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# Exploring the Effects of Collaborative Peer Written Corrective Feedback on EFL Students' Business English Writing Performance

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## Abstract

*The paper aims to explore the efficacy of collaborative written corrective feedback (CPWCF) on EFL students' business English writing performance. The author designed the quasi-experimental research, and deployed class observations, content analyses of English major students' weekly papers in combination with their pretest and posttest results to understand how CPWCF influences students' business English writing performance. In addition, he adopted Bandura's Social Cognitive Learning Theory (1989) as the analytical framework to view the experimental results. The findings indicate that the experimental group students are motivated by giving and receiving CPWCF, and they benefit from giving CPWCF more than receiving it. Moreover, they outperformed those in the controlled group in terms of task fulfillment, organization, vocabulary, and grammar. Regarding the writing process, CPWCF is influenced by different aspects of students' behavior, their cognitive ability, and the learning environment. In short, CPWCF has led to students' improved writing performance.*

Keywords: written corrective feedback; collaborative learning; writing competence; writing performance

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## 1. Introduction

Written corrective feedback (WCF) has been receiving great interest for the recent decades (Pham, 2021), and it is highly believed to be an integral part of the language learning and teaching process. Its effectiveness on learners' performance has been in much debate, and the differing views come from both language teaching theories and empirical evidence (Chen et al., 2016).

Drawing on the nativist idea that first language (L1) and second language (L2) acquisition is much similar, second language acquisition (SLA) researchers believe that an ample comprehensible input is the necessary and sufficient condition for SLA. Thus, they overlook WCF and claim that grammatical competence is believed to emerge gradually. The conflicting views of WCF can also be seen in various experimental findings. Truscott claimed that WCF is ineffective and harmful. Errors in language items are

recurring problems; teachers should spend time and effort teaching students to master what can develop their writing skills rather than focus on pointing out their errors (Lee, 2019).

In a different way, behaviorism supports the immediate response to mistakes and errors, and it should be part of the teaching and learning process. In the light of constructivism, Vygotsky, the father of the social cultural theory (SCT) "highlights how learning is mediated in accordance with the context and experience with peers…. This view illuminates the causal relationship between social interaction and an individual cognitive development" (Lin, 2015 p2). The interactions with other people, often more capable ones, in learning or acquisition, account for the nature of knowing and development as it is composed of an individual's cognition (problem solving) and the social elements (scaffolding, guidance, and collaboration) (Matsuoka & Evans, 2004). This can be inferred in Vygotsky's SCT that students' learning is mediated and scaffolded much by the interaction with the more knowledgeable others around them, and thus, their teacher and peers' feedback is a natural part of their learning and development. In the same vein, Bandura's social cognitive learning theory (SCLT) explains that learning and development go through four stages of observation, understanding, predicting, and changing behavior, and they are subject to the continuous reciprocal interaction among individual, behavioral, and environmental influences (Bandura, 1989). He argues that individuals learn both behaviors and cognitive strategies by observing the behavior of others, and these can be learned without being directly reinforced (Green & Peil, 2009). This indicates in Bandura's SCLT that students' behavior of providing and receiving feedback, individually or collaboratively, is part of their learning and development.

The literature review shows that most previous studies support the inclusion WCF in writing classes because it leads to improved accuracy in new pieces of writing (Bitchener at al., 2005; Irwin, 2017; Sonja, 2013; Nguyen et al., 2021) or improved fluency (Pham, 2021; Nguyen et al., 2021). Although there has been a growing body of research on exploring different aspects of WCF (Bitchener, 2008), understanding how CPWCF affects students' business English writing performance under the light of Bandura's SCLT (1989) is still very limited. In response to this, the author of this article decided to explore the situation of CPWCF in a business English under the Bandura's SCLT as well as the effectiveness that it might bring about in terms of writing performance.

Concerning the results of the research, the author tried to seek the answers to the following research questions.

*1. How does CPWCF influence students' writing process?*

*2. What are the effects of CPWCF on their written products?*

## 2. Literature review

### 2.1. Collaborative peer written corrective feedback

#### 2.2.1. Written corrective feedback

Scholars and researchers have taken different approaches to defining what WCF is. In a narrower sense, it was referred to as error correction or grammar correction (Westmacott, 2017), and in a broader sense, it was perceived as any written feedback given by the teacher on a student's paper with the aim of improving grammatical accuracy as well as on idiomatic usage (Shehadeh, 2011). Also, Sonja (2013, p. 12) defined WCF as "various ways a reader can respond to a second language writer by indicating that some usage in the writing does not conform to the norms of the target language". Among the three definitions of WCF, the last one would be the most appropriate as it takes into account of the "norm" beyond the language form focus. In this study, WCF is perceived as the feedback written to indicate "errors of language use such as in grammar, vocabulary and mechanics," (Alshahrani & Storch, 2014, p. 4) and/or to improve written language use to gain effective communicative intent. The author prefers to use this definition in his study because it targets twofold benefits for students: helping the students recognize their errors and improving their using English towards obtaining the communicative purpose in writing as well.

Teachers normally provide the most WCF in language classes and so play an important role in writing classes because a good teacher would produce students who can write well (Nilaasini, 2015). In addition, WCF is commonly used in L2 pedagogy as teachers believe that WCF is part of their teaching process, and that their students need it (Evans etal., 2010; Gülnihal & Cem, 2019; Baeghizadel & Rezaei, 2010). In the domain of WCF studies, teacher WCF is given by the teacher to help correct students' mistakes or improve their writing skills. Teacher WCF is distinguished from peer WCF, which is given by students on their peers' drafts. It is often referred to as a widely used intervention method which scaffolds L2 learners' writing process and enhances their writing performance (Zhang, 2013, 2018; Hyland & Hyland, 2019). Bitchener (2008) figured out that teachers mainly provide four types of WCF: direct WCF, indirect WCF, focused WCF and unfocused WCF, which serve different functions of learning needs.

Although L2 teachers in writing have long been using peer feedback to improve their writing skills in the classrooms (Nguyen & Pham, 2021), teachers themselves have not received any formal training in WCF; thus, their practices in WCF provision come from their belief (Balachandran, 2017), and their belief in WCF is largely rooted in their experience and partly from their colleagues and friends (Baeghizadel & Rezaei, 2010). Besides, research indicates that native English-speaking teachers gave more WCF on global issues, while non-native English-speaking teachers supplied more comments on linguistic errors or local issues (Cheng & Zhang, 2021), meaning that non-native English speaking teachers tend to give more WCF on language forms.

Peer feedback, also known as peer response or peer review, is defined as a collaborative activity in which students read, critique, and give feedback on one another's writing products to facilitate writing competence through mutual scaffolding (Westmacott, 2017). In fact, students can work in pairs or in groups to provide and receive WCF (Sonja, 2013), and WCF is as good as that of a teacher to help improve writing skills (Nguyen & Pham, 2021). Peer feedback plays a pivotal role in stimulating students' participation in L2 writing (Nguyen, 2016) as it would help promote collaborative learning, motivate student learning, and reduce teacher workload (Irwin, 2017). Peer WCF really contributes writing as it is predictive of the score from the teacher and focuses more on the content and meaning than the form (Ma, 2019). Most peer feedback takes place in a collaborative environment (Nguyen & Pham, 2021). The givers benefit from WCF more than the receiver in both local and global aspects of writing regardless of their level of proficiency (Sotoudehnama & Pilehvari, 2016).

When there are peer and teacher WCF types, there should be some combination of both to deverfisy feedback styles and enrich learners' learning experiences (Irwin, 2017). Furthermore, learners should receive praise along with the teacher WCF, criticism and suggestions to enhance their motivation and confidence (Sermsook et al., 2017). In this study, peer WCF was explored in the writing process and then in the written products to see how it affects students' writing performance. In the writing process, peer WCF was provided and received in a rotary colaborative manner, meaning that peers took turns proving WCF on one another's till each written product revieved enough WCF from all the members of the group.

**2.1.2. Collaborative peer written corrective feedback**

The term collaborative learning (CL) is used by Felder and Brent (2007, as cited in Storch, 2011) to refer to the learning process in which learners collaboratively work with one another to deal with a project or an assignment. Each student is individually responsible for the completion of the assigned project or assignment. A further definition of CL is given by Hakim (2011), who describes it as some processes of learning in which learners are assigned to work in teams to handle specific tasks. In order to complete the assignments, learners are required to communicate with each other and share ideas for mutual gains.

Collective writing (CW) has its root in CL. With regard to CW, Storch (2011, p. 275) defines CW as "the joint production of a text by two or more writers". This can be inferred that two or more students will collaborate to write a text and rather than an individual effort, the written production in CL is truly a team effort. In fact, the whole team works together to harvest a team goal (a single text). This definition attaches the importance to a shared responsibility for one's own learning as well as others' within the group (Lin, 2015); however, it does not specify the type of achievements that CW generates: whether it should be an individual goal, a group one or both.

Cheung (2016) and Kern (2000) also added that writing starts as a process and ends up as a product. As a result, CW in this study is conceptualized as "the process in which the students work together to

complete a writing task and to produce multiple written texts in a joint effort for both mutual gains". Specifically, WC mostly refers to a writing process in which students work together to complete a task (a shared goal) or work together to learn for mutual gains (individual goals). In the process of writing, all the members are required to actively work together to generate ideas, decide on grammatical structures, and proofread the final draft. This collaborative writing process will result in the final product.

Regarding the process of writing, most cognitivist academics state that there are four stages, including *planning, translating, transcription* and *revising* (Kellogg & Whiteford, 2009). *Planning* is the process in which learners set goals that guide the generation and organization of ideas for their written product. Then, *translating* helps learners convert into linguistic forms. Next, *transcription* is concerned with externalizing language in the form of written texts and finally *revising* is the process in which learners monitor, evaluate, and change the intended and the actual written text (Limp & Alves, 2017). Regardless of the teaching and learning approaches employed in the classroom, students' activities are typically classified into those phases, which usually take place in a recursive manner, indicating that throughout the writing process, students can move forwards and backwards to check, remove, or add language to revise what they have jotted down earlier. This is truly part of the self-feedback or self-revision process.

Peer WCF normally takes place in CL or CW, and collaborative peer WCF refers to the way in which students combine their effort to provide and receive WCF. Sonja (2013) said that students can work in pairs or a larger group to provide WCF on each other' written products. The literature also indicated that most earlier researchers examined the effects of collaborative WCF on students' written products. This means that the process of giving and receiving WCF has been under-researched. In addition, Xu (2009) claimed that assessing writing should involve both the process and the product. In response to this situation, the author of this article takes a more inclusive view to exploring the impacts of collective peer WCF (CPWCF) on students' writing process and products.

CPWCF in this study was explored in the manner that students jointly provide WCF through *planning*, *translating*, and *revision* in a rotary manner. In the first two stages, students conducted CPWCF through CW to decide on the purpose, the audience, the content, the language style as well as the mechanics of the written products. They were given a paper sheet to record all what they discussed. In the last stage, they worked in groups and rotated the provision of CPWCF, meaning that they worked individually to give CPWCF on their peers' written product. When one finished giving CPWCF on a paper, he/she exchanged it with another. At the end of the CPWCF process, each writing piece received the WCF from all peers of that group, and they might have had some discussion if needing it.

All in all, CPWCF was explored in the writing process and then the written products, in which students' cognitive, environmental, behavioral aspects were examined under the light of Bandura's social cognitive learning theory. Specifically, CPWCF was explained through those three constructs when

students were working towards a finished written product. After that, the author also examined the effects of CPWCF that were manifested in students' writing competences and linguistic features to understand how it impacts students' writing performance.

**2.2.3. Recent findings of WCF**

**2.2.3.1. WCF as an opportunity**

Empirical research has also shown that WCF helps learners in experimental groups outperform those in controlled groups (Bitchener, 2008) mostly in the improved accuracy (Bitchener et al., 2005; Pham et al., 2020) or improved writing skills (Irwin, 2017) when the learners are given WCF. WCF helps prevent error fossilization, overcome L1 interference, hinder faulty hypotheses, promote noticing and reduce explicit knowledge (Sonja, 2013). Moreover, electronic peer feedback espoused both providers and receivers to deleop reflective thinking by heightening their cognitive process and improved both global and local aspects (Pham et al., 2020).

Teacher perception of WCF indicates that mistakes might be fossilized unless students are not given WCF (Gülnihal & Cem, 2019). The sample positively changes their belief in WCF after the experiment (Evans et al., 2010; Sonja, 2013) and are more open in giving and receiving critique from their peers (Pham et al., 2020). Learning attitude changes positively after learners are exposed to the treatment (Zhang & Zhang 2021). Teachers believe that WCF is a means to invite learners' attention the the gap in their knowledge and language production (Balachandran, 2017).

Students show a higer level of satisfaction when working together (Nguyen et al., 2021). Students learn more and more when exeriencing interacting and coperating with peers, corercting their written products, and recognizing and dealing with errors (Sotoudehnama & Pilehvari, 2016). Moreover, there exists a positive correlation between the number of errors and that of self-initiated error corrections (Zhang & Zhang 2021). Those who were trained to provide WCF improve their writing ability more than those who just used it to revise their own writing products (Sotoudehnama & Pilehvari, 2016).

Peer assessment and comments play an integral part in improving students' learning outcome (Ngo, 2021; Pham & Nguyen, 2021). With the help of feedback, students can have a deeper insight into their weaknesses and strengths in learning, and how to improve their learning outcome (Yu et al., 2018). As a result, peer feedback should be employed as a means for students to learn from each other. In fact, they can learn to work in teams to complete a task and working together makes the classroom atmosphere more motivating (Pham, 2021; Nguyen et al., 2021).

**2.2.3.2. WCF as a challenge**

Although numerous researchers supported WCF provision practices for its role in L2 writing (Pham & Nguyen, 2021) and students always want to receive WCF, teacher feedback is still thought to be the largest investment of time and energy (Irwin, 2017).

Some researchers still doubt the efficacy of WCF. Learners may perform well on certain language items but fail to do so on a similar occasion later (Bitchener et al., 2005). Too much focus on WCF might result in inefficient writing preformance (Alimohammadi & Nejadansari, 2014), and some students show their distrust in their peer's feedback (Nguyen, 2016).

The effect of WCF is much related to the learners' understanding of and their reaction to WCF types; the mismatch in the WCF process may hinder their writing development (Zhang et al., 2021). Besides, there was some points of divergence between students'preferences of WCF and their teacher' WCF provision practices. Teachers provide more WCF than their students' peers (Cheng & Zhang, 2021), and if the teacher-centred approach was excerised, WCF might lead to the passive roles for students (Irwin, 2017).

As a result, peer WCF should be employed to promote the student-centered approach. In this study, the author used CPWCF to maximise students' working time and give them more opportunities to cooperate and take advantage of an agentic view towards their writing learning .

**2.2. Writing performance**

Competencies are the general statements to describe the desired knowledge, skills, and behaviors of students when they graduate from a program or complete a certain course of study (Kennedy et al., 2007). This definition indicates that competence explains the skills and knowledge that a person gains ideally in doing something. Oxford also defines competence as "the ability to do something well" and performance as "how well or badly you do something" (Oxford, 2019). These definitions show the relationship between competence and performance that the hidden capacity in a person (competence) helps him/her to be good at doing a certain job (performance).

In the domain of writing, performance refers to the actual production in writing (Brown, 2000). He explains that writing performance is the overtly observable and concrete manifestation or realization of competence. In other words, writing performance is the manifestation of writing competence in a certain context. As a result, to increase one's performance, their competence must be increased first.

The literature of writing performance research exhibits that most studies are the causal inquiry in which the student performance worked as the dependent construct to help calculate how it was influenced by the independent constructs. In fact, some earlier researchers utilized the perceived learning performance to explore the students' success in English writing learning (Chu & Nguyen, 2020), while others deployed the students' actual score or GPA (Harb & El-Shaarawi, 2006; Ramirez-Arellano, et al., 2018; Carpinelli et al., 2006). Some other researchers targeted English writing ability (e.g. Liu, 2013), writing scores (e.g. Chu & Nguyen, 2020), or the quality of a written text (e.g. Limp & Alves, 2017) as an indicator of writing performance. In most cases, researchers took the holistic rating procedure, which resulted in the overall score (Shehadeh, 2011); then, the higher score is associated with the good writing performance.

In reality, different researchers deployed different constructs to measure the students' writing learning results; however, there have existed some problems with treating writing performance only as a product. This ignores the comprehensive view of assessing writing performance as a process and a product together. Therefore, early findings of writing performance were subject to the low level of reliability and validity. In this research, the author takes Xu's view (2009) that researchers should assess writing performance both as a product and as a process. As a product, writing performance was examined under Bandura's SCLT (1989), and as a product, it was rated and analyzed to locate their writing competence and linguistic features.

Writing competence is measured by different rating scales, and in Vietnam the VSTEP[1] writing rating scale has been appropriately developed to measure ones' writing proficiency manifested in four different respects. Specifically, *Task Fulfillment* chiefly measures one's ability to generate and develop ideas to address the writing tasks in terms of the content, the purpose, the audience, and the tone. Next, *Organization* principally gauges one's ability to organize ideas and present the content logically to achieve the communicative intent. Then, *Vocabulary* mainly examines one's ability to use a range of vocabulary, especially when less common lexis, idioms and collocations are employed. Finally, *Grammar* mostly tests one's ability to use complicated structures, and use language with no or few errors.

In this study, the VSTEP scale was employed to examine students' written products to see how students' competences and language aspects were improved through the CPWCF process. In short, students' performance was explored through the writing process under Bandura's social cognitive learning theory and then the writing product under the VSTEP writing scale.

**2.3. Conceptual frameworks**

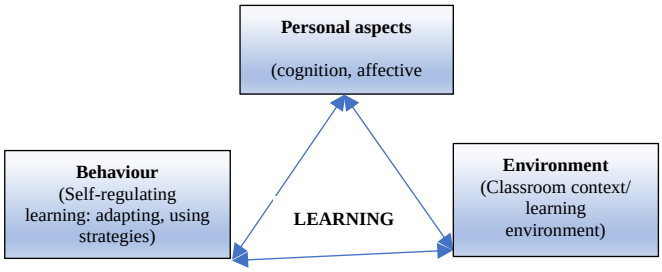
Albert Bandura, an American psychologist, was well known as the father of cognitive theory (Nabavi, 2012). Bandura's social cognitive learning theory (SCLT) evolved from his earlier *social cognitive theory* and gave a much more comprehensive view on human cognition in the context of social learning (Nabavi, 2012). SCLT explains that learning and development go through four stages of observation, understanding, predicting, and changing behavior, and they are subject to the continuous reciprocal interaction among individual, behavioral, and environmental influences (Bandura, 1989). He named this schema as the triadic reciprocal determinism (TRD).

In terms of learning and knowing, Bandura (1989) argued that individuals learn both behaviors and cognitive strategies by observing the behavior of others, and these can be learned without being directly reinforced (Nabavi, 2012). In more detail, a person can learn by observing others' doing things and this learning behavior is much influenced by environmental factors and his personal abilities. In another angle,

[1] Vietnam Standardized Test of English Proficiency, a CEFR-based test system which is taken by multiple adults in Vietnam

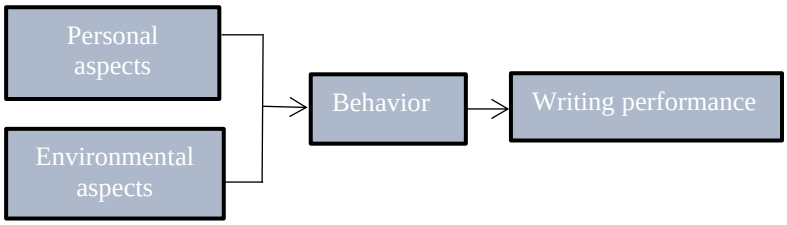
the personal factors are mediated by the situation and the learning activities. The same case is true to the situational factors when they are simultaneously affected by the other two of TRD (Bandura, 1989; Nabavi, 2012). In this study, Bandura's TRD served as the foundational theory, which would guide the research through the different phases of the research procedure and served as the analytical tool to see the areas in which CPWCF influenced students' writing performance.

**Figure 2.1. Bandura's TRD (1989, 2002b)**




As writing performance is both a process and a product, the assessment of this construct should be based on two different stages: process and product. First, the author employed Bandura's (TRD, 1989, 2002a) to explore how CPWCF worked in the writing process. In fact, the environment and the personal factors are supposed to impact students' behavior in the CPWCF process. Then, the assumption about the effects of CPWCF on students' business English writing competence is illustrated in Figure 2.2.

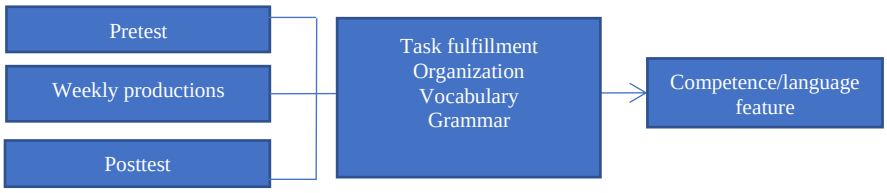
**Figure 2.2. Hypothesized effects of WCF on students' writing**




At the same time, the author analyzed students' writing assignments to see how CPWCF is manifested in students' drafts and how students' writing competence and language features are improved. The assumption is presented in Figure 2.3.

In general, the author adopted two different theorized models to measure the effects of CPWCF on students' writing performance. The findings will be presented in detail in the subsequent section.

**Figure 2.3. Hypothesized effects of CPWCF on students' written products**




## 3. Methodology

### 3.1. Research design and approach

This article is part of a quasi-experimental research on 162 sophomores majoring in Business English at a university in Ho Chi Minh City. They studied Business English Writing in 45 forty-five-minute periods in 10 weeks in two groups, namely the controlled group (CG) and the experimental one (EG). On the first day of the course, the students of both groups took the pretest test as planned. After that, while the CG students studied as conventionally as in the previous courses, the EG went through some intervention. More specifically, for the first two weeks, they attended WCF conferences where various WCF forms were provided by the instructor and students together. This worked as the training workshop for the students to provide and receive CPWCF (Gülnihal & Cem, 2019). From the third week on, they sat in groups of four or five and were assigned with their peers' written products to give and receive CPWCF. During the student working time, the teacher walked around to help out if needed and finally collected all the writing pieces to provide the teacher WCF later.

The EG students' CW practice went through six major steps: collaborative planning, collaborative transcription, collaborative translation, CPWCF, revision and teacher WCF. They worked collaboratively in the first four stages to produce the drafts, and then they practiced CPWCF. After that, they revised their draft by producing a final piece of writing and submitted both versions for teacher WCF. The EG students took part in CPWCF in 09 weeks before they did the post-test in the final class meeting together with those in the CG.

### 3.2. Sampling

The sample was composed mostly of the second-year students learning to write seven business English writing genres as required in the training curriculum for undergraduates majoring in Business English in a university in Vietnam. The total students participating in this experimental research project included 162 students, who were assigned to the controlled group and experimental one approximately equally. Sampling for the quantitative part and participant selection for the quantitative enquiry was guided by Ghauri et al. (2020) and Hair Jr. et al. (2017).

The demographic statistics showed that EG consisted of 88 students, 92.9 of whom were sophomores, and the rest were the seniors. In addition, females which accounted for 62.4% outnumbered

males, which is quite typical in foreign language classes. For the CG group, 98.7% of them were second-year students, and it is interesting to note that the number of males in this group increased to 33.8%.

All the students in both groups had completed Writing 2 (essay writing) in the earlier semester. They were involved in the research in two groups and provided different amounts of data. While both groups provided quantitative data through the pretest and posttest, six selected students of the EG group continued to take part in observations, interviews, and content analysis to generate qualitative data for the research. The findings will be presented in the subsequent section.

### 3.3. Instruments

The research project formally includes observations, semi-structured interviews, and content analysis. The observation was performed in the classroom environment, where the EG students practiced CPCWF. The author observed their feedback giving and receiving process in terms of beliefs, behaviors, and the environment. Specifically, the author observed students working in the writing process and took field-notes of the environment as well as their behaviors in terms of CPWCF in the light of Bandura's TRD (1989).

Then, the content analysis of the EG students' weekly papers (both the first and the second versions) were fulfilled to locate the EG students' CPWCF practices. For the pretests and posttests, they were analyzed and graded by two lecturers, and the scores were checked for consistency before the scores were benchmarked with each other. Finally, the researchers interviewed the students to understand their perception of CPWCF and its impact on their writing performance.

### 3.4. Data collection and analysis

In this research, both qualitative and quantitative data was collected. For the qualitative data which came from observations, interviews, and content analysis, it was collected and analyzed as guided by Creswell and Cresell (2018). In fact, the data collected from the observation and interview would indicate much about the environment, the personal aspects as well as student behavior which work in collaboration to influence their writing performance.

In addition, the quantitative data was collected through scoring students' written products and counting the frequency of WCF and WCF types, the number of words as well as the number of mistakes. For the former calculation, the data revealed students' writing competence in terms of task fulfillment, organization, vocabulary, and grammar, and how their writing performance was improved week after week. For the latter, the calculation indicated proficiency in terms of fluency and accuracy. All in all, the process of analyzing qualitative and quantitative data was guided by Hair Jr. et al. (2017) and Ghauri et al. (2020).

# 4. Data analysis and findings

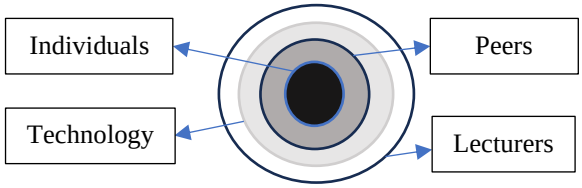
## 4.1. Answer to the first research question

The observations and interviews indicated that the EG students were actively involved in CPWCF and worked more productively than those in the CG group. The EG students usually took mobile technology, especially mobile phones and notebooks, to deal with the writing task. In the light of Bandura's TRD, the practices of CPWCF can be presented below.

**Envionment**

The learning environment mostly consisted of the students, the teacher, and facilities (Bandura, 2002b). The observations and interviews revealed that the EG students' CPWCF was influenced by the environmental factors differently as in Figure 4.1.

**Figure 4.1. Environmental factors**




*Individuals* make the micro-environment themselves. When facing the writing requirement or dealing with a writing problem, students drew on themselves first and attempt to work out the solution. The class observation showcased that the students worked by themselves before collaborating with their peers in the writing process. The interviewed also exhibited that students wished to deal with difficulty on their own first before seeking assistance from others, which revealed their agentive ability to learning to English.

*Peers* are the meso-environment where students interacted with the other members to address the writing requirements. In the classroom, when students failed to handle a writing task or solve a problem on their own, they would collaborate with their peers to deal with it. The interviews revealed that they worked with their peers throughout planning, generating ideas, translating ideas, and negotiating WCF. The interviews exhibited that they cooperated with their peers because it saved time and CPWCF was dependable. The class observation also indicated that CPWCF took place in CW, and it made the class more active and productive. This actually negated the early findings that students doubted their peers' WCF (Nguyen, 2016).

*Technology* is the exo-environment where students use various online resources to deal with the writing task or a writing problem. Although students' use of technology covered most of their working

time, students used it after failing to deal with the problem by themselves, or consulting peers did not bring about an appropriate answer. The observations showed that the students use technology mainly to seek lexis or translate phrases. Moreover, the interviews indicated that students really trusted online resources, and they seemed to use technology for learning virtually every day.

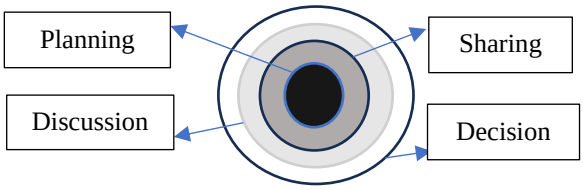
*Lecturers* make the micro-environment where students seek assistance after failing to get a solution from themselves, peers, and technology tools; however, the frequency of consulting their lectures was very limited. The interview showed that students could address virtually all problems from the *micro-* to *exo-*environment; therefore, they hardly spoke to their lecturer for advice. The class observation indicated that students asked for help from the lecturer when they were close to the lecturer, or when the problem was too hard for them. This can help infer that they interact with their lecturer when it is convenient, or when the problem is overwhelming.

All in all, the study has pointed out that the spatial aspects of the learning environment around the students influence their CPWCF differently. This has been diagramed, and in the subsequent section, the author would present how students behave in those areas to address the writing task or writing problem.

**Behavior**

In the process of CPWCF, students mostly collaborated with one another. The statistics showed that students provided all the four types of WCF, including direct WCF, indirect WCF, focused WCF and unfocused WCF. An overall look also exhibited that students gave more indirect WCF than direct WCF, and more focused WCF than unfocused WCF, and statistics showcased that 90.8% of the CPWCF are accurate. Via the results of the observations and interviews, students' CPWCF will be presented as follows.

**Figure 4.2. Behavior**




*Planning* is the first activity in CPWCF. When students collaborated, they planned things to share, and when they took turns giving CPWCF, what they marked or corrected on their peers' written products was subject to change later. Statistics showed that most of the CPWCF types were error corrections, and students provided indirect WCF more than direct WCF by nearly two times. In addition, on 36 drafts of six selected students, there were 142 error corrections, while only six comments were provided, meaning that

students were very interested in correcting errors. The interview also indicated that they gave CPWCF when they surely knew that their peers had made vocabulary or grammar mistakes.

*Sharing* is the behavior which is just second to *planning*. After finding and fixing the mistakes, students shared them with their peer writers. The observations indicated that CPWCF was helpful for peers when the second WCF provider in the group could read and learn from the earlier provider's WCF. In this study, they provided and received CPWCF in a rotary manner, which maximizes students' WCF practices and their opportunity to learn from one another. In addition, the interviews showed that the students seemed to agree with one another about the given sCPWCF, inferring that they trusted their friend's WCF.

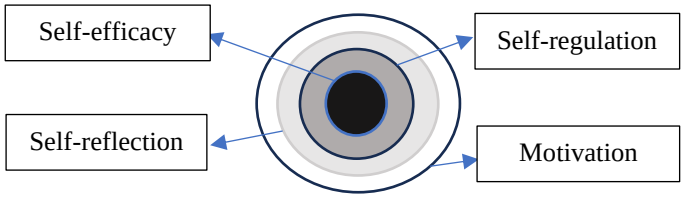
*Discussion* is when students spoke to one another about the CPWCF in a collaborative manner. Although they agreed on nearly every WCF type, discussion still occurred in the classroom because they would like to exchange the information to help their peers notice their errors and then avoid similar mistakes in the subsequent writing texts. The observations also indicated that peer disagreements hardly occurred in the classroom, meaning that they were quite receptive to their peers' WCF. Moreover, the discussions contributed to the increase of indirect WCF because both WCF providers and receivers were clear about what was wrong with WCF and how it should be fixed, and they did not need to provide the solution to the crossed mistakes. This is why indirect WCF outnumbered direct WCF.

*Decision* is the final behavior when students finalized their WCF on their peers' paper and passed it to the next WCF provider. A decision was finally made after students had planned, shared, and discussed CPWCF. Because CPWCF has gone through several cognitive behaviors, 90.8% of CPWCF were found accurate. The class observation indicated that students really respected their peers and embraced their peers' comments and error corrections. The statistics indicated that on the 36 drafts of the six selected students, the most corrected errors are Grammar (72 corrections), which accounted for 50.7%, next were Vocabulary and Organization, each of which formed 38% and 11.3% respectively. It is also worth noting that only six comments were made, and all of them were concerned with Organization.

**Personal factors**

The research would like to explore students' physical and mental aspects in the CPWCF process, but because they were quite homogeneous in terms of age groups, levels of proficiency, and studying conditions, the author decided to focus on their metal process only. Bandura (2002b) explained that students' beliefs are important in directing their behavior in the modeling process; as a result, the author would like to deepen their cognitive process as below.

**Figure 4.3. Cognitive ability**




*Self-efficacy* is individuals' belief that they can perform the act and achieve the set goal (Bandura, 2002a). In the first 02 weeks, students did not really trust the CPWCF process; however, with the lecturer's guidance and convince, they gradually practiced CPWCF and then became motivated by it. The interviews indicated that CPWCF motivated them, and they could learn more. They said that they could receive assistance from their peers, remember more vocabulary for later use, pick up more complicated structures thanks to reading their peers' written products. All of the selected participants agreed that they benefited from giving feedback more than receiving it, indicating that CPWCF makes their learning significant. This finding is in the vein with Chu (2022) when self-efficacy was found to be the most influential cognitive factor on students' writing scores.

*Self-regulation* is individuals' management of their learning in the modeling process to direct their learning towards the set goal (Bandura, 2002b). When the CW process was composed of heterogeneous level students, students had more chances to learn and help their peers learn through CL. The class observations exhibited that good students were more active than weak students, and they gave more WCF than they received it. Each student was clear about their role and worked towards the shared goal as well as their personal goals. All of those activities were self-regulated by their cognitive ability. This finding was similar to Chu (2022) when self-regulation was found to be influential on students' writing scores.

*Self-reflection* refers to individuals' reflection of their learning and then makes change if necessary to direct their learning towards their set goal (Bandura, 2002b). The class observations showed that students received CPWCF in a friendly manner and tried to avoid similar errors in the upcoming assignments. In addition, the more the class went, the more language they gave on the group work sheet, meaning that they had made change to their CW and made it more effective. The interviews also showed that they often thought about their learning as well as their WCF processes, which made their group work smoothly and fruitfully. They explained that they preferred explicit WCF and wanted to use most direct WCF; however, due to the convenience of speech, they accidentally gave more indirect WCF to save time, while their peers still understood how the errors should be corrected. This finding is also similar to Chu (2022) when self-reflection was second to self-efficacy in impacting students' writing scores.

*Motivation* is the force that drives one to perform an act at best. Bandura (2002b) explained that competence is what people learn or acquire in the modeling process but perform only what motivates them. He added that people tend to perform what can bring them good values. This proves that motivation is really important to help them write better. The class observations showed that students were motivated by CPWCF. They worked hard in their groups, shared, and discussed WCF, and completed their task better than those in the CG group. The interviews also helped understand that they are motivated by their desire to learn writing, the goal to get good scores and pass the course, the wish that their effort would be recognized by peers, exhibiting that intrinsic motivation is really important for them. This finding also supports Chu's findings (2022) that it was not extrinsic motivation but intrinsic one that affects students' writing scores.

### 4.2. Answer to the second research question

Peer WCF comes from their belief (Balachandran, 2017), which means that the EG students have formed some academic self-efficacy in CPWCF. In this section, the author will present the situation of CFWC and how it affects students' writing performance. In this study, students were trained to provide four types of CPWCF: direct WCF, indirect WCF, focused WCF and unfocused WCF to serve different needs of the research, and the results show that they provided all the four CPWCF types.

The statistics of CPWCF on six selected EG students' drafts in Table 4.1 show that there were 142 WCF attempts on errors and six comments on improving the organization of the text. On average, they made about 4.1 WCF attempts on each written text of about 104 words, and the accuracy reached 90.8%.

**Table 4.1. Situation of CPWCF**

| | Number of drafts | Complete drafts | Number of words | WCF | Accuracy | Indirect WCF | Direct WCF | V | G | O |
|---|---|---|---|---|---|---|---|---|---|---|
| **Week 3** | 6 | 3 | 474 | 23 | 23 | 18 | 5 | 11 | 7 | 4 |
| **Week 4** | 6 | 5 | 534 | 23 | 21 | 15 | 7 | 7 | 13 | 3 |
| **Week 5** | 6 | 2 | 543 | 21 | 18 | 10 | 11 | 8 | 11 | 2 |
| **Week 6** | 6 | 3 | 448 | 14 | 13 | 9 | 5 | 8 | 6 | 1 |
| **Week 7** | 6 | 2 | 477 | 14 | 11 | 7 | 7 | 1 | 12 | 1 |
| **Week 8** | 6 | 3 | 625 | 22 | 18 | 12 | 8 | 8 | 10 | 2 |
| **Week 9** | 6 | 2 | 612 | 25 | 25 | 14 | 11 | 11 | 13 | 1 |
| **Total** | **42** | **20** | **3713** | **142** | **129** | **85** | **54** | **54** | **72** | **14** |

Table 4.1 shows that students provided CPWCF on Grammar (G) most (72 attempts), and next come Vocabulary (V) and Organization (O) with 54 and 14 attempts respectively. This means that students were very concerned about grammar errors. The number of words used in Week 3 was 474 in six drafts in total, this number increased to 612, marking a rise of 29,1%. In addition, students made 23 CPWCF attempts

in Week 3 but in Week 9, there were only 25, making an increase of only 8.7 %. The difference in number of words and CPWCF means that students have improved their accuracy and fluency in writing thanks to CPWCF. This improvement was also recorded by the lecturer in the students' revised versions with a 39,5% increase in vocabulary use. All in all, CPWCF has helped students increase their fluency and accuracy in writing.

Regarding students' writing competence, their written products were rated in the light of the VSEP scale, which is based on 4 constructs. Each construct ranges from 1 to 10 points, meaning that students' writing competence was rated from 1 to 40 in the total score.

**Table 4.2. Students' writing competence**

| | **Pretest** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Posttest** |
|---|---|---|---|---|---|---|---|---|---|
| | **Email** | Memo | Email | Email | Letter | Letter | Notice | Article | **Email** |
| **H** | 24.00 | 24.00 | 26.00 | 29.00 | 29.00 | 23.00 | 23.00 | 26.00 | **31.00** |
| **L** | **23.00** | 20.00 | 20.00 | 22.00 | 22.00 | 25.00 | 25.00 | 33.00 | **26.00** |
| **N** | **21.00** | 21.00 | 26.00 | 30.00 | 30.00 | 26.00 | 24.00 | 24.00 | **35.00** |
| **Q** | **17.00** | 19.00 | 25.00 | 29.00 | 30.00 | 23.00 | 28.00 | 30.00 | **31.00** |
| **T** | **12.00** | 24.00 | 29.00 | 29.00 | 24.00 | 26.00 | 24.00 | 31.00 | **27.00** |
| **Y** | **22.00** | 18.00 | 26.00 | 28.00 | 30.00 | 32.00 | 28.00 | 32.00 | **26.00** |

Table 4.2 provided the information on students' weekly performance. The result of pretest shows that among six EG students, only H was in Level 4 (equivalent to B2 in the CEFR[2] scale) and the rest were in Level 3 (equivalent to B1). However, the improvement was evident in the posttest because N was the most excellent and was rated as Level 5 (equivalent to C1) and the rest was Level 5 (equivalent to B2). The statistics also show that although there was some fluctuation in students' weekly writing performance, the score trend indicates considerable improvement from Week 3 to Week 9. This initially explains that CPWCF partly leads to students' increased writing performance. To confirm whether CPWCF affects students' writing performance positively, the EG students' score will be compared to that of the CG ones.

**Table 4.3. Students' pretest and posttest results**

| | **TF** | **O** | **V** | **G** | **Overall** | | **TF** | **O** | **V** | **G** | **Overall** | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CG** | 5.68 | 5.24 | 5.93 | 5.65 | 22.59 | **EG** | 4.93 | 4.92 | 5.29 | 5.11 | 21.19 | **Pretest** |
| | 6.65 | 6.84 | 7.01 | 6.84 | 27.27 | | 7.16 | 7.335 | 7.67 | 7.41 | 29.63 | **Posttest** |
| | **0.97** | **1.60** | **1.08** | **1.19** | **4.68** | | **2.23** | **2.42** | **2.38** | **2.30** | **8.44** | **Improved** |

Table 4.3 shows the statistical results of the pretests and posttests of both groups: EG and CG. Before performing the descriptive statistics, the author checked the score consistency of the two raters,

[2] Common European Framework of Reference for Language

which had showed high correlation indexes under the guidance of Hair Jr. et al. (2017) and Ghauri et al. (2020). Then, he used the *T-test* to locate the difference in students' writing performance between the two groups. As shown in Table 4.3, the pretest exhibits that CG students outperformed EG students by a little; nonetheless, EG students performed far better than the CG ones in the posttest. In fact, the increase of the EG students' posttest results is approximately twice as high as that of the CG students'. This has proven that CPWCF is really effective in helping students improve their writing performance.

Regarding student individual construct improvement, Table 4.3 indicates that the EG students have improved all construct scores quite equally. This means that they have developed a balanced writing competency. All in all, CPWCF has been effective for WC and for increasing students' writing performance.

## 5. Claims and Discussion

Through the process of analyzing and interpreting collected data, the research has come to some conclusions about the impact of CPWCF on students' business English writing performance as follows.

Firstly, peer WCF is reliable and accurate enough to help students in the process of CW. Statistics show that 90.8% of peer WCF were accurate, whether directly corrected or only indirectly corrected by underlining the errors, circling them, or writing question marks below the need-to-be-corrected part. In detail, students provided a lot of WCF on the errors that they were certain about, which means that they paid attention to correcting errors and a few shortcomings more than providing explicit suggestions for improving the writing competence. The interview results showed that students avoided helping their peers with writing development because they were not confident in this kind of work in the classroom lest they made a mistake and then risked being laughed at. In short, students' WCF is reliable and effective, contributing positively to CL as well as learning outcomes.

Secondly, learning results are significantly improved thanks to CPWCF. The difference in the two class groups of EG and CG is that students in the EG group experienced giving and receiving CPWCF, and the learning results showed that the improvement in scores of the EG students was nearly twice as much as that of the EG class. In particular, TF is the construct score with the widest increase compared to the remaining ones (O, V, G). TF is the core construct which addresses the question of whether the written product can solve all the requirements of the situation or not. Xu (2009) believes that writing is expressing creativity and presenting ideas logically to achieve communication purposes; as a result, when TF is improved, writing ability will grow accordingly.

Thirdly, the classroom environment supports language acquisition. The reality shows that through the CPWCF process, students cooperated, shared, and pointed out each other's mistakes and things that needed improvement, which is beneficial for education. Statistics also show that students' grammar and

vocabulary scores are always at a high level, which proves that students have acquired new knowledge through the CL process. Furthermore, accuracy and fluency in using language have also improved a lot (Table 4.3), which proves that language acquisition is really effective when students study collaboratively. All in all, the language advancements come from CPWCF, when they share and learn from one another in a natural and subconscious manner.

Fourthly, students are aware of the effectiveness of CPWCF after being exposed to it. The results of data analysis show that students believed that CPWCF helped them learn by correcting their peers' works and then their peers did the same things for them. Accordingly, they recognized their own shortcomings and absorbed new ideas in a constructive way. The observations and interviews show that there are four individual learner factors that impact learning outcomes, including self-efficacy, self-reflection, self-regulation, and motivation. Bandura's (2002b) view is that individuals' perception will influence attitudes and behaviors; thus, students' confidence in the effectiveness of CPWCF will help them promote this activity.

Fifthly, students actively cooperate in CPWCF, indicating that they are motivated by this activity. Data analysis results show that students were very excited in CL, and the collaboration showed their proactiveness. In the CG class, students cooperated at times in *planning* and *translating* and then completed their products individually. Then, the class atmosphere was quite quiet, and the students paid a lot of attention to their personal tasks. In contrast, the EG students were more enthusiastic and proactive, leading to remarkable efficiency. This might have come from their awareness of the impact of CPWCF, and they were very proactive, worked with principles, were self-reliant, and relied on themselves first to make CPWCF effective. The interview results show that students have formed the habit of reading and then editing their papers themselves, even when they practice writing at home. In more detail, 4/6 students interviewed said that they usually asked their classmates in their group to help them correct their papers. This shows that they trust CPWCF and believe that it would really bring long-term effects to them.

Finally, students like the CPWCF environment because students have the opportunity maximize their learning. When feeling effective, students put in more effort in the task (Bandura, 2002a); therefore, the EG students have created a suitable CPWCF environment for themselves. However, in a subject-level learning environment, students paid more attention to what happened in the classroom. Data analysis results show that students' CPWCF typically fell into four areas: personal life, interaction with classmates, use of technology, and interaction with the lecturer. Spaces are characterized by individual behavioral patterns due to the convenience and efficiency of CL. According to Bandura (2002b), the environment influences students' behavior and mental aspects, and conversely, behavior and cognition also impact and adjust the learning environment to suit their CW behavior. Therefore, the CPWCF environment built by students has helped them work conveniently and effectively.

In short, this research on CPWCF has shown that this activity brings many practical values. Xu (2009) believes that assessing writing skills requires assessing both the writing process and the finished product. In this study, the author adopted his view and has successfully explored the effects of CPWCF on students' writing performance.

### 6. Conclusion

This study was exploratory research, investigating the impact of CPWCF on the EFL students' business English writing performance. The quasi-experimental research design was adopted, and the findings show that EG students outperformed CG students both in the writing process and in their written products.

The process of applying TRD as a tool to analyze experimental results has deepened some domains in terms of individuals' behavior, environment, and cognitive factors. However, this is an exploratory study, which requires explanatory inquiry in a larger sample scale to apply the research findings in a larger population. In short, this research project has achieved the set objectives and successfully addressed the research questions. Although there are still some shortcomings and limitations due to the limited time, the author completed the work well and hopes that future studies will continue to promote the research results of this work to find deeper measurements of CPWCF under Badura's TRD (1989).

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