 and 2, and Drafts 2 and 3 to locate and tally changes based on peer comments, partly based on peer comments, or made independently as non-comment revision. The inter-rater reliability reached 91% and 93%.

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

In this comment, raters tallied one area, one nature, and three types of comments. First, "I think this part is off topic" was coded for area: (global), nature: (revision-oriented), and type: (clarification-unity). Next, "You are talking about 'chances for education', why do you talk about transportation?" was coded as type: (clarification-specific of idea). Then, "Suppose that you live in a big city, for example in district 1, but your school is at Thu Duc district, do you think that you spend a lot of time or a little?" was coded as type: (explanation).

If two comments were addressed to one issue, only one of them was counted. Obviously, the better comment with clearer explanation or suggestion for revision was selected for counting. In the following examples, the second comment was counted in the coding scheme because it somehow provided more clarification and suggestion for revision.

Comment 1: In the sentence: "For me, who have been living in a big city all my life, living in a suburb also . . ." What does it mean?

Comment 2: In the sentence: "For me, who has been living in a city all my life, living in a suburb. . ." is not right in grammar and not logical. You should rewrite it as "For me, a person who has been living in a city all my life, considers that living in a suburb. . ."

Any statement which did not belong to the six types of comments was coded as statement. For example, after commenting on an essay, a peer wrote, "This is just my opinion, I hope it will help you a lot" or another said, "These are some points I give you. I hope they help you much."

An example of coding a student writer revision in one paragraph of an essay was as follows. The bold-faced words of the two versions mark the changes that the author made from the first to the second draft after receiving comments from peers.

In the first draft:
Secondly, in a big city; people also have the **opportunities** to work best. Seeing that many industrial zones, economic groups and big companies are concentrated on a big **city**. **Many people choose living in a big city as their best choice for working.** Moreover, on account of the fact people who live in a big city find it easier to get **a** good **job** with **a good** salary than those in the countryside. More and more people are inclined to live and work in a big one. **In short, a lot of people can take advantages of a big city's benefits for themselves when living there**.

Comment 1   I think you need one more sentence to explain your idea for the supporting sentence "Seeing that many industrial zones. . ."

Comment 2   You need transition signal of effect before the sentence "Many people choose living in a big city. . ."

Comment 3   you should explain or support more for the sentence "Moreover, on account of the fact people who live in a big city find it easier. . ."

Comment 4   I think the conclusion of this paragraph is only for this paragraph because, in my opinion, it's more suitable for the whole essay than [for] this paragraph.

The changes of the second draft in terms of levels were coded as follows:

Secondly, in a big city, people also have the **chances** [non-comment, word, local] to work best. Seeing that many industrial zones, economic groups and big companies are concentrated on a

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

In addition, to tally the extent to which the writers did not incorporate revision-oriented comments in subsequent revisions, three different categories (unnecessary, incorrect, and unknown) based on the respondents in the in-depth interviews were agreed upon by the researcher and two independent raters after two 2-hour discussions.

First, "unnecessary" meant that although a particular feature in the essay was suggested to be changed by peers, it was not revised because it was not actually necessary to change, or it did not help the text look better, so the writer did not make changes. For example, in the in-depth interview, when being asked about one of the features which was not revised even though there was a comment for revision, one interviewee said, "In my introduction, my friend wanted me to list all the advantages here. I didn't agree. I wrote the advantages in the body. I thought if I wrote the advantages here, it was not necessary in the introduction."

Second, "incorrect" usually fell into the "grammar," "word," "phrase" and "clause" levels when the comment was unqualified. For example, when commenting on the sentence "There are some main reasons why many students want to work in the city after their graduation although they acquire clearly difficulties ahead such as houses, work, high cost," a peer wrote, "you should change 'There are' by 'It is'". In this case, the comment was counted as "incorrect". Note that any feature that was placed into this rating by a rater was carefully considered and discussed before being accepted as valid.

Third, "unknown" referred to features which were suggested for revision by peers, but for some reason, the writer did not incorporate into the revision of the next draft. For instance, in comment 2, a peer said, "you need [a] transition signal of effect before the sentence. Many people choose living in a big city..." (in sentence 3). In the second draft, the writer moved this sentence to the end and used it as a concluding sentence to replace the one in the first version. However, the writer did not add a "transitional signal of effect before the sentence" as suggested by peers. This was coded as "non-revision and unknown reason." This "unknown reason" element would be clarified during the in-depth interviews to obtain the real fact in the "real world".

4.   Findings and discussion

4.1. Research Question 1

Do students provide more comments on global than local areas? If so, are there any differences between the revision-oriented comments of the two areas?

Global area comments (referring to content and organization) and local area comments (referring to word usage, grammar, spelling and punctuation) were investigated to respond to this Research Question. Table 1 shows the mean differences in number of comments about the global and local areas of Drafts 1 and 2.

Table 1. Mean differences in number of comments addressed to global and local areas.

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

Notes:
Global1 means the number of comments on global areas of Draft 1.
Local1 means the number of comments on local areas of Draft 1.
Global2 means the number of comments on global areas of Draft 2.
Local2 means the number of comments on local areas of Draft 2.
Descriptive statistics and paired samples *t*-test.

Of the 897 comments made on the first drafts, 508 comments (56.6%) were related to global areas and 389 comments (43.4%) to local areas. On the second drafts, out of 917 comments, 552 comments (60.2%) addressed global areas and 365 comments (39.8%) addressed local areas. As demonstrated in Table 1, the means of global comments were higher than those of local comments on the first and second drafts. It indicates the students were able to provide more comments on global areas than on local areas. Although the significant difference of Draft 1 was slightly higher than .05 (sig. 0.06), the significant difference of Draft 2 reached $p < .01$. This might be an effect of the training given during the writing cycle (Figure 1); students were encouraged to provide more comments on global areas for Draft 1 and on global and local areas for Draft 2. The findings suggested that students focused more on global areas during the blog-based peer response activities.

In order to find out the differences of revision-oriented comments between global and local areas of Drafts 1 and 2, based on the coding scheme (Pham & Usaha, 2009), the comments were then classified and tallied by nature of comment (revision-oriented and non-revision-oriented) and compared. Table 2 reveals that among 897 comments given by peers for Draft 1, there were 698 revision-oriented comments of which 45.4% ($n = 317$) were related to global revision-oriented comments, and 54.6% ($n = 381$) to local

Table 2. Mean differences in number of global and local revision-oriented comments.

	Mean	SD	Std. Error	t	Sig. (two-tailed)
Gl-revision-oriented1	9.91	5.509	.974		
Lo-revision-oriented1	11.91	8.574	1.516		
Gl-revision-oriented2	10.34	4.632	.819		
Lo-revision-oriented2	11.00	7.085	1.252		
Gl-revision1−Lo-revision1	−2.000	10.367	1.833	−1.091	.284
Gl-revision2−Lo-revision2	−.656	9.921	1.754	−.374	.711

Notes:
Gl-revision-oriented1 means the number of global revision-oriented comments of Draft 1.
Lo-revision-oriented1 means the number of local revision-oriented comments of Draft 1.
Gl-revision-oriented2 means the number of global revision-oriented comments of Draft 2.
Lo-revision-oriented2 means the number of local revision-oriented comments of Draft 2.
Descriptive statistics and paired samples *t*-test.

revision-oriented comments. Of 917 comments of Draft 2, 683 of them were revision-oriented of which 48.5% ($n = 331$) belonged to global revision-oriented, and 51.5% ($n = 352$) to local revision-oriented comments. The null hypothesis was not rejected when the revision-oriented comments between global and local areas were compared. The Paired samples *t*-test indicated that there was no statistical difference between the means scores of global revision-oriented and local revision-oriented peer comments for the first and second drafts ($p > .05$). As clearly demonstrated, the global revision-oriented comments in both drafts were less than those of the local revision-oriented comments. These findings suggested that although the total comments on global areas were greater, they did not guarantee the better qualified (revision-oriented) comments.

The findings contradicted findings of Liu and Sadler's (2003) study that the technology-enhanced group made more comments overall in the local areas than in the global areas. However, the present study's findings were consistent with Rodriguez's (2003), Tuzi's (2004), Min's (2005), and Jones et al. (2006) findings that after receiving specific training, the students were able to provide a greater number of comments on global areas than on local areas. However, this study suggests that though the students in e-peer response provided more comments about global areas, the better qualified (revision-oriented) comments were not assured to be more.

4.2. Research Question 2

What are the ratios of students' incorporation of blog-based peer comments into revision? And why do the student writers not incorporate some peer comments into revisions?

Both quantitative and qualitative data were analyzed to respond to this research question. Regarding the quantitative data, first, the levels of revision (see Appendix B) were categorized as punctuation, spelling, grammar, word, phrase, clause, sentence, and paragraph. Second, the levels of non-revision (some revision-oriented comments did not trigger revisions by the student writers) were also explored. Regarding the qualitative data, in-depth interviews were analyzed to explain to what extent students revised their essays, fully or partly based on peer comments, and the reasons why students sometimes did not make changes in response to peer comments.

4.2.1. Level of revision

Sixty-four drafts (32 of the second drafts and 32 of the third drafts) were analyzed (Table 3). Every single change in later drafts as compared to previous drafts was considered and counted. A revision could be as small as adding or removing a comma or as large as a change to a paragraph or even the whole essay. Using the rubric of coding scheme for textual revision (Appendix B), Drafts 1 and 2 and Drafts 2 and 3 were compared to identify the changes between each set of essays. Table 3 shows the frequency of levels of revision.

With regards to levels of revision, the most frequent revision occurred at the "word" level (32.9%), followed by the "sentence" (21.8%), "phrase" (20.8%) and "paragraph" (7.6%) levels. "Punctuation" level changes were close to the "paragraph" level changes, but it was too small compared with the paragraph level of revision. The least frequent revision was "spelling". Tuzi (2004) also found these four most revised levels: "word," "sentence," "phrase," and "paragraph." Min's (2006) study found the three top levels to be "sentence," "paragraph" and "word." Table 4 shows the ratios of levels of revision affected by peer comments.

Table 3. Frequency of levels of revision.

	Mean	Std. error	SD	Total	%
Word	94.83	36.299	88.914	569	32.9
Sentence	62.83	9.464	23.181	377	21.8
Phrase	60.00	16.555	40.551	360	20.8
Paragraph	22.00	3.011	7.376	132	7.6
Punctuation	20.33	11.650	28.535	122	7.0
Grammar	13.50	2.742	6.716	81	4.7
Clause	7.83	2.088	5.115	47	2.7
Spelling	7.33	2.728	6.683	44	2.5
Total level	288.67	77.475	189.773	1732	100.0

Note: Descriptive statistics.

The findings indicate that the most frequent level of revision occurred at the level of "word," 18.3% ($n = 104$), where the revisions were made fully based on peer comments, 9.5% ($n = 54$) were made partly based on peer comments, and 72.2% ($n = 411$) were revised according to the writers' independent decisions. The second most frequent level of revision was at "sentence" level, where 24.7% ($n = 93$) revisions were made based fully on peer comments, 27.9% ($n = 105$) were made partly based on peer comments, and 47.5% ($n = 179$) were revised based on the writers' independent decisions. The "phrase" level was the third most frequent level of change, of which 21.1% ($n = 76$) were revised fully based on peer comments, 17.2% ($n = 62$) were made partly based on peer comments, and 61.7% ($n = 222$) were revised according to the writers' independent decisions. The fourth most frequent revision was at the "paragraph" level in which 31.8% ($n = 42$) revisions were made based on peer comments, 25.0% ($n = 33$) made partly based on peer comments, and only 43.2% ($n = 27$) made by the student writers' own decisions.

The findings suggest that at lower levels such as "word" (72%) or "phrase" (62%), the student writers could revise by themselves more often, whereas at higher levels, such as "sentence" (53%) or "paragraph" (57%), the students needed more help from peers. Table 5 shows the ratios of incorporation of peer comments into revisions.

Table 4. Ratios of levels of revision affected by peer comments.

	Based on peers' comments		Partly based on peers' comments		Non-comments		Total
	n	%	*n*	%	*n*	%	*n*
Punctuation	3	2.5	6	4.9	113	92.6	122
Spelling	21	47.7	8	18.2	15	34.1	44
Grammar	33	40.7	11	13.6	37	45.7	81
Word	104	18.3	54	9.5	411	72.2	569
Phrase	76	21.1	62	17.2	222	61.7	360
Clause	7	14.9	12	25.5	28	59.6	47
Sentence	93	24.7	105	27.9	179	47.5	377
Paragraph	42	31.8	33	25.0	57	43.2	132

Note: Frequency.

Table 5.   Ratios of incorporation of peer comments into revision.

	Mean	Std. error	SD	Total	%
Total-based	47.38	13.782	38.983	379	21.9
Total-partly	36.38	12.431	35.160	291	16.8
Total-non	132.75	47.745	135.045	1062	61.3
Total-revision	216.50	68.598	194.027	1732	100.0

Notes:
Total-based means the number of revisions made based on peer comments.
Total-partly means the number of revisions made partly based on peer comments.
Total-non means the number of revisions made without any peer comments.
Descriptive statistics.

Of the 1732 revisions made by the student writers for Drafts 2 and 3, 21.9% ($n = 379$) revisions were made fully based on peer comments, 16.8% partly based on peer comments, and 61.3% revisions made independently (Table 5). Tuzi (2004) found a similar high level of 60% of revisions resulting from the students' own decisions.

During peer response activities in the first and second drafts, peer responders generated a total of 1372 revision-oriented comments (698 for first drafts and 683 for second drafts). These triggered a total of 1732 revisions of Drafts 2 and 3. This means there were a total of 126.2% prompted revisions made by the student writers. The findings suggest that the blog-based peer responses did affect the L2 writing revisions.

4.2.2. Level of non-revision

Regarding the level of non-revision comments (comments given by peers but not triggering writer revisions), three possible reasons were investigated: (1) unnecessary (a problem raised by a peer was not actually necessary to change, or it did not help the text look better, so the writer did not make changes); (2) incorrect (a suggested comment was deemed unqualified because it did not work in the grammar, wording or phrasing); Yang, Badger, and Yu (2006), in their study, asserted that the most common reason for the rejection of peer feedback was that the writers did not accept the feedback for the reason that it seemed "incorrect" to them; and (3) Unknown (an addressed problem was not revised by the writer). Once again, two two-hour discussions were made by the researcher and two independent raters focusing on three categories of reasons. Unnecessary and incorrect causes were carefully considered by the three observers (raters and a researcher). Table 6 shows the levels of non-revision of Drafts 2 and 3.

Table 6 reveals that, of the non-revised items, the three levels least incorporated by student writers were at the "sentence" (36.5%), "word" (25.8%), and "phrase" (18.4%) levels.

Reviewers categorized the non-revised items at the "sentence" level ($n = 129$) into comments suggesting changes deemed unnecessary by student writers, 34.9% ($n = 45$), comments suggesting changes deemed as incorrect or unqualified, 3.1% ($n = 4$), and suggestions unapplied for undeterminable reasons, classified as unknown, 62% ($n = 80$).

The second most unrevised feature was at the "word" level ($n = 91$), where 40.7% ($n = 37$) were deemed unnecessary changes by the student writers, 5.5% ($n = 5$) were judged to have been seen by writers as unqualified or incorrect suggestions, and 53.8% ($n = 49$) were not changed for unknown reasons.

Table 6. Levels of non-revision of Drafts 2 and 3.

	Unnecessary		Incorrect		Unknown		Total	
	n	%	*n*	%	*n*	%	*n*	%
Punctuation	2	33.3	1	16.7	3	50.0	6	1.7
Spelling	0	0	0	0	1	100.0	1	0.3
Grammar	0	0	4	13.3	26	86.7	30	8.5
Word	37	40.7	5	5.5	49	53.8	91	25.8
Phrase	30	46.2	5	7.7	30	46.2	65	18.4
Clause	1	25.0	1	25.0	2	50.0	4	1.1
Sentence	45	34.9	4	3.1	80	62.0	129	36.5
Paragraph	4	14.8	1	3.7	22	81.5	27	7.6

Frequency

The third most unrevised feature was at the "phrase" level (*n* = 65); categorized as deemed unnecessary, 46.2% (*n* = 30), unqualified (incorrect), 7.7% (*n* = 5), and reason unknown, 46.2% (*n* = 30).

These unknown reasons from Drafts 2 and 3 were explored further during the in-depth interviews. The extracts of in-depth interviews indicated two primary aspects: "unnecessary" and "unknown."

Regarding to the qualitative analysis, the in-depth interviews were conducted in the Lab room where the researcher and writer-interviewee reviewed each essay online together, from the introduction to the conclusion paragraphs, viewing all peer comments, and noting differences between the three written versions.

The session presented below shows the nature of the qualitative analysis and illustrates how the interview worked toward explaining to what extent the students revised their essays based on peer comments, and toward identifying reasons why writers sometimes did not make changes in response to peer comments. The results of this analysis were not generalized to other student writers due to the purposive selection sampling.

As to the extent of peer-prompted revisions, the researcher found four predominant themes in the responses of the interviewed student writers.

First of all, students revised their essays based mostly on their peers' comments even though the peer comments were mostly general and did not suggest specific ways to make changes. The writers remained responsible for their own writing.

In this part, they just told me how to keep not off the topic, but they didn't tell me how to do it.
They just suggested that I need a transitional paragraph, but they didn't tell me how to do exactly.
I did it by myself because I had more supportive sentences for my ideas but lacked of examples, so I added it, and
My friends just commented on the existing ideas. It means they commented on what I have written down and what they didn't understand, or on the fragment of my writing.

Second. Sometimes the students did not remove text as peers suggested; instead, they provided more detail or examples in order to make their text clear to the readers, instead of deleting their sentences.

They said, "off the topic," so I made more examples to prove in order that they found nothing "off the topic" anymore.

My peers asked me to delete something, but I did not follow; instead, I added more ideas to convince the readers. I wanted to make it more convincing.

Third, sometimes the students added more ideas than might be expected from peer suggestions because they found it OK for their essays.

My friends commented that I should write a transitional paragraph. But they didn't tell me where to make it, so between each paragraph, I wrote one transitional paragraph. When they reread the essay, they said one transitional paragraph was OK, but I thought two were also OK. So I didn't change.

Finally, although peer comments on students' essays were often general in nature, they prompted writers to reread their essays and make broad revisions. As a result, their essays seemed better.

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

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

In terms of the analyzing the reasons why students did not incorporate peer suggestions into their revisions, the four following themes were summarized.

First, many student writers revealed that they did not make changes on some issues on their writing because they could not find a best solution for their writing in the second draft. Some were able to make revisions in the subsequent draft. (Draft 3).

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

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

For those comments I didn't follow at first, I tried to change in the subsequent draft. I solved new problems [comments] first, and then revised the old ones. For the comments that were not reasonable, I ignored. Those which were reasonable, I kept [for revision].

Second, some writers did not incorporate peer comments because the comments did not clearly address the problems for the writers.

I would like my friends to comment on part by part and write it more clearly. I mean they show me what my mistakes are and where I should edit. If they had made it clear which part to revise, I would have revised it.

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

Third, some students stated that they did not want to change their text when they felt there was nothing wrong.

> I did not change because based on the lessons we've learnt from our materials, there was a cause/effect essay in chain organization, of which one cause could lead to an effect which becomes another cause itself. I liked to apply it in my essay. I thought these two ideas were alike, so I put them into one paragraph.
>
> Sometimes I felt that my ideas in my writing were OK, so I did not revise my drafts based on their comments [peers'].

Finally, writers sometimes did not revise their writing based on comments because they found their ideas or expressions to be better than the suggestions.

> If the comment was correct, I would revise my writing; otherwise, I did not. Sometimes, the comment was acceptable but I thought my expression was better; then I kept mine. Sometimes, I revised some ideas which went off the topic, or grammar, or structures in that paragraph.
>
> I thought that with a good school comes good equipment, and good equipment led to good teachers. I thought that I could arrange the idea in the opposite way to my friend's, which was OK, so I did not change.

In this aspect, Min (2006) found 10% of the peer comments did not impact revisions, Rodriguez (2003), Liou and Peng (2009) found more than 50%, and Liu and Sadler's (2003) study found that 70% of revision-oriented comments did not impact revisions. In the current study, 13.3% and 17.6% of revision-oriented comments did not trigger revisions for Draft 2 and Draft 3.

Though some peer comments were not incorporated into subsequent revisions, the student writers did make significant revisions to improve their papers for their writing class. This indicates that the students valued their peers' efforts in the blog-based peer response activities. In other words, the blog-based peer comments did affect the students' writing revisions.

Thanks to the blog-based peer responses, the writers experienced multiple audiences and took responsibility for their own writing and learning process. This agrees with the findings of Hall and Davison (2007), Hsu and Lin (2008), and Fageeh (2011) who investigated the usefulness of the blogs for writing instruction. The data from the in-depth interviews in this study supported Tuzi's (2004) findings that receiving multiple e-feedback encouraged students to re-think their paper and revise more. Similarly, Ducate and Lomicka (2005) state that working via the blog, students have the opportunity to reflect on what they or other students have written and to analyze what they have learned and how they have progressed in their English proficiency. In addition, the findings of the present study correspond to Simsek (2010) and Montero-Fletaa and Pérez-Sabaterb (2010) that blog-based writing positively impacted students' writing content and organization and encouraged students to produce language better.

5.   Conclusion

The findings of the present study confirmed the effectiveness of the blog-based peer comment training in helping e-peer reviewers to be able to provide more comments on global areas than on local areas. Still, the study pointed out that a greater number of global comments was not in correspondence with a greater number of qualified comments (revision-oriented comments) delivered by peers. This may be an alert to instructors/researchers to be aware of the focus of the peer-comment training process. Second, more than 38% of revisions were made fully or partly based on peer comments, and 61% of revisions were

made independent of peer comments. Third, with regards to the levels of revision, "word" was found to be the most frequent revision, followed by "sentence," "phrase," and "paragraph" levels. The findings indicate that at lower levels such as "word" or "phase," the student writers could revise by themselves whereas at higher levels, such as "sentence" or "paragraph," the students needed more help from peers. Fourth, regarding the levels of non-revision, the three least incorporated levels were at "sentence," "word," and "phrase" which were classified as unnecessary suggestions, unqualified or incorrect suggestions, or rejected for unknown reasons. In order to explain the extent to the unknown reasons, qualitative analyses indicate that the student writers did not make changes on their drafts (1) because the best solutions were not found at the time, during second drafts, but revised in the subsequent drafts, (2) because the comments were not easy to read or did not specify problem or solution clearly enough, (3) when writers found nothing wrong, and (4) because the writers considered their own ideas or expressions to be better. These indicate that though the writers experienced multiple e-audiences to receive multiple e-comments, they retained their own voice to construct their own writing.

The findings on the use of trained-peer comments in writing revisions were not new because the studies of Berg (1999), Tuzi (2004), Liu and Hansen (2005), and Min (2006) had already found it effective. Yet, the current study was novel compared to those of Stanley's (1992), Berg's (1999), Rodriguez's (2003), Tuzi's (2004), Min's (2005), Min's (2006), and Pham and Usaha's (2009) who failed to point out the differences between areas of comments (global and local comments) and nature of comments (revision-oriented comments), and did not clarify the student writers' rationale behind the adoption or non-incorporation of peer comments in their subsequent revisions. In addition, the current study was novel compared to Chaisuriya's (2003) in that that study's students were not confident in giving comments to each other, and compared to Tsui and Ng's (2000) finding that the students did not believe much in the peers' comments. Therefore, the findings of the present study should provide new light for educators looking for effective technological tools for students in their writing classes.

Researchers elected to forego a larger sample size and control group in order to give a high level of attention to comments, revisions, students, and their self-reported motivations. A larger sample might have afforded more generalization to other contexts. Likewise, although a control group on the single-group pre-test−post-test design (Robson, 1999; Charles & Mertler, 2004) might confirm levels of improvement after the training, limited resources precluded such a measure. Furthermore, the students of the present study were having their first experience in the computer lab and learning in the Internet environment, so that a kind of Hawthorne effect may have generated some of the inspiration and elevated motivation during the blog-based peer response. Further research could investigate more explicitly the motivation that leads students to self-revisions, and to becoming more autonomous learners who are responsible for their own learning outside the classroom.

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Appendix A.   Questions of the in-depth interviews

I will ask a few questions about the peer response activity in which you gave responses to your peers, and you received comments about your writing as well. In addition, the use of the blog for peer response is also in the consideration. Apart from my guided questions, you can provide more of your ideas if you feel necessary to express your thoughts. Please give me all your thoughts on each question.

(1) Do you think that peer response via the blog is helpful to you?
(2) Do you learn anything from your peers when you read and provide comments on your peers' essays?
(3) Are your peers' comments useful to you when you revised your essay?
(4) What is your reaction to the peer response activity? Did you like it or not? Why or Why not?
(5) What do you focus on when you write your comments?
(6) What types of peer comments do you prefer?
(7) What areas (global or local) do you prefer to provide comments as well as to receive comments from your peers?
(8) Do you benefit from giving comments to others? If so, what are the benefits? If not, why not?
(9) Would you like it if there were only peer comments but not teacher comments? Why?
(10) If you have two options: (1) only the teacher who comments on your writing, (2) both the teacher and the peers, what is your choice?
(11) Do you usually understand your peers' comments and corrections?
(12) What do you do if you do not understand your peers' comments?
(13) Does your teacher/peer give you positive or encouraging comments?
(14) Do you feel that your peers' comments have helped you to succeed in this course and improve your writing? Why or why not?
(15) In what way do you wish that your peers would change or improve their comments?
(16) What do you think about your peer voices when they comment on your essay?
(17) Is it convenient to provide comments on your peers' essay via the blog?
(18) Is it motivated to post your essay through a blog for your peers to comment?
(19) Is there any inconvenience when you post your essay via a blog?
(20) When you finish this course, will you still make use of your blog to post your writing?

Appendix B.   Coding scheme for textual revision

Level	Examples (changes in bold)
Punctuation	TV is useful in studying a foreign language**,** it helps us improve listening and reading skills. $=>$ TV is useful in studying a foreign language**.** It helps us improve listening and reading skills.
Spelling	The first benefit is that living in big city will give people good job **oppotunities**. $=>$ The first benefit is that living in big city will give people good job **opportunities**.
Grammar	**Despite** the blaring horns and the noise of vehicle take our toll, there is a certain magic about living in a big city. $=>$ **Although** the blaring horns and the noise of vehicle take our toll, there is a certain magic about living in a big city.
Word	There they can have more **chances** to express their ability. → There they can have more **opportunities** to express their ability.
Phrase	**The second benefit** is that it is **easier for us to find a good job** with high salary in a big city. $=>$ *Beside that, living in a big city gets us more choices to choose a good job with high salary.*

(*continued*)

Level	Examples (changes in bold)
Clause	The means of transportation in the city are various and rapid. For example, there are many various busses; we can come anywhere we want. = > The means of transportation in the city are various and rapid, **so we change our place easily**. For example, there are many various busses; we can come anywhere we want.
Sentence	*In a city, especially in a big city, there're many foreign centers and universities or colleges. If you live in a suburb, it'll be more difficult for your study than in a big city.* = > **In a city, especially in a big city, there're many foreign centers and universities or colleges. These universities have professional teacher staffs with many experiences, which give us useful skills and knowledge.**
Paragraph (added more than one sentence)	The first and the most important benefit is we have chances for better education. In a city, especially in a big city, there're many foreign centers and universities or colleges. **We can learn about much useful knowledge in these centers such as a foreign language, a new culture, a new technology or some skills which is needed for our working.** = > *The first and the most important benefit is we have chances for better education. In a city, especially in a big city, there're many foreign centers and universities or colleges. If you live in a suburb, it'll be more difficult for your study than in a big city. For example, I myself live in a small town. Every day it takes me forty-five minutes to travel to my university but as I live in HCM city it just takes me five or ten minutes to ride. Furthermore, I can participate in an extra class in the evening to improve my knowledge. The educational condition in a big city is always better than in a small town.*

Appendix C.   In-class training

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

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

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

- Generally: "This is really good," "I like this paragraph"
- Specifically: "This is a great thesis statement," "This is a not clear thesis statement"

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

Peer readers identified or located a particular problem in order to help the writer realize and revise his/her essay. They could point to:

- Specific ideas: "Where you say... what do you mean?," "Could you explain your thesis statement in more details?"
- Particular word choices: "What do you mean by ...?"
- Cohesive gaps: "You say „..." How does this sentence connect to the one before?"
- Unity of the paragraphs: "Do you think this sentence or phrase is united to the main idea of this paragraph?" "Do you think this sentence" . . . ."directly explain or prove the main idea?"

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

The peers provided comments in an imperative tone instead of advice.

- Ex: "I try to break the door down $\rightarrow$ tried to break." or "Change your thesis into X"

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

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

- Specific advice: "Your thesis statement should be explained more clearly," "You might include an example/fact/statistic here," "You should change this transition signal "…………" to"……….." to show the contrast idea.
- General advice: "You should introduce your introduction paragraph in the form of a funnel, or historical background, or surprising statistics, or dramatic story," "You need more ideas on this paper," "Write more reasons to support your opinion."

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

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

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

6. Confirmation (Zhu, 2001):

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

- Ex: "Your essay has a thesis statement, and topic sentences," "will wait for you or wait for you?"

(Adopted from Pham-Ho, V. P., & Usaha, S. (2009). Blog-based Peer Response for EFL Writing: A Case Study in Vietnam. *AsiaCall Online Journal, 4*(1), 1−29.)

Appendix D.   Profile of participants

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