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## **Enhancing Academic Paragraph Writing: The Role of Formative Peer Feedback through Asynchronous Forums**

Tesis para optar al grado de Magíster en Innovación de la Enseñanza, Aprendizaje  
y Evaluación del Inglés

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## List of acronyms

A1: Basic users of language level of English

A2: Basic users of language level of English

AI: Artificial intelligence

B1: Independent users of the language level of English

CEFR: Common European Framework of Reference for Languages

EAL: English for Academic Literacy

EFL: English as a Foreign Language

ICT: information and communication technology

IELTS: International English Language Testing System

L1: First Language

L2: Second Language

PPP: Presentation, practice, production

MINEDUC: Ministerio de Educación Chile

MOODLE: Modular Object-Oriented Dynamic Learning Environment

SO: Specific Objective

TOEFL: Test of English as a Foreign Language

## Abstract

This action research was conducted at the Faculty of Social Sciences and Communication in a Chilean higher education institution. The general objective is to explore the contribution of formative peer feedback via Moodle asynchronous forums on the academic writing skills of a group of second-year undergraduate students. The results of a pre and a post-intervention test analyzed with descriptive statistics (mean and standard deviation), the use of peer feedback checklists under a combined quantitative and qualitative analysis and the focus group to gather students' perceptions discussed through a thematic analysis, revealed a noticeable improvement in students' use of cohesive devices, better paragraph organization, the development of participants' critical thinking skills, self-learning, and metacognition, along with a more positive attitude towards writing. Furthermore, the study identified Moodle's asynchronous forums as a valuable tool that facilitates peer feedback and promotes collaborative work. Therefore, these findings are considered vital as they not only validated the effective role of peer feedback in academic writing pedagogy but also highlighted its potential in developing a collaborative and reflective learning environment. Finally, this research contributes to the EFL field by offering insights into innovative pedagogical strategies that can be integrated into the academic writing curricula, emphasizing the significance of peer interaction and digital platforms in enhancing student writing outcomes.

*Keywords:* academic writing, asynchronous forums, cohesive devices, formative peer feedback, higher education, paragraph organization.

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## Resumen

Esta investigación-acción se llevó a cabo en la Facultad de Ciencias Sociales y Comunicación de una institución de educación superior chilena. El objetivo general fue explorar la contribución de la retroalimentación formativa entre pares a través de foros asíncronos en Moodle, en las habilidades de escritura académica de un grupo de estudiantes de segundo año de pregrado. El estudio incorporó el enfoque escritura de proceso y se centró en ayudar a los estudiantes a mejorar la organización de sus párrafos académicos, específicamente en los aspectos de coherencia y estructura. Los resultados de la prueba pre y post-intervención analizados con estadística descriptiva (media y desviación estándar), el uso de listas de verificación bajo un análisis combinado cuantitativo y cualitativo y el grupo focal para recopilar las percepciones de los estudiantes discutido con un análisis temático, revelaron una mejora notable en el uso de dispositivos cohesivos por parte de los estudiantes, una mejor organización de párrafos, el desarrollo del pensamiento crítico, el autoaprendizaje, metacognición y una actitud más positiva hacia la escritura. Además, el estudio identificó los foros asíncronos de Moodle como una herramienta valiosa que facilita la retroalimentación entre pares y promueve el trabajo colaborativo. Por lo tanto, estos hallazgos se consideran vitales ya que no solo validan el papel de la retroalimentación entre pares en la enseñanza de la escritura académica, sino que también destacan su potencial en el desarrollo de un entorno de aprendizaje colaborativo y reflexivo. Finalmente, esta investigación contribuye al campo del inglés como lengua extranjera (EFL) al ofrecer perspectivas sobre estrategias pedagógicas innovadoras que pueden integrarse en los programas de escritura académica, enfatizando la importancia de la interacción entre pares y las plataformas digitales en la mejora de los resultados de escritura de los estudiantes.

*Palabras clave:* dispositivos cohesivos, educación superior, escritura académica, foros asíncronos, organización de párrafos, retroalimentación formativa entre pares.

## **Chapter I: Introduction**

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### 1.1. Problem statement

In today's world English language has become one of the most essential communication tools. Competency in the language requires the mastery of the four language skills: listening, speaking reading and writing. Among these, the later skill is considered of significant importance for second language learners' academic success. According to Oshima and Hogue (2007) academic writing is suitable for college courses, as it is a formal style, words and grammar must be carefully selected, and it requires complete and specific sentence organization. Thus, effective academic writing must be presented clearly and logically. For that reason, one of the key elements that contributes to the quality of academic writing is cohesion, as it ensures ideas flow smoothly and logically from one to the next.

This action research was conducted at a Chilean higher education institution, specifically at the Faculty of Social Sciences and Communication, where the teacher researcher was working with the Social Work undergraduate program. In 2021, this institution redesigned its course program English for Academic Literacy 1 (EAL1), which is the initial mandatory English course students must take. The course emphasizes academic writing's process-oriented approach and incorporates methodologies, such as, group work and collaborative analysis. These current changes in the English for Academic Literacy 1 program, as outlined in the syllabus (Course syllabus FGL-008, 2021, p.2), aimed at enhancing students' linguistic competencies, enabling them to produce well-structured English texts, encouraging the development of critical thinking, acceptance of cultural diversity, globalization, the use of technological tools and information and promotes self-learning for academic and professional growth. The course syllabus also states that students should be able to "write a topic sentence for a paragraph, write supporting and details sentences to support the main ideas, and write appropriate concluding sentences for a paragraph".

Nevertheless, achieving the level required in the course syllabus has turned into a challenge for students, particularly for students who are still developing their writing skills and have not refined some of the most important academic writing features, such as, paragraph organization and cohesion. In consequence, a group of these students enrolled in the EAL1 course struggle in producing the required academic writing texts, often resulting in poor academic performance. This issue is directly associated with students' unfamiliarity with the formalities and structure of academic writing. As a result, their paragraphs show a lack of cohesion and sentence organization (topic, supporting and concluding sentences), which affect the quality and readability of the text negatively and contrasts with the informal style of creative or personal writing they faced in secondary education (Oshima & Hogue, 2007). Additionally, these students do not feel comfortable with this new writing style, they feel demotivated and declare that writing seems to be an endless, and tiresome process in class time.

Based on this educational context reality, the teacher researcher began to explore the formative peer feedback strategy as a tool that allowed students to integrate suggestions from peers, enhancing their critical thinking and enabling collaboration. “Peer feedback also enables students to improve their writing through incorporating their peers’ suggestions, engages them in meaning negotiation, heightens their reader awareness, enhances their critical thinking ability, improves their self-monitoring ability, and fosters their social skills” (Weng et al., p.1., 2022). The use of asynchronous forums seems to be a good resource to support this peer feedback by allowing students to work at their own pace, developing deep understanding as they have sufficient time to reflect; they generate new ideas, and collaborate with each other (Mwalongo, 2013). Both combined aimed at improving students' writing of cohesive academic paragraphs.

## **1.2. Aims**

### **1.2.1 General objective**

- To explore the contribution of formative peer feedback provided through Moodle’s asynchronous forums in the improvement of second-year undergraduate students’ writing of cohesive academic paragraphs.

### **1.2.2 Specific objectives**

- SO1: To assess students' use of cohesive devices when writing academic paragraphs after giving and receiving formative peer feedback through Moodle’s asynchronous forums.
- SO2: To examine the contribution of formative peer feedback to enhance the students’ writing of academic paragraphs.
- SO3: To analyze students’ perceptions about the usefulness of Moodle’s asynchronous forums as a peer feedback tool to support the writing of academic paragraphs.

## **Chapter II: Theoretical Framework**

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### 2.1 The writing process: different viewpoints

For a long time, writing was viewed as simply the graphic representation of spoken language, and written performance was much like oral performance, having as the only distinction the use of written symbols instead of oral communication. Nowadays the process of writing acknowledges a distinct nature in comparison to speaking. For instance, the act of writing requires more time than speaking and produces a tangible record that can be referenced later, it demands a unique set of skills and is intrinsically different from verbal communication, same as its distinct rhetorical conventions (Brown & Lee, 2015).

Nowadays, writing is recognized as a complex skill linked to social contexts, the digital world and internet access. Traditional handwriting has progressively changed into new forms of written communication, such as text messages or online posts. An increasing number of written assignments and tests are now digitally mediated, rather than submitted on paper, especially assignments, placement tests, progress tests, and even language certifications like IELTS and TOEFL (Harmer, 2015).

There are certain complexities related to writing which might explain why this skill has frequently been neglected in educational settings. For instance, teacher and students seem reluctant to do writing activities within class time mainly because of the considerable time and effort required for its development, making it less favorite skill compared to other language skills like listening, reading, and speaking. Furthermore, in comparison with L1 writers, L2 students have a limited knowledge and control of lexical and syntactic tools to express their ideas effectively, thus there is a lack fluency and confidence in producing their texts (Burns & Richards, 2011).

According to Weigle (2014) writing is conceived in two different forms: as a cognitive process and as a sociocultural process. From a cognitive perspective, writers in L2 direct their attention towards selecting suitable language patterns to convey their thoughts accurately and understand that writing presents opportunities for learning and practicing new language forms and structures, thus facilitating language learning. From a sociocultural perspective, writing is seen as part of an integral component of a community, which shares social and cultural patterns; for example, a group of people, politicians or a group of students who have similar values and assumptions regarding language usage for specific purposes. In academic writing for instance, there are different fields for publishing written articles (Psychology, Engineering, Social Sciences, etc.) and certain linguistic choices. We always write for a purpose, a specific audience, and writing becomes a part of a directed set of literacy practices that is shaped by a particular culture and setting.

## 2.2. Writing skill development in the EFL Chilean context

According to Brown and Lee (2015) and Harmer (2014), the English language learning process involves the development of four essential skills, which are listening, speaking, reading, and writing. Among these skills, writing has been classified as a productive skill like speaking. Writing is widely recognized as a productive skill in language learning due to its active nature in creating and expressing ideas. According to Harmer (2004), writing is a process that not only involves the externalization of language but also the skillful manipulation of it to communicate effectively. Unlike receptive skills like reading and listening, which focus on the intake and comprehension of language, writing demands the active construction of sentences and texts, requiring a deep engagement with language structures, vocabulary, and grammar. Writing involves not just the application of language knowledge, but also the creative and cognitive processes of organizing and expressing thoughts in a coherent and structured way.

Considering the Chilean educational system, the instruction of English as a foreign language (EFL) is mandatory, starting from fifth grade in primary education and continuing until fourth year of secondary education. As students advance through their different grades, there is a significant emphasis on developing their written expression. This development involves engaging with real and contextualized communication, reacting to texts, and connecting with personal experiences through written production. Students learn to create both non-literary texts (like emails, postcards, and shopping lists) and literary texts (such as stories and comic strips). The curriculum covers a wide range of topics, including personal experiences, interdisciplinary content, global issues, and cultural insights. Students are guided through the writing process, from idea organization to publishing, with the aid of digital tools like word processors and online dictionaries, and teacher support (MINEDUC, 2020). Chilean secondary students once they finish their secondary education are expected to achieve a B1 proficiency level in English. As outlined by the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2020) at the B1 level regarding the writing skill, a user is expected to be able to:

- Produce a coherent piece of writing. The text should flow logically and be organized in a way that the reader can follow the writer's thoughts.
- Write about subjects they are familiar with or have a personal interest in. This could include hobbies, family, work, or travel experiences. The content might be limited to their own experiences and knowledge without going into complex or abstract topics.
- Share personal experiences in some detail. For instance, if they attended a concert, they might describe the atmosphere, the music, their feelings during the performance, and their overall impression of the event.

- Correspond with friends or family, share news, asking questions, and conveying emotions. The structure of the letter would typically include a greeting, an introduction, the main content, and a closing.
- Use of cohesive devices to link ideas together. This could be basic conjunctions like "and," "but" "because" or transition words like "first," "then," "after that."
- In terms of vocabulary and grammar users will have a limited but adequate vocabulary for expressing themselves on familiar topics. They might make grammatical errors, especially when trying to convey more complex ideas, but the writing should generally be understandable.

Additionally, B1 writers might need to review and revise their writing to ensure clarity. They might not always get it right the first time, but with some effort, they can produce a clear piece of writing. However, the National Curriculum for EFL stated by the Ministry of Education (MINEDUC) are significantly different from the current conditions prevalent in the Chilean classrooms. Lorca (2022) emphasizes the significant number of students who do not engage in regular writing practices during their lessons. Therefore, upon entering university, students lack the necessary writing skills required to actively participate and achieve the objectives of an academic writing course.

To address this reality, teachers of English should focus on developing their students' writing abilities through the implementation of pedagogical approaches grounded in the communicative, collaborative, and functional aspects of the English language. This includes developing students' confidence in their writing abilities and promoting a more positive attitude towards writing within the educational context. It has been suggested that the process approach can be highly beneficial for students as it reduces their anxiety and enhances their confidence when engaging in writing activities in a second language (Tagle et al., 2017). Thus, making informed decisions regarding the most suitable approach or method for teaching writing, considering students' context and proficiency level becomes crucial (Liu et al., 2015).

## **2.3 Approaches to teach writing.**

There are two main approaches which have shaped the scene of teaching writing: the Product Approach and the Process Approach. Both have their advantages and disadvantages, and they differ fundamentally in their focus and methodology.

### **2.3.1 The product approach**

The Product Approach, which was prevalent up to the eighties, prioritized the final product of writing and focused on assessing it based on predetermined criteria. In contrast, the Process Approach has become the dominant paradigm in writing teaching. Half a century ago, writing teachers largely emphasized the final product

of writing, placing significant emphasis on how well a student's final written work measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanics, among others (Brown & Lee, 2015).

As its name suggests, this approach values the construction of the final product as the focus rather than the process of writing itself (Harmer, 2015). According to Saeidi and Sahebkhair (2011) the final product is the main goal in the writing process, and this product should be a coherent and error-free text. The central focus of this approach lies in modeling. Students are expected to initiate, copy, and transform models provided by textbooks or by teachers. In this context, the role of the teacher in traditional writing classes was that of a judge, a critical evaluator of the final product. Students' work would be returned with mistakes indicated or corrected. The main source of feedback or correction was to make students understand and learn from the teachers' marks and corrections (McDonough et al., 2013)

This approach has been considered as an effective teaching tool, if appropriately integrated into the context of the writing process (Saeidi & Sahebkhair 2011). Despite using text models in L2 writing classes, there are certain drawbacks. The main disadvantage and limitation are the fact that model texts restrict the creativity and expression of L2 learners, as they over rely on these models to start writing. Moreover, with the product approach's alignment with summative testing, there has been a disproportionate focus on linguistic accuracy on the final product, often excluding students' writing habits and functional language skills (Liu et al., 2015). Such a strong emphasis can reduce students' motivation, limit their writing practice opportunities, and divert their attention from systematic writing strategies and the development of good writing habits.

### **2.3.2 The process approach**

Research by Harmer (2015), Weigle (2014) and Brown & Lee (2015) in writing methodologies has consistently highlighted the process approach for writing as a leading method in writing instruction. The Process Approach emphasizes the involvement of students in thinking, expressing themselves, having feedback, editing, and organizing their ideas before the final writing product.

Although there are many variations on process approaches, they all have certain features in common. Specifically, instead of producing several different single-draft essays that are tuned in for a grade, often with a primary focus on linguistic accuracy, "students produce more than one draft on each piece of writing for feedback and evaluation, and emphasis is placed on supporting students through the various stages of writing" (Weigle, 2014, p. 226).

The process approach addresses the fact that writing is a recursive and active process rather than a passive and linear one. Harmer (2015) describes the writing process as a "wheel" where writers move around the different stages as a

circumference, and even when they think they have produced the final version of their work, they may return to earlier stages and replan, revise, and reedit what they had previously considered completed.

The process approach for writing involves several stages. The model to teach L2 writing suggested by Weigle (2014) was adopted for the purpose of this action research. Some names of the stages were changed to better explain and illustrate the differences among each other to students. For example, the *revising* and *editing* stages were blended into just one phase for the sake of simplicity. The model comprises the following stages:

1. *Pre-writing*: Students get enough background information, stimulate interest, and develop their ideas. Brainstorming rises as a technique used to generate ideas, since writers can gain an understanding of the topic and establish a starting point for structuring your ideas.
2. *Drafting*: Students sketch out ideas, organize and plan their time. It is a preliminary version of the work, it is not necessarily well-organized or flawless, those mistakes will be addressed and corrected at a later stage. Drafting has been considered of great importance on this research because this is where students pause, read what they had written, contrast it with the task and relate the ideas to past experiences, the latest considering readings related to social issues shared and analyzed in class (Abas & Abd Aziz, 2016).
3. *Commenting*: Students receive feedback, which is an essential aspect of the writing process. It is beneficial to have a teacher, peer, or reader to comment whether it effectively and logically presents the main points. This formative feedback will enhance the final written work. Peer written feedback was selected for the purpose of this research, firstly because it reduces teacher's workload, students have an authentic audience to write, and it develops critical thinking skills. The use of feedback worksheets or checklists filled and turned in to peers are useful tools for giving a guided and straightforward written feedback as well (Weigle, 2014).
4. *Editing*: Students look at the feedback provided by peers or teacher and make all necessary modifications to their drafts to produce the final version. It aims to ensure that the publication is of the highest quality.
5. *Publishing*: Students share their finished products with target readers, writing is not confidential, it is a social action.
6. *Evaluation*: The teacher and/or peer assessment of the final written product using rubrics, self/peer-assessment, among others.

While process approaches to writing may differ in various ways, they share certain common characteristics. These approaches follow a step-by-step sequence of

revising multiple drafts, where students can refine their ideas and improve the coherence, cohesion, and clarity of their writing. Feedback from peers or teachers is conceived as one of the most important features in this approach due to the fact it helps the writer to identify areas for improvement and corrections to finally reach the final product and corresponding evaluation. The role of the teacher stands as a guide who promotes collaborative learning by using group work such as peer responses (Abas & Abd Aziz, 2016). Moreover, this approach significantly contributes to the development of metacognitive awareness and critical thinking skills. Graham et al, (2020) highlights how writing can be a tool for deepening understanding across various subjects, suggesting that the process of writing itself encourages critical analysis and reflection. Similarly, Seban (2022) emphasizes the importance of strategy instruction within the writing process, particularly in enhancing students' ability to self-regulate and critically evaluate their writing strategies.

The transition from the Product Approach to the Process Approach means a shift in focus from a rigid evaluation of the final product to an emphasis on the writing process, allowing students to develop their writing skills, collaborative work, creativity, and proficiency (Brown & Lee, 2015).

#### **2.4 Academic writing: the process**

According to Burns and Richards (2011), the purpose of academic writing is to develop students' writing skills which are necessary for a successful performance in higher education. Academic writing is a formal style of writing that maintains objectivity by prioritizing information over personal opinions. It is structured and logical. When engaging in academic writing, it is vital to effectively communicate information in a clear, coherent, and concise manner, avoiding the use of jargon, slang, or colloquial expressions.

There are several kinds of paragraphs, such as descriptive paragraphs, narrative paragraphs, and process paragraphs. According to Oshima & Hogue (2007):

- 1) Descriptive paragraphs appeal to the senses, so they tell how something looks, feels, smells, tastes, and/or sounds. The reader can imagine the object, place, situation, or person in his or her mind.
- 2) Narrative paragraphs report events in the order that they happen. In other words, the writer uses time order to organize sentences.
- 3) Process paragraphs explain how to make or do something, they break the process down into a series of steps and explain each step.

Academic writing in English may likely vary from academic writing in L1. It differs from the vocabulary, grammar, and the way ideas are organized in the text. It follows a certain paragraph organization. By definition, a paragraph is a group of carefully

related sentences which build up one single idea (Wali & Madani, 2020), which is organized in three parts: a topic sentence, several supporting sentences, and a concluding sentence.

1. *The topic sentence* introduces the main topic of the paragraph, it is an opportunity to capture the interest of the reader and to encourage them to read on. At basic levels of English, it is most recommendable to place it right at the beginning.
2. *The supporting sentences* form the basis and reinforce the topic sentence, they provide evidence and give as many details and descriptions as possible to inform the reader.
3. *The concluding sentence* summarizes the main points, and it restates the same information as the topic sentence in different words. It signals the end of the paragraph, and it reminds the reader of the main idea.

Biber et al (2011) provides a contemporary perspective on academic writing, particularly focusing on the evolution of academic genres and styles. They emphasize the dynamic nature of academic writing, noting that it continuously adapts to the changing needs of academic discourse communities. This leads the way for including technology and new tools for academic writing.

#### **2.4.1 Features of academic writing**

Coherence and cohesion are two important aspects of written texts. Coherence is the way a text makes sense to readers by arranging concepts and ideas in logical connections between ideas at the topic level and organizing sentences within paragraphs in a continuous order. Cohesion refers to the process of connecting a text using reference words (e.g., pronouns) and transition words. It focuses on the logical connections between sentences at the sentence level.

In general terms, coherence refers to the quality of forming a unified and consistent whole. A text is considered coherent when its ideas flow logically, resulting in a semantically meaningful and understandable entity. Coherence is achieved through logical ordering and connectivity within the text, ensuring clarity, consistency, and comprehension. It is closely related to the macro-level features of a text, enabling it to have a cohesive sense. Therefore, coherence is directly linked to how well an essay is organized, structured, and how effectively ideas are logically sequenced. Paltridge (2012) expands on this by discussing the role of linguistic and rhetorical devices in creating a cohesive narrative flow, highlighting the multifaceted nature of coherence in academic writing.

Coherence in a paragraph exhibits a seamless flow from its initial sentence to its concluding one, enabling readers to easily follow the progression of ideas without

any abrupt shifts. According to Oshima (2007), to ensure coherence, there are three primary techniques to consider:

- Consistent use of nouns and pronouns within the paragraph throughout the paragraph helps maintain clarity and coherence. This ensures that the referents of pronouns are easily identifiable, enhancing the flow of ideas.
- Use of transition words, such as "however," "in addition," or "consequently," serve to indicate relationships within a paragraph, facilitating a clear transition from one idea to the next. These words guide readers through a logical progression of a text.
- Organizing ideas in a logical manner is crucial for coherence. This involves employing a logical division of ideas, where related concepts are grouped together, by structuring a paragraph in a logical order, coherence and comprehensibility are enhanced.

On the other hand, cohesion stands as another important feature of academic writing as it influences how a writer's discourse is interpreted. Therefore, writers must effectively create cohesive texts to ensure clear understanding of their intended messages by others. While coherence focuses on the larger aspects of a text, cohesion refers to the finer details at the micro-level, such as words, phrases, and sentences, and how they connect to form a cohesive whole. Examples of cohesion include the use of personal or possessive pronouns for reference, and transition words to establish connections between sentences in a paragraph, among others (Briesmaster & Etchegaray, 2016).

Cohesion is achieved primarily by using words and/or phrases that link back to words or phrases, such as transitions and reference words.

*Reference words* are a set of grammatical resources which allows the writer to indicate whether something is being repeated from somewhere earlier in the text. In this action research, personal and demonstrative pronouns were selected. For instance, in the following sentences, 'it' refers to the same entity as 'their office', whereas 'A' in 'A big folder' signals that this is something not mentioned before. For example: *They came into their office. A big folder had been left in it.*

*Transition words* connect sentences, showing relationships between ideas or clarifying the progression of an argument. They include expressing addition, expressing contrast, expressing cause and effect, expressing purpose, summarizing, introducing a new idea, illustrating, emphasizing, comparing and time sequence. For example: *He went to bed after he had done his homework.*

Many EFL teachers frequently feel frustrated when faced with their students' lack of coherence/cohesion in their writing assignments. Despite this, they struggle to find effective methods to guide them in writing cohesively. However, to prepare students with the necessary tools of cohesive devices, it is essential for teachers to have a

good understanding of these devices and how they can benefit their students. In consequence, to fulfill the purpose of this action research, the cohesive devices, for reference and transition, were reviewed to be aligned with the A1-A2 level of the participants. All the words provided to the students were previously consulted in the Oxford text checker to ensure they belong to the students' level following the regulations set by the CEFR.

#### **2.4.2 Types of academic writing**

Academic writing allows researchers, professionals, and students to convey their ideas, findings, and arguments in a systematic manner. Academic writing sets formal guidelines for writers to contribute to their respective fields. There are four primary types of academic writing: descriptive writing, expository writing, persuasive writing, and narrative writing. Each type has exclusive functions, aimed at different goals and audiences. The following types of writing are based on Oshima & Hogue's description (2007).

- *Descriptive writing*: it has been categorized as one of the simplest, most basic, and most used academic writing types. The main purpose of descriptive writing is to provide facts or information to a certain audience. This kind of academic writing is mostly used for school and college level writing.

- *Analytical writing*: it goes beyond mere description. In addition to providing information and descriptions, it requires to re-organize the content into categories, groups, parts, types, or relationships. Instead of simply presenting facts and data, analytical writing involves explaining their meaning and relationships. Key phrases such as "examine," "compare," "relate," "contrast," and "analyze" are commonly used in this type of writing.

- *Persuasive writing*: it combines the analytical writing aspects of organizing information with the inclusion of the writer's personal viewpoint which must be backed up with evidence, it presents facts and information to the audience. Key phrases such as "evaluate," "argue," and "discuss," are commonly used in this type of writing.

- *Critical writing*: it is prevalent in research, postgraduate, and advanced undergraduate writing. It has all the features of persuasive writing, it is generally used for research, dissertations, reviews, and critical analysis, The writer not only states their opinion but also engages with alternative viewpoints, offering a comprehensive analysis. Such writing often employs terms like 'evaluate,' 'debate,' 'critique,' and 'disagree' to signal a deeper level of analysis. This approach ensures that the subject is explored from multiple angles.

## **2.5 The role of feedback in the writing process**

Formative feedback is information and comments provided to learners with the intent to modify a current task and enhance their learning. Harmer (2015) states that “when our students say or write something, we usually respond in some way to what they have done. The right kind of formative feedback is one of the greatest contributors to student success, and, indeed, may have more effect on achievement than any other single factor” (p. 154).

According to McDonough et al. (2013), the feedback given to students in the process approach is essentially formative, because it is concerned with developmental support through the process. As it takes place at several different levels of writing, focusing on grammar is not appropriate. It is necessary to consider the appropriateness of the writing, its purpose and intended audience as well as the topic and the content.

Mwalongo (2013) emphasizes the importance of principled feedback. For example, feedback needs to be a priority all along the process approach, it must treat students as individuals, be encouraging, clear and helpful, avoid imposing their own ideas on student writers, and leave the final decisions in the hands of the writer. Therefore, its focus is on responding to what the students are trying to say and offer them suggestions in their construction of a final product.

Weigle (2014) describes it as advisable to focus primarily on the content before addressing language issues. Higher levels of organization, such as how paragraphs and ideas are presented and content that the writer is attempting to convey to the reader, should be considered before going into detailed language comments. There is minimal benefit in extensively correcting language if the general content and organization require considerable revision. However, if language errors severely hinder communication to the point where the intended meaning is misunderstood, these must be rectified on a second round of feedback. To avoid ambiguity, feedback should include concrete suggestions, ensuring that students do not misinterpret the guidance provided. Employing tools such as worksheets or checklists can guide students to better address errors. Weigle (2014) recommends prioritizing errors that impede comprehension, those that are currently being emphasized in instruction, and those that are recurrent.

### **2.5.1 The importance of peer feedback**

Formative feedback requires the teacher to provide feedback to individual students most of the time. However, in the process approach, students create multiple drafts which demand time and extra effort from the teachers, therefore, they must provide feedback at every stage and every paragraph of the writing process (Weigle, 2014). Peer feedback had the obvious benefit of reducing the teacher's workload, another benefit is that students have an authentic audience to write for. It also develops critical thinking skills and promotes deeper learning by reading and checking others'

work, they transfer that knowledge to their own writing (Mwalongo, 2013). Considering these advantages, peer feedback seems to be the most advisable strategy to overcome the problem of providing feedback to each student.

Weigle (2014) states some of peer feedback drawbacks, such as, students do not always give good feedback and they consider feedback activities as not useful, however these two issues can be handled by the teacher including sufficient preparation, modelling the process, and providing materials such as checklists or peer-response guides that target on only certain features, like cohesion and organization.

As mentioned before, peer feedback strategy reduces the writing teacher's workload without affecting the students' learning process. Peer feedback in writing classrooms offers several advantages. It not only allows writing teachers to provide students with additional feedback on their work but also gives students the opportunity to develop writing skills through meaningful interaction with their peers which exposes students to different ideas and perspectives to enhance their final product. The benefits of peer feedback extend to both the feedback receivers and feedback givers. Not only students who receive feedback benefit from the constructive response, but those who provide feedback also learn to provide critical evaluations, raising their ability to self-edit their own work (Yusof et al., 2012).

Nevertheless, it is imperative for students to be guided and trained properly in how to provide effective formative feedback to their peers and being aware of what aspects must be improved or corrected. As a result of giving formative peer feedback, students can improve their own work even before receiving feedback as they become aware of the problems of their own writing, it engages students in metacognitive process and critical thinking (Alharbi, 2021).

Considering the writing process approach model described previously, the stage of *commenting* is considered the most suitable for offering peer formative feedback, as students seek to enhance their texts and create an improved final version, they engage in sharing their first drafts with readers to receive valuable feedback aimed at improving their writing.

### **2.5.2 Promoting metacognition through peer feedback.**

Peer feedback in writing as a process aims to promote metacognitive skills among students, as it involves critical self-reflection and evaluation of both their own and others' writing. Topping (2017) claims the importance of peer assessment, noting that it encourages students to critically evaluate their own work and that of their peers, thereby deepening their understanding of the criteria for effective writing.

Yu and Lee (2021) further elaborate on this by highlighting that peer feedback sessions are not just about providing critiques but also about engaging in discussions and negotiations regarding the writing. This interaction enhances students' ability to think about their own perspectives (when writing) and to

understand different ones. Moreover, the act of giving feedback requires students to apply the same evaluative criteria to their own work, thereby improving their ability to self-edit and make more informed decisions in their writing.

Furthermore, Winstone and Carless (2020) argue that effective peer feedback should be a dialogic and interactive process rather than a one-way transmission of information. This dialogic approach helps students to engage with the feedback process, promoting deeper cognitive processing and self-regulation. It also encourages a sense of responsibility and ownership over their learning process, which is fundamental for metacognitive growth. Yet, this cannot be done in an eighty-minute class time (Harmer, 2015). Thus, asynchronous forums rise as an effective tool for promoting formative peer feedback.

## **2.6 The role of technology to support peer feedback in writing.**

The use of technology, internet and online platforms as learning tools has gained significant popularity in recent years. This development has revolutionized the educational field, offering students new instances for acquiring knowledge and engaging in learning activities. As a result, educators and institutions have started to incorporate digital resources into their teaching practices to improve the learning experience.

As noted by Sokolik (2015) research indicates that the integration of digital technologies within language learning increases student motivation and teacher instruction. These technologies develop modern communication strategies, collaboration, and the efficient gathering and retrieval of information. Moreover, digital platforms, including instant messaging and course management systems have simplified written exchanges between teachers and students. Communication tools such as chats and forums offer the flexibility of synchronous or asynchronous exchanges. These platforms facilitate class discussions and provide immediate feedback, extending communication outside class time. Their widespread availability across various devices, including computers, tablets, and smartphones, and often at no cost, enhances their utility in educational settings.

Assignments within blogs and/or forums are appropriate to students at all proficiency levels, providing a space for the publication of their written projects. These platforms can be configured as public or private, accessible to specific groups, thereby creating a controlled environment for peer interaction. According to Weigle (2014) by making students work publicly, they will become more conscious about the quality of their writing, because they do not longer write for the teacher, but for a potential global audience.

Moreover, the use of technology provides students with opportunities for personalized and self-paced learning. Online platforms offer a variety of resources, including collaborative features, offering diverse learning styles and preferences. This flexibility enables students to adapt their learning experiences to their individual needs, resulting in more meaningful and personalized learning.

According to Wulandari (2015) in the domain of second language acquisition, web-based technologies such as Moodle (Modular Object-Oriented Dynamic Learning Environment) have gained popularity in classroom instruction. Moodle forums, facilitate interactive learning by enabling participants to post their written work and engage with the posts of their peers, class discussions, or other instructional materials, thereby extending the educational discourse beyond the physical classroom. Moodle, which serves not only as a repository for educational content, but also as a medium for communication, collaboration, and evaluation—key components in the educational process. The popularity of Moodle, particularly its cost-effectiveness and content-rich environment, positions it as an increasingly preferred tool among educators, especially those with limited computer proficiency. Despite not being the latest technological innovation, Moodle's capacity to simulate a virtual classroom environment where learners can access a bunch of learning resources and activities. Moodle's settings, which allows for the sharing of links, personal messaging, and the publication of work in a forum accessible to others, is instrumental in facilitating writing development, communication, collaboration, and evaluation to enhance the educational experience.

### **2.6.1 Asynchronous forums for peer feedback**

Asynchronous forums have emerged as a valuable tool in facilitating online communication and collaborative learning among students. These platforms allow students to engage in meaningful discussions and exchange of ideas at their own pace, without the constraints of real-time interaction. Within the context of writing instruction, asynchronous forums offer a unique opportunity for students to receive feedback on their written work and improve their writing skills. Asynchronous forums are not restricted by time or distance, inside or outside classroom connections, hence, it provides flexibility and convenience to both students and teachers (Yusof et al., 2012).

Research by Mwalongo (2013) highlights the importance of peer feedback in asynchronous forums for students' improvement in writing. Peer feedback provides students with multiple perspectives and insights into their writing, allowing them to identify areas for improvement and make necessary revisions. By receiving constructive comments and suggestions from their peers, students can refine their writing and enhance the overall quality of their work. Moreover, engaging in the feedback process promotes critical thinking skills and gives a sense of community and collaboration among students by engaging in dialogues, asking questions, and developing their ideas through written exchanges.

In addition, Weng et al. (2022) emphasize the positive effects of peer feedback on L2 students' writing motivation. Their study reveals that the process of giving and receiving feedback in asynchronous forums enhances students' motivation and engagement in writing tasks. The constructive feedback received from peers not only helps students improve their writing skills but also boosts their confidence and enthusiasm for writing.

## **Chapter III: Methodology**

## Chapter III: Methodology

### 3.1 Type of research

The present study aligns with the principles of action research, following the five-step framework outlined by Given (2008). 1) *Investigating the current situation*, in the English for Academic Literacy 1 course, in this context, writing problems related to cohesion and organization in students' paragraphs were observed. 2) *Introducing changes*, the implementation of an eight-session action plan of formative peer feedback on forums. 3) *Monitoring the impact of changes: collecting a wide range of data*, pre- and post-intervention tests, students' checklist analyses, and focus group 4) *Analyzing and interpreting data to generate actionable knowledge*, the quantitative and qualitative data fostered informed decision-making and critical reflection. 5) *Reporting*, the findings were disseminated to the institution's coordination and teaching staff, highlighting the study's commitment to the continuous reflection and pedagogical advancement emphasized in action research, as mentioned also by Burns (2010).

### 3.2 Research problem

This study was conducted in a Chilean higher education institution during the first semester of 2023 in the Social Work undergraduate program, where English for Academic Literacy 1 (ELA1) is a mandatory class, it comprises a total of 48 chronological hours of classroom instruction and 64 chronological hours of autonomous work. Students must attend 80-minute classes twice a week.:

"It introduces students to the command of the "English language at a basic level and it is focused on the comprehension and production of simple academic texts in the personal and professional field related to their area of study. The program also encourages the development of critical thinking, acceptance of cultural diversity, internationalization, and globalization, the use of technological tools and information and the use of self-learning to improve performance in the academic field and in the future labor<sup>1</sup>." (Course syllabus FGL-008, 2021, p. 2).

Unfortunately, students struggle with producing the required academic texts. Their paragraphs show a lack of cohesion and sentence organization (topic, supporting and concluding sentences) which affect the quality and readability of the text negatively.

In order to solve this problem, the teacher researcher planned an intervention which aimed to improve students' cohesion and paragraph organization in their academic writing. The formative peer feedback strategy was selected, as it aligned with the program focus on critical thinking and self-learning. The institutional platform Moodle

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<sup>1</sup> Translated from English for Academic Literacy 1 course syllabus.

asynchronous forums were chosen as the tool to give and receive peer feedback, because it is in line with the program's promotion of technological tools and information. Finally, the main theme for the written assignments was focused on social issues, as these related directly to the students' future professional field.

### **3.3 Research questions and objectives**

#### **3.3.1 Research question**

How does the use of formative peer feedback provided through Moodle's asynchronous forums support second-year undergraduate students in writing cohesive academic paragraphs in the context of social issues?

#### **3.3.2. General and specific objectives**

##### **General objective**

To explore the contribution of formative peer feedback provided through Moodle's asynchronous forums in the improvement of second-year undergraduate students' writing of cohesive academic paragraphs.

##### **Specific objectives**

**SO1:** To assess students' use of cohesive devices when writing academic paragraphs after giving and receiving formative peer feedback through Moodle's asynchronous forums.

**SO2:** To examine the contribution of formative peer feedback to enhance the students' writing of academic paragraphs.

**SO3:** To analyze students' perceptions about the usefulness of Moodle's asynchronous forums as a peer feedback tool to support the writing of academic paragraphs.

### **3.4 Description of participants**

The sample comprised a total of 11 students (2 males and 9 females), whose ages ranged from 19 to 21 years old, all of them enrolled in the ELA1 course. Their English proficiency level<sup>2</sup>, according to the CEFR, is categorized between A1 to A2 level. Learners classified at this level of English proficiency exhibit specific competencies in written communication.

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<sup>2</sup> Information based on a diagnostic test carried out before the beginning of the semester.

- They can construct sequences of simple phrases and sentences.
- They can write about daily life aspects.
- They can write short, basic imaginative biographies and simple poems.

This academic writing course represents the sole course of its kind taught by the teacher researcher during the current semester. Consequently, the sample employed in this research was categorized as convenience sample, implying that the researcher worked with participants who were easily accessible, exhibit homogeneity in terms of their characteristics, and expressed willingness to participate in the study (Given, 2008).

### 3.5 Stages of the action research

This action research included a total of eight sessions, conducted from May 22<sup>nd</sup> to June 14<sup>th</sup> of the present academic year. Each session was held twice a week, lasting 80 minutes. The lesson plan activities outlined the "Presentation, practice, production" (PPP) approach for teaching. In the *Presentation* phase, students were introduced to the core concepts. In the *Practice* phase, students actively engaged with the concepts. Finally, in the *Production* phase, students independently apply their knowledge to produce their final outcomes (Burns & Richards, 2011).

The computer lab served as the setting for the intervention sessions as participants had to work on the Moodle's asynchronous forums, and all necessary resources and materials were available there. Specific information about the action plan is presented in Table 1. (See Appendix A for a detailed description of the action research intervention plan)

**Table 1**

*Stages of the action research plan*

Objective	Activities	Specific Objective
Students will be able to complete a pre intervention test about writing an academic paragraph on forums	Students complete a pre intervention test on forums individually. (See Appendix C)	To assess students' use of cohesive devices when writing academic paragraphs after giving and receiving formative peer feedback through Moodle's asynchronous forums.
Students will be able to produce sentences related to social issues on forums using cohesive devices.	Students engage in practicing with cohesive devices, followed by exercises where they receive teacher feedback on their correct usage.	
Students will provide formative peer feedback	Students understand the significance of guided	

<p>focusing on checking effective use of cohesive devices</p>	<p>formative peer feedback in writing. They practice with checklist analyzing a classmate's paragraph posted on forum.</p>	
<p>Students will be able to produce a first draft of an academic paragraph based on a social issue on forums.</p>	<p>Students brainstorm and share their first paragraph drafts on the forums on the topic of social issues. This is followed by the teacher providing general feedback</p>	
<p>Students will be able to produce the final version of their academic paragraph on a social issue, after considering the formative peer feedback given.</p>	<p>Students provide formative feedback on their peers' first draft on "Social Issues" using the checklist. Students improve their paragraphs based on the peer feedback received and post their final versions on the forums. Students are asked to draft&gt;feedback&gt;post final version on the topic "Education" asynchronously.</p>	<p>To examine the contribution of formative peer feedback to enhance the participants' writing of academic paragraphs.</p>
<p>Students will be able to produce the final version of their academic paragraph on the topic of "Health"</p>	<p>Students practice formative peer feedback sequence for the last time on the topic of health.</p>	
<p>Students will be able to complete a post intervention test about writing an academic paragraph on forums</p>	<p>Students complete a pre intervention test on forums individually. (See appendix D)</p>	<p>To assess students' use of cohesive devices when writing academic paragraphs after giving and receiving formative peer feedback through Moodle's asynchronous forums.</p>
<p>Students will be able to participate in a focus group session to share their perspective after the intervention</p>	<p>Students share their perspective about their experience writing academic paragraphs after giving and receiving formative peer feedback through Moodle's</p>	<p>To analyze students' perceptions about the usefulness of Moodle's asynchronous</p>

	asynchronous forums with the participants and the teacher researchers on a video recorded focus group.	forums as a peer feedback tool to support the writing of academic paragraphs.
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Note: self-elaborated

### 3.6 Data collection techniques

In this action research, for the purpose of gathering data, four tools were employed: pre- and post-intervention tests on forums assessed via an analytic rubric; a checklist used for guiding students in giving structured feedback; and a focus group discussion. These instruments are described as it follows:

#### 3.6.1 Pre and post intervention tests

The teacher researcher decided to adapt tests provided by the national coordination of the institution as the pre and post intervention tests. These tests were piloted and refined by teachers of ELA 1, master's program teachers and students, ensuring their reliability and validity. They were non-parametric in nature, which were designed to meet the criteria of a specific population and/or small sample (students of the Social Work undergraduate program), they offered teachers a valuable opportunity for quick, relevant, and focused feedback on student performance (Cohen et al., 2018).

During the pre-intervention test session, students were asked to post on forums their final version of an academic paragraph related to social issues: *"The impact of social networks, their advantages and disadvantages, and how you think they changed the way we communicate with others"*. (See Appendix B Pre-Intervention Test) The paragraph was required to include a topic sentence, which worthed a 25% of the total achievement average, supporting sentences, which worthed a 40% of the total achievement average, and a concluding sentence, which worthed a 35% of the total achievement average. (See Appendix D: Rubric for assessment Pre and Post Intervention tests). The time assigned for completing the task was set at 80 minutes, and the activity was conducted in the computer lab.

Once the intervention sessions were done, the participants were given the post-intervention test. The post-intervention test used the same analytic rubric as the pre-intervention test, but the topic for this writing task shifted to another social issue *"Immigration and refugee support, its advantages and disadvantages, and how you think the system has changed compared to 20 years ago."* This time, students were asked to give and receive peer feedback, using their checklist and apply all the knowledge gained after the intervention before writing their final version of the paragraph.

### 3.6.2 Analytic assessment rubric

The analytic rubric used for the pre- and post-intervention written tests provided consistent quantitative data that aligned with the SO1. It also granted a better view of the participants' learning achievement, it offered more washback, it centered students' attention to areas they should improve, and students received more information about their writing (Brown & Abeywickrama, 2014).

The rubric was divided into three criteria: topic sentence is assessed based on its clarity in introducing the main idea of the paragraph and setting the focus for the supporting sentences, supporting sentences are assessed on terms to provide facts, examples, or reasons that support the topic sentence, emphasizing the use of reference and transition words and the concluding sentence is assessed considering it summarizes or paraphrases the main points of the paragraph, with a focus on reference and transition words for cohesion (See Appendix D for further details).

### 3.6.3 Peer feedback checklist

Writing as a process was the focus in all classes, and students were requested to provide formative peer feedback on asynchronous discussion forums when they reached the *Commenting* stage, where peers read their classmates' first drafts, made comments, and suggested possible changes and/or improvements. To make sure students were focusing on the correct aspects to provide effective feedback to their peers, a simplified version of the analytic rubric in the format of a checklist was given to them. It helped students to recognize strengths and weaknesses in their classmates' paragraphs in a fast but efficient way (Oshima & Hogue, 2007). They were instructed to:

- 1) Check if the indicator was present in their classmates' sentences. (YES)
- 2) In case it needed improvement (CHANGE), or if the indicator was not present (NO), they must provide further comments or examples to support/improve their classmates' work.

To reach SO2 the data analysis technique for the checklist combined quantitative and qualitative approaches. Quantitative analysis involved calculating the frequency and percentage of "YES," "NO," and "CHANGE" responses per checklist criterion. This allowed the assessment of participants' response distribution across various writing topics and rounds of formative peer feedback. Qualitative analysis included a content analysis of feedback comments. This comprised identifying recurring themes, comments, suggestions, examples, and specificity of the feedback provided. Detailed information is presented in Appendix E.

### **3.6.4 Focus group**

To achieve SO3 of this action research a focus group was selected as part of the triangulation process, and it was carried out at the end of the intervention. The intention was to analyze student's own perspectives with the aim of actively change a teaching situation (Wilkinson & Birmingham, 2009). The discussion was intended to be a rich and honest input, and spontaneity was the kind of group interaction expected by the teacher researcher. The focus group collected qualitative data quickly and at low cost; and it gathered information on attitudes, perceptions, viewpoints, and opinions (Cohen et al., 2018).

The procedure involved the participation of 7 out of 11 students who actively took part and contributed to the intervention sessions. Prior to the focus group, informed consent was obtained from the students. It was carried out in Spanish since students' level was A1 - A2 according to the CEFR. It lasted approximately 20 minutes, their identities were kept anonymous, and it was video recorded. The discussion included 9 open-ended questions (See appendix F), categorized into in three dimensions:

- Peer Formative Feedback on written posts.
- Experience on asynchronous discussion forums to provide feedback.
- Participants' Improvements due to peer feedback.

### **3.7 Data analysis techniques**

Data analysis was an essential component of this action research. Descriptive statistics are commonly used to analyze pre- and post-intervention test results, with measures of central tendency, such as the mean, providing insight into the typical score of a group, and the standard deviation measuring the amount of variation within the group (Given, 2008). To explore the contribution of formative peer feedback, a combined quantitative and qualitative analysis derived from the students' answers provided by the checklists was carried out. Finally, the focus group provided rich data emerged from group discussions, therefore it was analyzed through a thematic analysis. This process involved grouping significant or frequently occurring concepts and ideas into themes and subthemes, which helped to understand the group's views on the intervention and their perceptions. The thematic analysis followed Wilkinson and Birmingham's model (2009), which includes steps like deciding on units of analysis, identifying concepts, choosing coding for frequency, establishing coding rules, sifting through data, coding the data, and analyzing the outcomes.

## **Chapter IV: Findings**

## Chapter IV: Findings

In the following chapter, the analysis of the results that emerged from the instruments that were used to gather data were analyzed considering the Specific Objectives defined for this study.

### 4.1. SO1: To assess students' use of cohesive devices when writing academic paragraphs after giving and receiving formative peer feedback through Moodle's asynchronous forums.

The results of the participants' pre- and post-intervention tests were analyzed through descriptive statistics, which included measures such as mean values and standard deviations. The provided data compared the students' average results of both tests posted on forums, for the pre-intervention test participants were required to write an academic paragraph about the topic related to "*The impact of social networks, their advantages, and disadvantages, and how they had changed the way people communicated with others*", and for the post-intervention test participants were required to write an academic paragraph about the topic related to "*Immigration and refugee support, its advantages and disadvantages, and how you think the system has changed compared to 20 years ago.*" The written task focused on assessing the participants' performance in the use of topic sentences, supporting sentences, concluding sentences and the use of cohesive devices on the complete paragraph.

#### 4.1.1. Pre intervention test results

In the pre-intervention test, participants showed varied levels of achievements regarding the different sentences required. Their average achievement for **topic sentences** was 15,91%, with participant 2 reaching the highest average achievement a of 21,43%. For the **supporting sentences**, the average achievement was 21,82%, with participant 8 obtaining the highest achievement of 28,57%. In the aspect regarding the **concluding sentences**, participants reached an average achievement of 15,91%, with participant 8 reaching the highest achievement of 30%. In general terms, the average percentage of achievement among participants in the pre-intervention test was 53,64%. The standard deviation of 19.80 indicates a significant spread of scores around the mean value of 51.86. This dispersion suggests that there is considerable variability in the participants' scores, with some scoring significantly higher and others significantly lower than the average score. This variability indicates differences in proficiency levels among the participants. Table 2 provides an illustration of the participants' outcomes categorized according to each individual type of sentence required within the paragraph.

**Table 2***Participants' Pre-intervention test results*

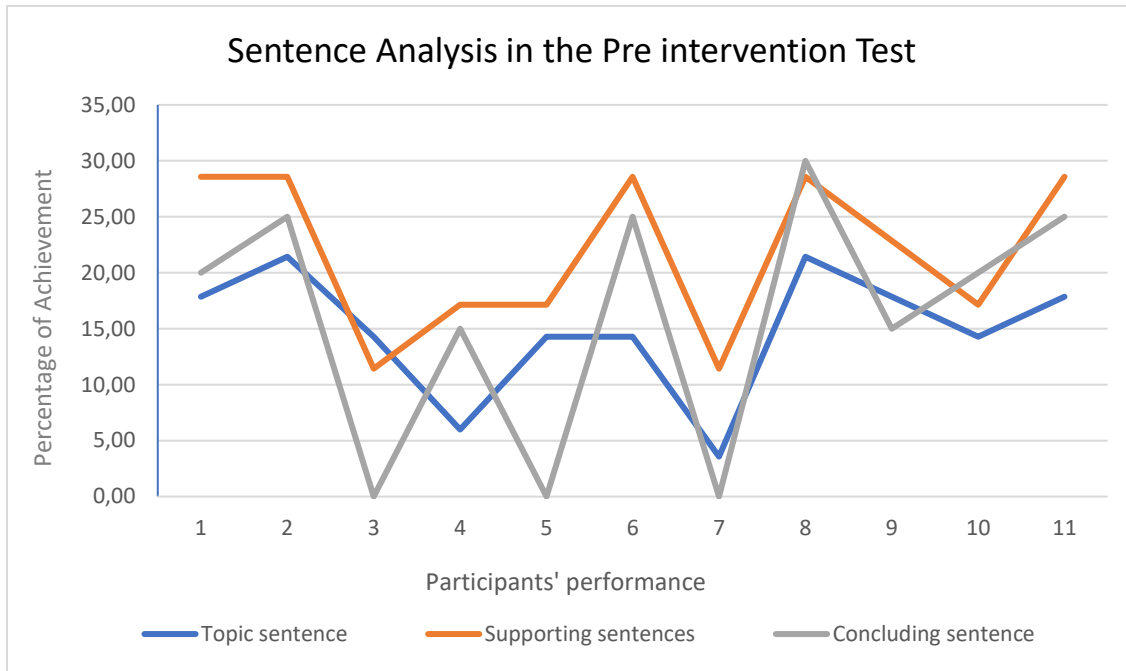
	Topic sentence score		% of achievement		Concluding sentences Score		% of achievement	Total average
Participants	25%		40%		35%		100%	
1	5	17,86	5	28,57	4	20,00		66,43
2	6	21,43	5	28,57	5	25,00		75,00
3	4	14,29	2	11,43	0	0,00		25,71
4	5	17,86	3	17,14	3	15,00		50,00
5	4	14,29	3	17,14	0	0,00		31,43
6	4	14,29	5	28,57	5	25,00		67,86
7	1	3,57	2	11,43	0	0,00		15,00
8	6	21,43	5	28,57	6	30,00		80,00
9	5	17,86	4	22,86	3	15,00		55,71
10	4	14,29	3	17,14	4	20,00		51,43
11	5	17,86	5	28,57	5	25,00		71,43
<b>Global scores</b>		<b>15,91</b>		<b>21,82</b>		<b>15,91</b>		<b>53,64</b>
<b>Mean value</b>	51,86							
<b>Standard deviation</b>	19,80							

*Note: self-elaborated*

**Figure 1** shows the participants' performance in terms of sentence analysis in the pre-intervention test. It displays the participants' percentage of achievement and the different components of sentence analysis (topic sentence, supporting sentences, and concluding sentence).

**Figure 1**

*Sentence analysis in the participants' pre intervention test*



Note: self-elaborated

#### 4.1.2. Post intervention test results

In the post-intervention test, there was a visible improvement in participants' performance. The average achievement for **topic sentences** increased from 15,91% in the pre-test to 20,45% in the post-test, observing that two participants (P2 and P11) reached the highest achievement (25%). **Supporting sentences** showed an average achievement of 32,73%, with participant 2 reaching the highest achievement of 40%. **Concluding sentences** had an average achievement of 27,27%, with three participants (P2, P10 and P11) reaching the highest achievement of 35%. The average percentage of achievement in the post-intervention test was 80,45%, which showed a significant increase from the one in the pre-test which was 53,64%. The standard deviation of 19,55 in the post-intervention test and the mean value of 78,18 represent an improvement from the pre-test mean of 51.86. Table 3 provides an illustration of the outcomes categorized according to each individual type of sentence within the paragraph.

**Table 3***Participants' post intervention test results*

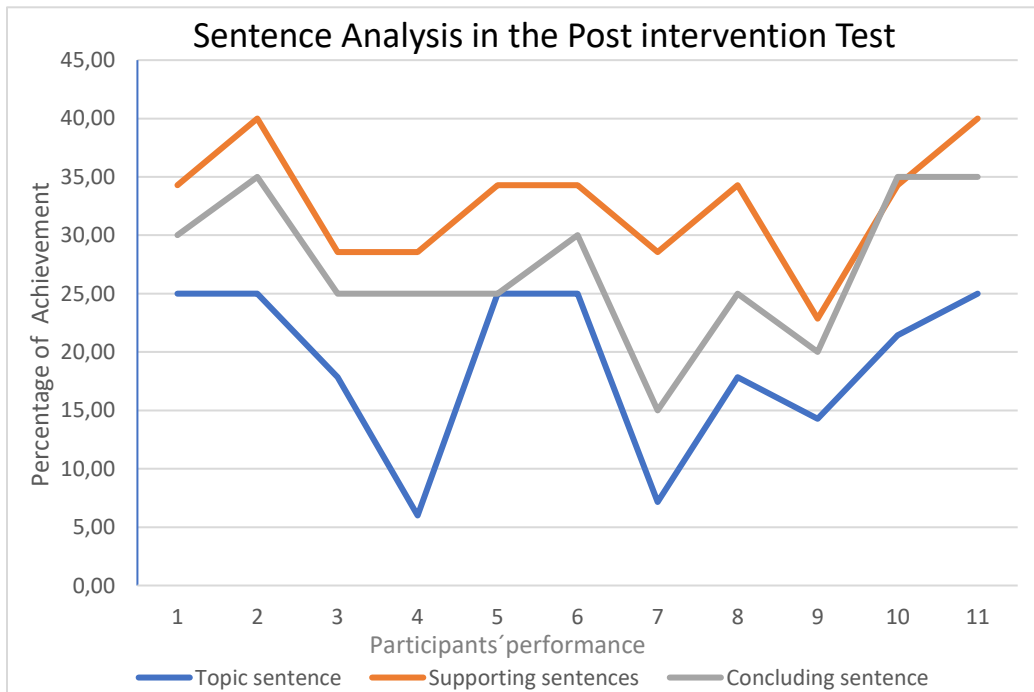
	Topic sentence score	% of achievement average	Supporting sentences score	% of achievement average	Concluding sentences scores	% of achievement average	Total average
<b>Participants</b>	<b>25%</b>		<b>40%</b>		<b>35%</b>		<b>100%</b>
1	7	25,00	6	34,29	6	30,00	89,29
2	7	25,00	7	40,00	7	35,00	100,00
3	5	17,86	5	28,57	5	25,00	71,43
4	6	21,43	5	28,57	5	25,00	75,00
5	7	25,00	6	34,29	5	25,00	84,29
6	7	25,00	6	34,29	6	30,00	89,29
7	2	7,14	5	28,57	3	15,00	50,71
8	5	17,86	6	34,29	5	25,00	77,14
9	4	14,29	4	22,86	4	20,00	57,15
10	6	21,43	6	34,29	7	35,00	90,71
11	7	25,00	7	40,00	7	35,00	100,00
<b>Global scores</b>		<b>20,45</b>		<b>32,73</b>		<b>27,27</b>	<b>80,45</b>
<b>Mean value</b>	78,18						
<b>Standard deviation</b>	19,55						

*Note: self-elaborated*

Figure 2 shows the participants' performance results in detail where it can be observed the percentage of achievement in sentence analysis in the post intervention test which was remarkably higher than in the pre-intervention test.

## Figure 2

*Sentence achievement analysis in the participants' post intervention test.*



Note: Self-elaborated

Comparing the two sets of tests results, it is evident that after the intervention, the contribution of peer formative feedback enhanced participants' performance in writing a cohesive and structured academic paragraph. There was a marked improvement across all sentence types. The average achievement for **topic sentences** increased from 15,91% in the pre-test to 20,45% in the post-test. Similarly, the achievement average for **supporting sentences** rose to 32,73%, which initially had been 21,82 and **concluding sentences** display an average achievement of 27,27%, much higher than 15,91%. The collected data revealed a general improvement in 1 out of 11 participants, for instance, Participant 2, whose total achievement average increased from a 75% to a perfect 100%, Participant 10 also showed remarkable progress, with an achievement average rising from 51,43% to 90,71%. Moreover, Participant 5 achieved one of the most significant improvements, with their average increasing from 31,43% to 84,29%. These findings suggest that the process of giving and receiving formative peer feedback in forums considerably improved participants' cohesive academic paragraphs. Only one participant, number 8, did not reach a higher achievement, with their score dropping from 80,00% to 77,14%.

**Table 4**

*Comparison of pre- and post-tests' means values and standard deviation*

<b>Indicators</b>	<b>Pre-intervention test</b>	<b>Post-intervention test</b>	<b>Difference</b>
Mean average	51,86	78,18	26,32
Standard Deviation	19,80	19,55	-0,25

*Note: self-elaborated*

The data reveals that while the standard deviations for the pre-intervention and post-intervention tests are quite similar (19.80 and 19.55, respectively), indicating a consistent spread of scores achievement around the mean value in both cases, the significant increase in the mean score from the pre-intervention test (51.86) to the post-intervention test (78.18) is noteworthy. This similarity in standard deviation values suggests that the range of performance among participants remained stable before and after the intervention. However, the noticeable improvement in the mean score in the post-intervention test indicated a substantial overall enhancement in participant performance.

#### **4.2. SO 2: To examine the contribution of formative peer feedback to enhance the participants' writing of academic paragraphs.**

In the process of completing a peer feedback checklist, students were required to first access the Moodle platform using their login credentials. Then, they were asked to carefully read one of their classmate's first draft paragraph posted on forums. The checklist students used for assessing their peers included three possible answers: YES, NO, or CHANGE categories for feedback. YES, indicated that the aspect of the writing was clear stated in their paragraph. NO suggested an absence of an important element of the checklist criteria, and CHANGE pointed out the areas that needed improvement, if that was the case, students were expected to provide constructive criticism through ideas, comments, suggestions, or examples to further enhance their classmate's paragraph. Once they completed this exercise, students uploaded the checklist as a response to the classmate's original post.

##### **4.2.1. Quantitative analysis of peer feedback checklists**

Table 5 shows a summary of the first-time students provided formative peer feedback using the checklist. It focused on writing a paragraph about a current social issue from a given list. The checklists were downloaded and uploaded on forums. A total of 77 feedback reviews were provided by the students.

**Table 5***Checklist writing 1 - Social issues first draft*

Item	Criterion	YES	NO	CHANGE	Percentage of YES	Percentage of NO	Percentage of CHANGE
1	Includes a topic sentence that describes the main idea of the text	7	0	4	63,64	0,00	36,36
2	Include at least three reference or transition words in the topic sentence.	3	1	7	27,27	9,09	63,64
3	Includes supporting sentences that cohesively develop the main idea of the text.	7	1	3	63,64	9,09	27,27
4	Includes at least 6 reference or transition words in the supporting sentences that cohesively link the sentences.	1	0	10	9,09	0,00	90,91
5	Include a concluding sentence that is a summary of what has been written previously.	2	5	4	18,18	45,45	36,36
6	Include at least 4 reference or transition words in the concluding sentence that cohesively tie the sentences together.	2	4	5	18,18	36,36	45,45
7	Presents your text divided into three paragraphs (topic, supporting	7	2	2	63,64	18,18	18,18

	sentences, conclusion)						
<b>Number of feedback reviews</b>		<b>29</b>	<b>13</b>	<b>35</b>			
<b>Total</b>		<b>77</b>					

*Note: self-elaborated*

It can be observed that the distribution of responses was varied, with 29 “YES”, 13 “NO”, and a substantial 35 for “CHANGE” in total. There were three criterion frequently met in the YES column, as indicated by the highest percentage of reviews (63,64%) were Including a topic sentence that describes the main idea of the text related, including supporting sentences that cohesively develop the main idea of the text and presenting the text divided into three distinct paragraphs: topic, supporting sentences, and conclusion, that meant that the criteria were included correctly in the participants first draft according to peers. On the contrary, the criterion that was less frequently met in the YES column, as indicated by the lowest percentage of reviews (9,09%) was related to the use of at least 6 reference or transition words in the supporting sentences that cohesively link the sentences.

Regarding the NO column, the criterion that was most frequently unmet as indicated by the highest percentage of reviews (45,45%) was related to the inclusion of a concluding sentence that is a summary of what has been written previously, that meant that the criteria was not included in the participants first draft according to peers. Finally, according to the analysis of the CHANGE column, the criterion that was most frequently suggested to modify as indicated by the highest percentage of reviews (90,91%) was the inclusion of at least six reference or transition words in the supporting sentences, that meant that the participants did not reach the required number of reference or transition words in their draft according to peers. These findings from the first round of formative peer feedback provided a baseline for understanding the areas they considered required improvement.

Table 6 shows a summary of the second time students provided formative peer feedback using the checklist. It focused on writing a paragraph about education. The checklists were downloaded and uploaded on forums. A total of 77 feedback reviews were provided by the students.

**Table 6***Checklist writing 2 – Education first draft*

Item	Criterion	YES	NO	CHANGE	Percentage of YES	Percentage of NO	Percentage of CHANGE
<b>1</b>	Includes a topic sentence that describes the main idea of the text	9	0	2	81,82	0,00	18,18
<b>2</b>	Include at least three reference or transition words in the topic sentence.	7	2	2	63,64	18,18	18,18
<b>3</b>	Includes supporting sentences that cohesively develop the main idea of the text.	8	1	2	72,73	9,09	18,18
<b>4</b>	Includes at least six reference or transition words in the supporting sentences that cohesively link the sentences.	6	3	2	54,55	27,27	18,18
<b>5</b>	Include a concluding sentence that is a summary of what has been written previously.	6	1	4	54,55	9,09	36,36
<b>6</b>	Include at least 4 reference or transition words in the concluding sentence that cohesively tie the sentences together.	7	2	2	63,64	18,18	18,18

7	Presents your text divided into three paragraphs (topic, supporting sentences, conclusion)	7	1	3	63,64	9,09	27,27
<b>Number of feedback reviews</b>		<b>50</b>	<b>10</b>	<b>17</b>			
<b>Total</b>		<b>77</b>					

Note: self-elaborated

In Table 6 the distribution of responses showed a shift from the number of reviews provided in the first checklist, with an increase in the category YES to 50 reviews and a decrease in the answers corresponding to NO, which were 10 reviews, and a noticeable reduction in suggestions for changes CHANGE to 17 reviews. The criterion that was most frequently met in the YES column, as indicated by the highest percentage of reviews (81,82%) was related to the inclusion of a topic sentence that effectively described the main idea of the text, that meant that the criteria was included correctly in the participants first draft of education according to peers, which was also one of the criteria present in the previous checklist on social issues.

The criterion that was most frequently unmet in the NO column, as evidenced by the highest percentage of responses (27,27%), was the inclusion of at least six reference or transition words in the supporting sentences. As seen in the previous checklists on social issues, this continues to be the criteria that participants struggle to develop, they still lack the required number of reference or transition words.

Finally, the criterion that elicited the most reviews for CHANGE with a total of 36,36%, was the inclusion of a concluding sentence that is a summary of what has been written previously, that meant that the participants were not able to properly close their paragraph according to peers. The changes in reviews distribution from the first round suggested that students made some progress in the use of cohesive devices and paragraph organization, particularly in the criteria previously identified for improvement.

Table 7 shows a summary of the third time students provided formative peer feedback using the checklist. It focused on writing a paragraph about health. The checklists were downloaded and uploaded on forums. A total of 77 feedback reviews were provided by the students.

**Table 7***Checklist writing 3 – Health first draft*

Item	Criterion	YES	NO	CHANGE	Percentage of YES	Percentage of NO	Percentage of CHANGE
1	Includes a topic sentence that describes the main idea of the text	9	0	2	81,82	0,00	18,18
2	Include at least three reference or transition words in the topic sentence.	9	1	1	81,82	9,09	9,09
3	Includes supporting sentences that cohesively develop the main idea of the text.	11	0	0	100,00	0,00	0,00
4	Includes at least 6 reference or transition words in the supporting sentences that cohesively link the sentences.	8	2	1	72,73	18,18	9,09
5	Include a concluding sentence that is a summary of what has been written previously.	9	0	2	81,82	0,00	18,18
6	Include at least 4 reference or transition words in the concluding sentence that cohesively tie	10	0	1	90,91	0,00	9,09

	the sentences together.						
7	Presents your text divided into three paragraphs (topic, supporting sentences, conclusion)	9	0	2	81,82	0,00	18,18
<b>Number of feedback reviews</b>							
<b>Total</b>		<b>77</b>					

*Note: self-elaborated*

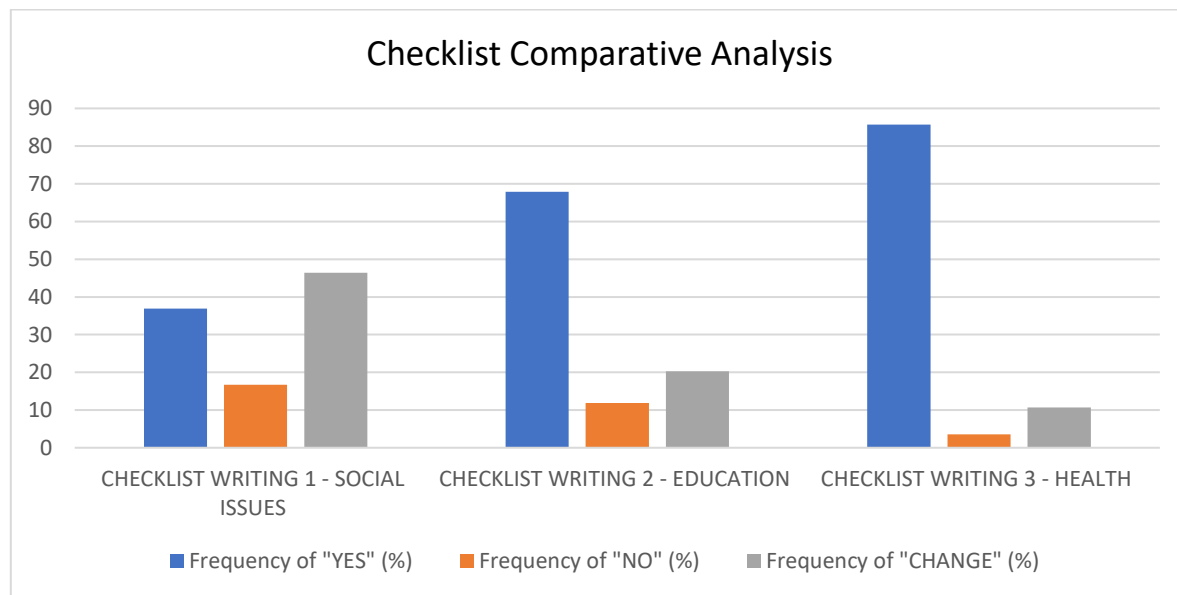
Table 7 shows a further evolution from the previous two rounds, with a significant increase in YES reviews, a marked decrease in NO answers, just 3 reviews, and a continued reduction in suggestions for CHANGE, only 9 reviews. The criteria met by all participants in the YES column (100%), was the inclusion of supporting sentences that cohesively developed the main idea of the text. Furthermore, the criteria of including at least 4 reference or transition words in the concluding sentence that cohesively tie the sentences together was reached by most participants (90,91%). As well as the criteria of including a topic sentence that describes the main idea of the text, including at least three reference or transition words in the topic sentence, including a concluding sentence that is a summary of what has been written previously, and presenting the text divided into three paragraphs (topic, supporting sentences, conclusion) were also highly reached by participants (81,82%).

The criteria that were most frequently not achieved in the NO column, as evidenced by the percentage of reviews (18,18%), was including at least 6 reference or transition words in the supporting sentences that cohesively link the sentences. In the CHANGE column there were three criteria that still elicited suggestions for changes, each with a 18,18% percentage reviews, those were, includes a topic sentence that described the main idea of the text with two reviews (18,18%), including a concluding sentence that is a summary of what had been written previously with two reviews (18,18%), and presenting the text divided into three paragraphs (topic, supporting sentences, conclusion). This last one can be partly attributed to the context of writing within online forums. Forums typically promote a conversational (chat) and informal style, often leading to a more fluid and less structured form of writing. Consequently, students might have prioritized the content of their responses over formal structural organization. Additionally, the interactive nature of forums emphasizes rapid communication and idea exchange, which can

reduce the importance of adhering to a formal paragraph structure. The significant shift in responses distribution from the first to the third round of checklists indicated an increasing improvement in students' academic writing skills over the course of the formative peer feedback process, with fewer areas identified for improvement in the final round.

**Figure 3**

*Comparative analysis of the three rounds of formative peer feedback checklists*



*Note: self-elaborated*

Figure 3 presents a summary of the comparative analysis of three rounds of formative peer feedback provided by students in the checklists, each associated with a different writing assignment: Social Issues, Education, and Health. In the first checklist (Social Issues), the high frequency of NO, with a total of 13 comments, and CHANGE responses, with a total of 35 comments, suggests that participants identified numerous criteria in their peers' paragraphs that required improvement. Those were, including a topic sentence that described the main idea of the text, including at least three reference or transition words in the topic sentence, including at least 6 reference or transition words in the supporting sentences that cohesively linked the sentences, including at least 4 reference or transition words in the concluding sentence that cohesively tie the sentences together. However, noticeable positive progress was observed as students progressed through rounds 2 and 3 of peer feedback. By the final round of peer feedback (checklist 3, writing topic: Health), there was a significant increase in the frequency of YES responses, with a total of 65 comments out of 77, indicating a consensus among students that their peers' paragraphs were cohesive and well organized according to the checklist criteria. Alongside, the CHANGE responses, with just 9 comments saw a marked reduction, suggesting fewer comments for modifications and indicating that the paragraphs were improved, some comments still were given in the criteria of Including a topic

sentence that describes the main idea of the text, including at least 6 reference or transition words in the supporting sentences that cohesively link the sentences, including a concluding sentence that is a summary of what has been written previously, presenting your text divided into three paragraphs (topic, supporting sentences, conclusion). Over these three rounds of peer feedback, students were not only able to produce higher quality first drafts but also these required fewer revisions to meet the checklist criteria. This data suggested that the formative peer feedback strategy plays an important role in improving students' academic writing.

#### 4.2.2. Qualitative analysis of peer feedback checklists

To analyze the data derived from participants' comments provided in the checklists from a qualitative point of view, a content analysis was conducted on the students' comments. Table 8 shows the information gathered from the checklists.

**Table 8**

*Content analysis: formative peer feedback checklists*

Themes	Description	Writing topics	Excerpt examples	Frequency
<b>Clarity of Main Idea</b>	Feedback often focused on the clarity of the main idea presented in the topic sentence.	Social issues	<i>"No está muy claro de los aspectos que se van a desarrollar"</i>	5
		Education	<i>"Recuerda que debes separar la idea principal con las oraciones de soporte"</i>	2
		Health	<i>"No se define bien cuando termina la topic y empiezan las supporting"</i>	2
<b>Use of Reference or Transition Words</b>	A common suggestion was to include more reference or transition words in both, the topic sentence and the supporting sentences.	Social issues	<i>"Compañera recuerda que deben ser al menos 6 palabras"</i>	11
		Education	<i>"Falta una palabra más, podría ser una referencia para unir de mejor forma el párrafo"</i>	2
		Health	<i>"Te falta incluir dos, pero revisa si conté bien"</i>	1
<b>Cohesion of</b>	Feedback indicated that the	Social issues	<i>"Revisar la última oración de soporte, no tiene cohesión"</i>	4

<b>Supporting Sentences</b>	supporting sentences sometimes lacked cohesion.	Education	<i>"Las ideas están correctas, pero no parecen ser cohesivas"</i>	2
		Health	<i>[no comments provided by students here]</i>	0
<b>Concluding Sentence</b>	Peers often suggested that the concluding sentence needed to be a more effective summary of the paragraph.	Social issues	<i>"Falta mencionar más puntos del desarrollo (supporting sentences) que la conclusión no específica, falta información"</i>	4
		Education	<i>"La oración concluyente no parece ser un resumen de lo anterior"</i>	4
		Health	<i>"La concluding, se mezcla con las supporting"</i>	2
<b>Paragraph Structure</b>	Feedback also indicated that the text was not always clearly divided into three paragraphs.	Social issues	<i>"No está dividido claramente "</i>	2
		Education	<i>"Tiene solo un párrafo"</i>	3
		Health	<i>"Se mezcla la topic sentence con el resto del parrafo"</i>	2

Note: self-elaborated

Table 8 displays the results of a content analysis of all the formative peer feedback checklists comments across the development of the three writing themes: Social Issues, Education, and Health. The students' feedback was categorized into five key themes: *clarity of main idea, use of reference or transition words, cohesion of supporting sentences, concluding sentence, and paragraph structure*.

Regarding the *clarity of the main idea* presented in the topic sentence, the comments given by peers aimed at better defining a topic sentence from the supporting sentences and that they should highlight the aspects that are going to be developed clearer. In the theme of the *use of reference or transition words*, peers suggested to follow the instruction of including at least 6 of these words, it is important to highlight that in the social issues draft there were 11 comments which were reduced to just one on the last round of feedback related to Health. Considering the *cohesion of supporting sentences*, four comments were provided in the first round of feedback suggesting peers to double-check if the ideas were cohesive in relation to the paragraph. However, by the third round of feedback there was no comment provided, meaning it was included and well developed in the paragraph. Including a *concluding sentence* that effectively summarizes the paragraph was a difficult criterion to meet by the participants, in the first and second round of feedback peers commented the

concluding sentence did not include all what has been said before, by the third round of feedback the number of frequencies was reduced to 2. Finally, the *division of the text into three paragraphs* was difficult to accomplish for the participants, in the three rounds of feedback they suggested some of their peers' paragraphs were not properly divided into three paragraphs.

The most frequent feedback themes were observed in the "Social Issues" writing, indicating that students faced challenges during their first writing attempt. However, as two more rounds of feedback checklists were done, the frequency of comments decreased significantly, particularly in the "Health" writing topic. This suggests that by the third round of formative peer feedback, they became more proficient in writing cohesive and organized sentences, effectively addressing the main idea, using appropriate reference or transition words, maintaining the cohesion of supporting sentences, creating effective concluding sentences, and adhering to the proper paragraph structure. This reduction in comments indicated the positive contribution of formative peer feedback in helping students improve their academic writing skills over time.

#### **4.3. SO3: To analyze students' perceptions about the usefulness of Moodle's asynchronous forums as a peer feedback tool to support the writing of academic paragraphs.**

To analyze the participants' perceptions after they completed the intervention based on giving and receiving formative peer feedback through Moodle's asynchronous discussion forums, a focus group was conducted. Seven out of eleven participants were willing to participate in the focus group discussion, and they were required to answer 9 open-ended questions. The focus group was conducted in their first language and was video recorded, lasting around 20 minutes. The outcomes of the discussion were transcribed and analyzed through a thematic analysis, enabling the identification and examination of key themes, subthemes, and frequencies within the data. Table 9 displays the main findings.

**Table 9**

*Thematic Analysis on the participants' perceptions focus group*

Theme 1: Peer Formative Feedback on written posts		
Sub-theme 1	Excerpts	Frequency
<b>Advantages of giving formative peer feedback</b>	<i>"Yo lo encuentro bien, porque revisar al compañero sirve igual para repasar los contenidos, y para ver si uno efectivamente aprendió o no aprendió, y de ahí ya si uno dice como... ¡sí!, ¡sí sé!..."</i>	7

	<p><i>"Yo siento que aprendo a la hora de corregir, si veo que le falta algo y digo, ¡Ah!, ¡me puede después faltar esto! Entonces presto ojo entonces a la hora de yo hacerlo..."</i></p> <p><i>"Al dar retroalimentación, nos ayuda a nosotros mismos a después, no cometer los mismos errores que tuvimos antes"</i></p> <p><i>"Nos ayuda a ir aprendiendo...al corregir algo o alguien se equivoca...entonces es como que uno pone más ojo ¡aaah, le faltó esto! ¿aaah, pero el mío tendrá esto? Y lo tomas como en consideración para después la próxima vez que lo intentemos...eeh...No sé, hacerlo de mejor forma"</i></p>	
<b>Sub-theme 2</b>	<b>Excerpts</b>	<b>Frequency</b>
<b>Disadvantages of giving formative peer feedback</b>	<i>"Uno se puede equivocar con la retroalimentación, y ese compañero va a corregir respecto a lo que nosotros le dijimos...o sea, es una carga"</i>	5
	<i>"A veces si no sabemos al 100% de todo, podemos perjudicar un poco al que revisa después"</i>	
	<i>"Es difícil, porque...porque uno le pone más atención en corregir a lo del compañero que hacer lo mío propio, y cuando uno sabe menos es difícil"</i>	
<b>Sub-theme 3</b>	<b>Excerpts</b>	<b>Frequency</b>
<b>Advantages of receiving formative peer feedback</b>	<i>"Ventaja igual...ahora uno lee desde la perspectiva de otra persona, de un compañero, entonces no es solamente el trabajo lo que yo hice, también lo que hizo la otra persona."</i>	4
	<i>"Entre nosotros, una se hace más rápido que la que lo haga solo un profesor, entonces igual las retroalimentaciones a uno le llegan antes"</i>	
	<i>"Cuando me estoy corrigiendo me fijo que yo tenga todas las cosas que me dijo él más las cosas de la pauta y leerlo un par de veces para ver si suena coherente con los conectores o no"</i>	
<b>Sub-theme 4</b>	<b>Excerpts</b>	<b>Frequency</b>
<b>Disadvantages of receiving formative peer feedback</b>	<i>"Yo siento inseguridad. Cuando me corrigen, porque...pienso que ellos puede que no sepan y me están poniendo algo que está bien, pero esta malo, o fue al revés, ponerme algo que está malo, pero está bien, yo siento esa inseguridad a veces"</i>	1

<b>Theme 2: Experience on asynchronous forums as a tool to provide feedback</b>		
<b>Sub-theme 1</b>	<b>Excerpt</b>	<b>Frequency</b>
<b>Advantages of asynchronous forums</b>	<i>"Es más seguro. Todos tenemos nuestra clave...uno escribe en el foro, directamente ahí, directo y lo envía ahí, y después otra persona aprieta responder y lo hace igual directo, o sea es mucho más rápido, es como un chat"</i>	11
	<i>"Es fácil corregir una respuesta en el foro. Entonces, es cómo ordenado, yo lo encuentro prolijo"</i>	
	<i>"Yo creo que funciona bien en general, porque en clase no lograríamos practicar con todas las cohesiones y revisar los párrafos, en entregar el texto y el profesor nos de una nota, en cambio acá, podemos hacer retroalimentación y trabajar a nuestro ritmo"</i>	
<b>Sub-theme 2</b>	<b>Excerpts</b>	<b>Frequency</b>
<b>Disadvantages of asynchronous forums</b>	<i>"No me gusta que vean lo que yo escribo, porque me da vergüenza. Siento que está mal, entonces...mm...Espero algo más privado que lo vea yo y la profe"</i>	2

<b>Theme 3: Participants' writing improvements as a result of formative peer feedback</b>		
<b>Sub-theme 1</b>	<b>Excerpts</b>	<b>Frequency</b>
<b>Paragraph organization</b>	<i>"Eeh sí, yo creo que sí...a medida a que nos hemos ido retroalimentando... ya se a lo que voy, entonces como ya la frase, supporting y concluyendo y todas esas cosas, Eh...Yo creo que todo ha sido gracias a la retroalimentación po, al final"</i>	6
	<i>"Siento que el inicio, uno en la conclusión daba información nueva y ahora gracias a la retroalimentación, ya sé que eso no se debe hacer, si no que una conclusión de lo que se dijo en los primeros párrafos."</i>	

	<i>"Yo creo que tal vez la seguridad de uno al escribir, tal vez el orden, porque saber que en el primer párrafo se tiene que presentar el tema en el segundo párrafo se tiene que desarrollar el tema y dar el por qué y ya en el último párrafo dar la conclusión, ya como hacer el resumen de eso. Por ejemplo, si sabemos que la conclusión no va en el párrafo del medio. El desarrollo y el porqué del tema no va en el último párrafo."</i>	
<b>Sub-theme 3</b>	<b>Excerpts</b>	<b>Frequency</b>
<b>Use of cohesive devices</b>	<i>"He mejorado, yo creo que la creación de writing, como que me he preocupado de que tenga mayor coherencia y que ya tengo que encontrar un conector"</i>	6
	<i>"Yo he visto que he mejorado... Yo me acuerdo de que, en el primero que hicimos, mi primer escrito, yo me demoré mucho en escribirlo, no encontraba ni un conector que fuera bueno, como tres horas para que fuera cohesivo y todo y ahora lo hago más rápido donde retroalimentación y con la lista."</i>	
	<i>"Si, pa' poner los conectores [risas]. Antes ocupábamos cualquier conector no más para cumplir, y ahora ya ocupamos un conector que suene coherente, con lo que queremos decir."</i>	
<b>Sub-theme 2</b>	<b>Excerpts</b>	<b>Frequency</b>
<b>Attitude towards writing</b>	<i>"Yo encuentro que no, todavía me siento insegura."</i>	6 4 positive comments 2 negative comments
	<i>"Si se he notado bastante mi mejoría, estoy más confiado en lo que yo escribo por la retroalimentación"</i>	
	<i>"Yo creo que sí, mi actitud si ha cambiado porque encuentro que a medida a que nos hemos ido retroalimentando, como que hacemos como más contentos los escritos, al menos yo, yo hago como con más confianza el trabajo que tengo que hacer como que ya sea lo que voy, entonces como ya, la frase, supporting y concluyendo y todas esas cosas, Eh... Yo creo que todo ha sido gracias a la retroalimentación po, al final"</i>	

Note: self-elaborated

After the analysis of the focus group script, it can be observed that formative peer feedback provided on Moodle asynchronous forums platform proved to be a useful tool to support the students' writing of academic paragraphs.

The thematic analysis revealed that all participants considered giving formative peer feedback as an advantage to their own learning process, for instance, they found it beneficial as it helped them review and reinforce their own understanding of the

content reviewed, by checking and commenting on their peers' drafts, they became more aware of potential gaps in their own knowledge, avoiding past mistakes, and they felt more responsible not only for their own learning, but also for their peers' learning as well. However, five of these seven participants also acknowledged the disadvantages associated with giving formative peer feedback, such as, they felt burdened by the responsibility of providing accurate feedback, which might influence their peers' final writing version, the possibility of making mistakes and unintentionally misguide their peer's final written version, moreover, they shared opinions that focusing on correcting others' work sometimes diverted attention from their own tasks.

Regarding the advantages of receiving formative peer feedback, two participants mentioned that it provided a different perspective on their own work. One of them appreciated that feedback from peers was delivered more quickly compared to feedback from a teacher. Furthermore, when they corrected their work after receiving feedback, four out of seven participants paid closer attention to areas where they had made mistakes before, which helped them learn more effectively. On the contrary, just one participant expressed a feeling of insecurity. She was concerned that their peers might provide feedback that was incorrect, leading to inaccuracy in her final writing version.

As for the use of Moodle's asynchronous discussion forums, the analysis showed that six out of seven participants appreciated the platform. The convenience, security, speed, organization, and editing capabilities of these forums were highlighted. All these factors contributed to an organized and neat experience. However, a participant expressed concerns related to privacy, suggesting discomfort about others seeing their written contributions, preferring a more private and individualized feedback process.

The thematic analysis highlighted the positive contributions of peer feedback on participants' improvement in their academic writing paragraphs, specifically related to organization, such as presenting the topic in the first paragraph, developing the topic with reasons in the second paragraph, and providing a conclusion in the last paragraph. They attributed it to the peer feedback they received. They appreciated peer feedback in helping them to develop a better understanding of cohesive devices and their effective use in writing. Finally, several participants noted positive changes in their attitude towards writing, feeling more confident and secure because of peer formative feedback. However, a couple of participants still struggled with insecurity or negative thoughts associated with writing, feeling insecure or burdened.

## **Chapter V: Discussion**

## Chapter V: Discussion

This chapter discusses the main findings that emerged in the following action research. The analysis will be presented in terms of the research question and the subsequent three specific objectives which were defined for the research, and it will be supported by similar studies found in the literature review. Furthermore, this chapter also reflects upon the limitations of this action research, and the future implications for pedagogical practices.

Research question:

*How does the use of formative peer feedback provided through Moodle's asynchronous forums support second-year undergraduate students in writing cohesive academic paragraphs in the context of social issues?*

Based on the main findings found in the study, it can be highlighted the supporting collaborative learning environment that was promoted while implementing the writing activities on Moodle's asynchronous forums. Also, the 11 students exhibited an important level of critical thinking skills while doing their writing activities and receiving peer feedback. It gave students the guidance and the tools to critically evaluate their peers' academic written paragraphs while simultaneously reflecting on their own written work. As highlighted by Mwalongo (2013), the peer feedback process in asynchronous forums allowed students to gain multiple perspectives and insights into their writing, enabling them to identify and improve upon their areas of weakness. Furthermore, Weigle (2014) states that formative feedback is necessary at every stage of the writing process, emphasizing the role of peer feedback in reducing the teacher's workload and providing an authentic audience for students. This interaction not only facilitates critical thinking but also promotes self-learning.

It was also evident that the Moodle asynchronous forums stood as a great opportunity which allowed students to engage exploring technological tools provided by the university and they also contributed to a more enriched educational experience (Yusof et al., 2012). The role of the teacher-researcher as a guide and moderator for feedback was vital to reach confidence in the participants as well as creating a trusting atmosphere in the intervention sessions. The data gathered in the pre- and posttests, the checklists analysis and the students' perceptions recorded in the focus group indicated that the use of Moodle asynchronous forums for formative peer feedback meaningfully supported students in enhancing the cohesion and organization of their academic paragraphs.

### **5.1 Specific Objective 01: To assess students' use of cohesive devices when writing academic paragraphs after giving and receiving formative peer feedback through Moodle's asynchronous forums.**

Regarding this objective, the findings resulting from the pre- and post-intervention tests showed improvement in the participants' use of cohesive devices when doing their academic writing paragraphs after giving and receiving formative peer feedback on Moodle asynchronous forums. Not only cohesion was improved due to peers'

comments and suggestions written on the checklist, but also paragraph organization in terms of *topic, supporting and concluding sentences*. According to the findings the average percentage of achievement for the 11 participants was a 53,64% in the pre-intervention test, percentage that increased considerably in the post-intervention test with an average percentage of achievement of 80,45%. As a result, participants' paragraphs were more structured, cohesive, and logical after the third round of formative peer feedback, their final product effectively communicated information in a clear, coherent, and concise manner as expected for an academic work, as stated in the theoretical framework by Burns and Richards (2011) and the English for Academic Literacy 1 program (Course syllabus FGL-008, 2021, p.2). It is important to highlight that there was one participant (P5) who achieved one of the most significant improvements, with their achievement average increasing from 31.43% to 84.29%. It is worth to mention that this participant never missed a single session of the intervention plan, and she felt positive and motivated in the computer lab working on forums as declared in the later focus group. There were also two participants who got a 100% achievement on the post intervention test, meaning their peer's comment on the feedback process or the self-learning and critical thinking skills enhanced were beneficial for improving their final product.

The process of receiving formative peer feedback and subsequently editing their paragraphs according to students' peer comments and suggestions appeared to have contributed to a deeper understanding and more effective use of cohesive devices and paragraph organization, which are crucial for writing academic paragraphs (Oshima & Hogue, 2007). The findings also support the notion that peer interaction and feedback are important components in the writing process approach, especially in the *commenting* stage, where peers or readers comment whether the text effectively and logically presents the main points and the feedback given here will enhance the final written work (Weigle, 2014). They also mirror Yu and Lee (2021) study that found that peer feedback greatly improved the quality of college students' writing. Specifically, it was observed that students who engaged in peer review sessions showed notable improvements in the use of cohesive devices and the overall text organization. This study highlighted the effectiveness of peer interaction in enhancing students' writing skills in an academic context, the research of Bradley (2014) which focused on the integration of technology in writing instruction found that using online platforms like Moodle for peer feedback sessions led to important improvements in students' academic writing skills. The study emphasized that the incorporation of technology facilitated more effective peer feedback, which in turn improved the students' ability to use cohesive devices and organize their writing more coherently.

The literature reviewed examined for this action research and the positive results which emerged emphasize the relevant role of collaborative learning and the importance of peer feedback in enhancing the writing of academic paragraphs. It is also important to highlight the value of integrating technology (as suggested by the English for Academic Literacy program) in educational settings to facilitate peer feedback in this case Moodle's asynchronous forums.

## **5.2 Specific Objective 02: To examine the contribution of formative peer feedback to enhance the participants' writing of academic paragraphs.**

This specific objective aimed to examine how formative peer feedback contributed to enhancing participants' writing of academic paragraphs. The findings chapter revealed significant improvements in the participants' academic writing skills by the third round of giving and receiving formative peer feedback. This improvement is evidenced by the decreasing number of modifications and suggestions written by the participants on their peer's checklists. Initially, the first time participants posted their drafts on forums and eventually received guided peer feedback in their checklists, the total number of NO (reviews) meaning the criteria was not present had a total of 13 reviews in the first round of formative peer feedback corresponding to the writing about "Social Issues", that means participants did not find the criteria (Includes a topic sentence that describes the main idea of the text, Include at least three reference or transition words in the topic sentence, etc.) in their peers' draft. Additionally, the total number of CHANGE (reviews) in the same instance was 35, that meant participants did find the criteria in their peer's draft, but it must be improved, so they suggested changes according to their own knowledge. As a result, the number of NO and CHANGE (reviews) summed up a total of 48 responses. In contrast to the 29 "YES" responses, meaning that the indicator was present.

These results were significantly reduced by the third round of formative peer feedback in the topic of "Health" where the YES (reviews) increased considerably by 65 peer responses, which meant that most participants were able to include a topic sentence that described the main idea of the text including at least 3 reference or transition words, they were also able to write supporting sentences that cohesively developed the main idea of the text including at least 6 reference or transition words, they could develop a concluding idea that was a summary of what has been written previously including at least 4 reference or transition words, and finally most participants were able to present their text clearly divided into three paragraphs. This aligns with the theoretical perspectives of Mwalongo (2013) as peer feedback develops critical thinking skills and promotes deeper learning by reading and checking others' work, they transfer that knowledge to their own writing. Moreover, the number of comments suggesting improvements was also reduced by the third round of formative peer feedback, with only 7 comments in the last round on the topic of "Health," in contrast to the 26 suggestions provided on the checklist made by participants to their peers in order to improve their paragraphs (See Appendix E: Example of first and third round of feedback checklists). Most peers' suggestions were concentrated on the aspect related to the concluding sentence emphasizing it must be written as a summary of what had been said before. Despite observing a remarkable reduction in the number of suggestions, some participants still struggled in producing a flawless academic paragraph, specifically in terms of the clarity of the main idea presented in the topic sentence and dividing the paragraph into three separated paragraphs. This considerable reduction of comments means that not only students who receive feedback benefit from the constructive response, but

those who provide feedback also learn to provide critical evaluations, raising their ability to self-edit their own work. (Yusof, 2012, p. 219).

### **5.3 Specific Objective 03: To analyze students' perceptions about the usefulness of Moodle's asynchronous forums as a peer feedback tool to support the writing of academic paragraphs.**

Based on the findings and results presented previously, it is possible to state that this third specific objective had a positive perception for the participants, although 7 out of 11 (63%) participants attended the focus group session. This was due to an unexpected change in their regular class schedule. The focus group conducted to analyze the participants' perceptions after completing the intervention revealed several key insights. Most of the participants highlighted the positive output of the formative peer feedback strategy considering their results in the post-intervention test. According to the excerpts, 100% of the participants in the focus group noted that by giving formative peer feedback, they developed their critical thinking and metacognition by recognizing their own mistakes and becoming aware of their own learning process. Mwalongo (2013) points out that peer feedback also develops critical thinking skills and promotes deeper learning by reading and checking others' work, they transfer that knowledge to their own writing. In contrast, 5 of those participants expressed their concerns regarding possible flaws when they oversaw comments and/or suggestions on their peers' checklists, which could have misled their peers' editing and eventual final product. Additionally, one participant added she felt unsure about her peers' suggestions arguing the same reasons. This comment was also intrinsically related to the fact she was the best student of EAL 1 last term. According to the overall theme analysis, it was noticed that participants widely preferred giving to receiving peer feedback, 3 out of 7 of them kept from stating their opinion in this regard. It was interesting to notice that one participant noticed that "peer feedback was given faster than waiting for the teacher's feedback...and we read from another person point of view" It was interesting to notice this observation aligns closely with what Weigle (2014, p. 232) stated: "Peer feedback had the obvious benefit of reducing the teacher's workload; another benefit is that students have an authentic audience to write for."

Most participants appreciated the convenience, security, speed, organization, and editing features of Moodle's asynchronous forums. These aspects contributed to an orderly and neat experience in the peer feedback process. Although participants were aged 19 to 21 years old, and they were proficient users of technology and internet in their everyday life, they acknowledged they rarely or never explored the ICT tools provided by their university, they highlighted the feature of being able to work at their own rhythm outside class time. Yusof recommended forums as a unique opportunity for students to post written work because it is not restricted by time or distance to both teachers and students (Yusof, 2012, p. 220).

Just 1 out of the 7 students in the focus group revealed her concerns about her peers reading her posts, preferring a more private and individualized feedback process,

where just the teacher was involved in giving feedback. This mirrors the research done by Roberts and Rajah-Kanagasabai (2013), the comfort level of students in online discussion forums can vary significantly, especially when it comes to the visibility of their contributions. Their study, titled 'I'd be so much more comfortable posting anonymously': Identified anonymous participation in student discussion boards, highlights that some students may feel apprehensive about openly sharing their work or receiving feedback in a public or semi-public forum like a class discussion board. This discomfort can come from a fear of negative judgment or criticism from peers, leading to a preference for more private, individualized feedback where only the teacher is involved. It is interesting to mention she was the same participant who previously expressed concern about receiving peer feedback and being asked to edit according to her peers' comments.

In general, the participants' perspectives suggested they felt more confident now when writing their final versions due to the 5 sessions that the intervention lasted. They also mentioned that as they progressed giving feedback to their peers they eventually understood and were able to crack the differences and the formalities of academic writing regarding the differences among topic, supporting and concluding sentences.

#### **5.4 Research limitations**

In this action research, several limitations were faced: first, there was a potential for bias in formative peer feedback comments. Since students were not used to reading critically and judging their peers' work, there was a possibility that personal relationships, preconceived notions of assessment, or even fear of offending a classmate might have influenced the feedback. This could lead to either overly positive (YES indicator on the checklist) or overly critical comments (NO/MODIFY indicators on the checklist), which might not accurately reflect the quality of the writing. Harmer (2015) acknowledges that while peer feedback can be an invaluable tool for learning and development, ensuring that it is both objective and constructive is not without its difficulties, this must be specifically clear for students, therefore teachers must establish strong guidelines and norms for feedback and promote classroom culture where constructive criticism is valued, and personal attacks or risk of biased comments are not tolerated.

Second, some students missed sessions due to extracurricular changes scheduled by their Social Work undergraduate program coordination during the intervention sessions, missing those sessions which could have affected the continuity of their learning process and their possibility to give or receive consistent feedback. This intermittent participation might have influenced the general effectiveness of the formative peer feedback process and their writing of their final paragraph. The same situation happened with the focus group, as not all participants were able to participate, limiting the number of participants' perspectives, missing out valuable comments.

Third, the challenge of ensuring students avoiding the use of translators was an issue especially with the topic of “Education” as the round of feedback as it was given asynchronously, where they had to post their first draft on forums outside the class time. Despite efforts to ensure authenticity, it was difficult to make students aware that they should not use translators or artificial intelligence.

Forth, one notable limitation of this action research concerns the duration over which the study was conducted. The scope of the study, as outlined in the methodology, was relatively short, consisting of 8 sessions, pre-post-intervention test, the intervention itself and the focus group. This limited the familiarity participants could have developed with the formative peer feedback strategy, its long-term benefits and sustainability of the intervention, specifically the use of Moodle’s asynchronous forums. A longer study period would have provided a more comprehensive view of how students adapted and evolved their writing skills over time in response to peer feedback.

Finally, due to time constraints the peer feedback focus was only on content writing issues overlooking language issues that may have been appeared in the participants drafts, for example, poor level of vocabulary, awkward phrasing, grammar mistakes, misspelling, etc.

## **Chapter VI: Conclusions**

## **Chapter VI: Conclusions**

So far, this action research report has reviewed literature, explained research methodology, analyzed findings, and offered further discussion about the contribution of formative peer feedback provided on Moodle's asynchronous forums as a useful strategy to improve students' cohesive academic paragraphs. The purpose of the final part of this study involves summarizing the main findings that emerged, providing a personal reflection, some comments, and recommendations.

### **6.1 Summary of the main findings**

One of the major findings in this action research was the significant improvement observed among students' use of cohesive devices in their academic writing and the organization of students' paragraphs with a clear topic that presented the main idea, supporting sentences that developed and followed that main idea stated in the topic sentence and a concluding sentence where students wrote a summary of the text. The improvement was evidenced in the students' results of the pre- and post-intervention tests. For instance, the average percentage of achievement in writing effective topic sentences rose from 15.91% to 20.45%, and the ability to develop cohesive supporting sentences improved from an initial percentage of 21.82% to a 32.73%. Additionally, the concluding sentences also showed a considerable improvement, after the three rounds of peer feedback students received on their drafts (draft 1: social issues, draft 2: education, draft 3: health), where it was observed they were able to summarize the content coherently. This progression in students' academic paragraphs development was further corroborated by the reduction in the number of comments suggested by peers in the feedback checklists, particularly regarding the use of reference or transition words, indicating a deeper understanding and a better use of cohesive devices.

Moodle's asynchronous forums were the tool for facilitating formative peer feedback. The higher education institution where this action research was conducted provided this free platform for teachers and students. The aim was to use it to engage the participants in collaborative learning activities, enhancing their critical thinking skills, although students were honest in saying they had hardly ever logged in it before the intervention sessions started. To students' surprise they found the platform and the use of forums to be appropriate, safe, and collaborative for this kind of activity. This virtual environment fostered students' enthusiasm and engagement in writing, which was not observed before with the traditional method of writing on paper. The Moodle's asynchronous forums allowed students to reflect, analyze, and work at their own pace, as they were asked to post one of their drafts asynchronously. Studies have shown that asynchronous discussion forums can significantly impact knowledge construction and critical thinking. Al-husban (2020) found that asynchronous online discussion forums on learning management systems reflected critical thinking indicators, although students needed to enhance higher-order skills like justification and critical assessment. Further, Moosa (2022) explored how asynchronous online discussion forums during the COVID-19 pandemic mediated epistemological access and facilitated collaborative self-directed peer learning,

showing that despite technological challenges, these forums enabled interactive exchange of information and the formation of collaborative peer learning communities. However, the same flexibility that asynchronous forums provide for students to work outside of class-time, raises concerns about the authenticity of their posts, due to the possible assistance of online translators and the probable use of artificial intelligence in favor of creating their paragraphs. The use of artificial intelligence in academic writing has been a topic of debate and research. Haq et al. (2023) discussed some considerations regarding the use of artificial intelligence in writing papers, emphasizing the need to balance the benefits of technology with maintaining the authenticity of academic work. They conducted an exploratory study comparing human and artificial intelligence in writing for health journals, highlighting the differences in completeness and credibility between human authors and AI-based tools like ChatGPT.

Regarding the process of giving and receiving peer feedback, it was found to be mutually beneficial for students. They did not only improve their own writing skills, but also developed a deeper understanding of academic writing features by revising and commenting on their peers' drafts. As revealed by the students' perceptions in the focus group, they appreciated the fact of checking their peers' draft because eventually they were able to identify their own mistakes and avoid making them again. Additionally, they enhanced their ability to self-edit and understand the writing process deeply. The participants valued the quickness of their peers' comments and suggestions, which were given the same day, as opposed to teacher's feedback that might take longer to be provided. This strategy also served to reduce the teacher's workload by distributing feedback responsibility, monitored, and guided among students, thereby a variety of perspectives into the writing process were introduced. The use of peer feedback checklists led to noticeable improvements in students' use of cohesive devices and paragraph organization, contributing to a more positive attitude towards writing.

This action research also underscored the importance of proper guidance in providing constructive feedback, with structured tools like checklists playing a significant role in guiding students. It is important to mention that due to time constraints the feedback provided addressed content level in writing only. It was proven by the results in the pre- and post-intervention tests, the checklists analysis, and the focus group that formative peer feedback not only fostered critical thinking and metacognitive skills among students, as they became more self-aware and reflective about their own writing, but it also promoted collaborative work.

The research indicated that the formative peer feedback process increased student writing engagement. Students became more confident in their writing abilities as the intervention progressed, as evidenced by their level of agreement in their opinions and perspectives registered by the focus group session. The active participation in revising their peers' draft required in the peer feedback process encouraged students to revise and think critically about both their own work and that one of their peers (Mwalongo, 2013). Even though some participants were concerned about the possible mistakes their checklist revision may have had, this made them feel burdened with the pressure of providing quality feedback, that eventually led them

to prepare themselves with their materials and notes before revising their peers' drafts. Although the study primarily focused on the structural and content aspects of formative peer feedback, it also shed light on the emotional and psychological experiences of students, which was not further explored in this study.

Despite the fact this action research was regarded as beneficial for the participants, some of them expressed concerns about the accuracy and reliability of their peers to provide meaningful peer feedback, indicating a need for guidance and moderation from the teacher. Regardless of the improvements, certain challenges persisted, such as effectively structuring paragraphs, which continued to receive the highest percentage of NO responses (16.67%) and suggestions for changes. Insights from the focus group discussions revealed concerns about the accuracy and effectiveness of peer feedback, and the students' ability to provide meaningful comments and suggestions to their peers. These findings emphasized the need for structured and guided peer feedback all over this strategy.

## **6.2 Personal reflection**

As the teacher-researcher who conducted this study, I must acknowledge it has been a rewarding and insightful experience. The fact of reflecting upon every stage of the process provided the teacher-researcher with a wide range of perceptions, and significant personal and professional growth. This research has incredibly reshaped my understanding of students' writing engagement, particularly in the context of academic writing. The improvement in students' writing skills, the collaborative and interactive environment of online forums went beyond my initial expectations and stressed the immense potential of e-learning platforms in education. Implementing the formative peer feedback strategy was extremely challenging, but it proved to be helpful and catchy for students. It points out the value of peer learning/collaboration in promoting critical thinking and reflective skills.

This brand-new experience of conducting action research has been enlightening in my development as an educator and now as a researcher. It challenged me to spot a teaching-learning issue with my group of students. It gave me the tools to innovate and introduce changes in the learning process in a context where students were not easily engaged in writing in a foreign language. Additionally, it provided me with the resources to monitor, analyze, and interpret data. It made me think critically and responsibly in disseminating the findings and results among educators and the coordination department of the higher education institution where the study was conducted. The aim was to help the English for Academic Literacy I and the Faculty of Social Sciences and Communication. The use of Moodle (which has been quite dropped out by the students and some teachers) has proved to be valuable for educational purposes to achieve the objectives of the institution, it also expanded not only my perspective on the relevant role of feedback, collaborative work, and technology in education, but also expanded students' point of view.

It is also important to highlight the role of students' autonomy and responsibility in this research. As the teacher-researcher, I observed a marked enhancement in

students' own learning processes. They were not just participants but active contributors to their work and their peers' work. Students' involvement might have **occured** because they were engaged working in the computer lab, as opposed to their usual classroom routine of writing on paper and pen. Besides, the fact of exploring a platform they were not familiar with allowed them to interact with the material and their peers at their own pace, thereby enhancing their ability to manage tasks independently. This action research highlighted the importance of peer learning in a collaborative environment, where students learned not only from the teacher but also significantly from each other. However, it also brought to light the challenges in such self-directed settings, emphasizing the need for a balanced approach that combines autonomy with appropriate guidance and support. After this experience and as a teacher-researcher, I am now committed to create learning environments that encourage independence while providing necessary support and collaboration, here lies the role of the teacher as a facilitator, and the importance of allowing students more autonomy, giving them the space to explore, discuss, and learn from each other.

### **6.3. Implications for further research**

The findings from this action research propose various areas that could be further explored in the future. Firstly, the limited sample size (11 participants) draws the attention to the need for larger-scale investigations not only in the Faculty of Social Sciences and Communication, but also in different higher educational institutions where academic writing is part of their program.

Long-term studies to assess formative peer feedback on academic writing skills are suggested for further research. This action research is limited by its short duration, offering only a snapshot of the immediate effects of formative peer feedback provided through Moodle's asynchronous forums. To comprehensively understand the long-term efficacy of this pedagogical approach, extended research spanning several months, or even academic years is essential. Such longitudinal studies would provide better insights.

It is important to notice the role of technology and asynchronous learning is spreading fast, especially during and after the COVID-19 pandemic. As such, there is a constant need to compare various digital platforms to choose the most beneficial environments for peer and collaborative engagement. Moreover, considering all the rapid advancements in the educational-tech field, integrating AI and other ICT resources could be a subject of further studies which may crack into innovative pedagogical strategies or ICT solutions that prevent over reliance on translators while promoting authentic language acquisition.

An essential dimension for future research, which extends beyond the scope of the current study, involves examining the psychological and emotional responses of students to receiving peer feedback. This aspect is critical, as the affective responses to feedback can influence students' engagement, learning processes, and overall educational outcomes. The current research, focused primarily on the structural and pedagogical aspects of peer feedback through Moodle's

asynchronous forums, provides limited insight into the emotional and psychological experiences of students in this context.

#### **6.4. Recommendations for further research**

All in all, there are several recommendations for further research that can be proposed in the light of this action research. Firstly, the good results of formative peer feedback in enhancing academic writing suggests its broader application across various courses and academic programs inside this institution. Secondly, the specific use of Moodle's asynchronous forums in this research indicates the potential for their expanded use beyond writing exercises; they could be utilized for diverse activities such as video discussions and content sharing, especially in programs like English for Academic Communication (which is another program oriented to speaking skills in this institution), to create a more dynamic learning environment. Thirdly, establishing international partnerships through forums or similar platforms with students in English-speaking countries could offer invaluable real-world language practice and cross-cultural exchange, enhancing language proficiency and global awareness. Finally, incorporating formative peer feedback as a structured strategy within academic curricula could improve not only academic writing skills but also critical thinking skills development and reflective learning.

In conclusion, this action research has demonstrated the effective contribution of formative peer feedback and Moodle's asynchronous forums in enhancing students' academic writing skills. The process has revealed students' engagement, autonomy, and the power of collaborative learning. These findings shape the way for broader implementation, innovative uses of technology in education, and international collaborations, promising more dynamic, engaging, and globally connected strategies.

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### **Appendix A: Action research intervention plan**

Date	Objective	Activities and Procedures	Time	Materials	Assessment	R Objectives



		<p>might ask their teacher for guidance.</p> <p>Once students have completed their sentences, they share their work on forums.</p> <p>Teacher provides general feedback to the class on the use of cohesive devices.</p> <p>Students are encouraged to revise their paragraphs based on the feedback given and resubmit their work as a final version.</p>	<b>40 minutes</b>	Writing cohesive devices forum.		
May 29th.	By the end of the lesson students will be able to spot errors and provide formative peer feedback focusing on checking effective use of cohesive devices by analyzing a sample paragraph posted on forums.	<p><b>Presentation:</b></p> <p>The teacher begins the class by explaining the importance of providing formative peer feedback and its role in improving academic writing skills. She presents a short video on YouTube that illustrates the usefulness of formative peer feedback and engages the class in a discussion about the video. She asks open-ended questions to stimulate reflection, such as: What were the main points emphasized in the video?</p> <p><b>Practice:</b></p> <p>The teacher asks students to download a peer feedback checklist from forums, she explains its purpose, emphasizing the importance of being constructive, specific, and respectful in their feedback. The teacher models how to give proper peer feedback with the aid of a sample paragraph related to immigration</p>	<b>Presentation stage 10 minutes.</b>	<p>Classroom projector</p> <p>Computer lab</p> <p>Peer feedback video</p>	To evaluate their performance using the Peer feedback strategy, the teacher will collect the completed checklist from students, and she will provide general feedback at the end of the class.	<b>SO 1:</b> To assess students' use of cohesive devices when writing academic paragraphs after giving and receiving formative peer feedback through Moodle's asynchronous forums.

		<p>which has errors on the usage of cohesive devices.</p> <p>Students analyze the checklist and ask for clarification if they do not understand some indicators.</p> <p><b>Production:</b></p> <p>Students are instructed to go to forums where the sample paragraph is available for reading.</p> <p>Students are required to carefully analyze another sample paragraph related to poverty which has errors on the usage of cohesive devices, with the aid of the checklist they provide comments for improvement.</p> <p>Students must submit their completed checklist on forums within class time.</p> <p>The teacher recaps the importance of giving formative peer feedback focusing on the students' checklist.</p>	<p><b>Practice stage 30 minutes.</b></p> <p><b>Production stage 40 minutes</b></p>	<p>Peer feedback checklist</p> <p>Writing sample 1_Immigration</p> <hr/> <p>Writing sample_2_poverty</p>		
May 31st	By the end of the lesson, students will be able to write a first draft of an academic paragraph based on a social issue; they	<p><b>Presentation:</b></p> <p>Students are asked to recall the main features and the purpose of a topic, supporting, and concluding sentences with the aid of their textbook. They go to a specific page which contains a chart summarizing every sentence and the features they have been practicing during this semester.</p> <p>Students asked to recall the different types of</p>	<p><b>Presentation stage 20 minutes.</b></p>	<p>Classroom projector.</p> <p>Computer Lab.</p> <p>Textbook</p>	<p>The teacher will provide general feedback on the class's first draft and their performance on forums by sharing and commenting on their posts as a class orally.</p>	<p><b>SO 1:</b> To assess students' use of cohesive devices when writing academic paragraphs after giving and receiving formative peer feedback through Moodle's asynchronous forums.</p>

	<p>must use cohesive devices and the paragraph must be shared on forums.</p>	<p>cohesive devices (transition and reference words)</p> <p><b>Practice:</b></p> <p>Students are instructed to log in to Moodle platform and go to the forum activity.</p> <p>Students are instructed to select a topic taken from the list of social issues; they must brainstorm before they write their first draft.</p> <p><b>Production:</b></p> <p>Students post their first draft of their paragraph on forums.</p> <p>Teacher provides general feedback to the class.</p>	<p><b>Practice stage 20 minutes</b></p> <p><b>Production stage 40 minutes</b></p>	<p>dictionaries</p> <p>word reference</p> <p>Cohesive devices list</p> <p>Social issues list</p> <p>_____</p> <p>First draft - Social Issues Forum</p>		
June 5th.	<p>By the end of the lesson, students will be able to post the final version of their academic paragraph on a social issue, supported by their classmates' formative feedback, and demonstrate their</p>	<p><b>Presentation:</b></p> <p>Students are asked to recall the main features and the purpose of formative peer feedback.</p> <p><b>Practice:</b></p> <p>Students are instructed to log in to Moodle platform and go to the first draft - social issues forum activity.</p> <p>Students are instructed to read their classmates' posts from the previous class carefully.</p> <p>Students are asked to provide formative peer feedback to their classmates' paragraph using their checklist.</p>	<p><b>Presentation stage 10 minutes.</b></p> <p><b>Practice stage 30 minutes</b></p>	<p>Classroom projector.</p> <p>Computer Lab.</p> <p>Dictionaries</p> <p>word reference</p> <p>Peer feedback checklist</p>	<p>To evaluate students' effectiveness on giving and receiving feedback the teacher will revise the final version of the student's academic paragraphs, considering the effective use of cohesive devices using the checklist.</p>	<p><b>SO 2:</b> To examine the contribution of formative peer feedback to enhance the participants' writing of academic paragraphs.</p>

	<p>ability to provide formative peer feedback .</p>	<p>Students upload the checklist on their classmates' first draft forum. They do this so their classmates can read their comments as many times as necessary.</p> <p><b>Production:</b></p> <p>Students are instructed to revise and edit their paragraphs based on the feedback they receive from their peers.</p> <p>Students should consider the comments and suggestions provided and make the necessary changes to enhance paragraphs. Once they have done this, they must post the final version on forums.</p> <p>Teacher provides general feedback to the class.</p> <p>-----</p> <p><i>Homework: Students are asked to post their first draft for the following statement:</i></p> <p><b><i>“Online education, its advantages and disadvantages, and how you think it has changed since 2020 as a result of the restrictions of the pandemic.”</i></b></p> <p><i>Then, their peers provide formative feedback using their checklist, and post this feedback for their classmates' edition. Finally, they are asked to post their final version on the forum "Final version - Education".</i></p>	<p><b>Producti on stage 40 minutes</b></p>	<p>Final version - Free Topic - Social Issues</p> <p>Homework forum</p>		
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June 7th	By the end of the lesson, students will be able to post the final version of their academic paragraph on health, supported by their classmates' formative feedback, and demonstrate their ability to provide constructive feedback to a peer.	<p><b>Presentation:</b></p> <p>Students are instructed to log in to Moodle platform and go to the first draft - Health forum activity.</p> <p><b>Practice:</b></p> <p>Students are instructed to write and post their first draft.</p> <p>Students are asked to provide formative peer feedback to their classmates' paragraph using their checklist.</p> <p>Students upload the checklist on their classmates' first draft.</p> <p><b>Production:</b></p> <p>Students are instructed to revise and edit their paragraphs based on the feedback they receive from their peers.</p> <p>Students should consider the comments and suggestions provided and make the necessary changes to enhance paragraphs. Once they have done this, they must post the final version on forums.</p> <p>Teacher provides general comments about the peer feedback strategy to the class and students' overall performance during the intervention.</p>	<p><b>Presentation stage 10 minutes.</b></p> <p><b>Practice stage 40 minutes</b></p> <p><b>Production stage 30 minutes</b></p>	<p>Classroom projector.</p> <p>Computer Lab.</p> <p>dictionaries</p> <p>word reference</p> <p>Peer feedback checklist</p> <hr/> <p>Homework final version</p>	<p>To evaluate students' effectiveness on giving and receiving feedback the teacher will revise the final version of the student's academic paragraphs, considering the effective use of cohesive devices using the checklist.</p>	<p><b>SO 1:</b> To examine the contribution of formative peer feedback to enhance the participants' writing of academic paragraphs.</p>
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## Appendix B: Cohesive devices list

## Cohesive devices

### What is cohesion in writing?

Cohesion in writing is achieved in a variety of ways, mainly by using words, phrases, and ideas that act as connectors or point back to earlier words/phrases/ideas/sentences. The most basic cohesive devices are **reference words** and **transitions**.

### Reference words

- Reference words are words used in writing to refer to a previously mentioned noun or idea, avoiding repetition. For example, "it" can be used to refer to a specific object, like "The book was on the table. It was red." Reference words help maintain clarity and cohesion in writing.

Reference words	
Articles	The, a, an
<b>Pronouns</b>	
Subject pronouns	I – you – he – she – it – they – we
Object pronouns	Me – you – him – her – it – them - us
Possessive adjectives	My – your – his – her – its – their – our
Demonstrative pronouns	this, that, these, those

## Transition words

- Transition words are words or phrases used to connect and establish relationships between ideas or sentences in writing. For instance, "however" indicates a contrast, while "in addition" signifies an added point. Transition words enhance coherence and guide readers through the text smoothly.

Transition words	
Expressing addition	Too – and - also
Expressing contrast	However - on the other hand – but
Expressing cause and effect	So - because - as a result
Expressing purpose	In order to – so that
Summarizing	Last - finally - after all
Introducing a new idea	It is possible to – first – second
Illustrating something	For example – that is – such as
Emphasizing a point	Actually - In fact - It is also important to
Comparing	Similar to – as to - in the same way
Timing	After – before – when

## **Appendix C: Pre-Intervention test and post-intervention tests**

*English for Academic Literacy 1*

Read the instructions carefully before beginning to write your paragraph.

Instructions:

1. It is essential to make sure that the content developed is of your creation, in case of citing, you must respect the **APA 7 format**.
2. You can use a **physical dictionary** from the library or an online dictionary (**Word Reference**).
3. The text must:
  - **Include topic, supporting, and concluding sentences.**
  - **Be cohesive for the reader to understand it.**
4. Remember to carry out the writing process:
  - **Pre-writing** – Brainstorm to organize your ideas.
  - **Drafting** – First version of your text, post it here.
  - **Commenting** – Feedback from your teacher.
  - **Editing** – Second version of your text, include feedback.
  - **Publishing** – Text finished on forums, ready to be read by an audience.
  - **Evaluation** – Your text will be evaluated with the following rubric.
5. You will have to write a paragraph in English developing the following theme.
 

*"The impact of social networks, their advantages and disadvantages, and how do you think they changed the way we communicate with others"*

**Añadir un nuevo tema de debate**

*English for Academic Literacy 1*

Read the instructions carefully before beginning to write your paragraph.

Instructions:

1. It is essential to make sure that the content developed is of your creation, in case of citing, you must respect the **APA 7 format**.
2. You can use a **physical dictionary** from the library or an online dictionary (**Word Reference**).
3. The text must:
  - **Include topic, supporting, and concluding sentences.**
  - **Be cohesive for the reader to understand it.**
4. Remember to carry out the writing process:
  - **Pre-writing** – Brainstorm to organize your ideas.
  - **Drafting** – First version of your text, post it here.
  - **Commenting** – Feedback from your peers.
  - **Editing** – Second version of your text, include feedback.
  - **Publishing** – Text finished on forum, ready to be read by an audience.
  - **Evaluation** – Your text will be evaluated with the following rubric.
5. You will have to write a paragraph in English developing the following theme.
 

*"Immigration and refugee support, its advantages and disadvantages, and how you think the system has changed compared to 20 years ago"*

**Añadir un nuevo tema de debate**

**Appendix D: Rubric for assessment Pre and Post Intervention tests**

Score	7-6	5-4	3-2	1-0	%	Score	Average
Concept	Excellent	Acceptable	Fair	Poor			
<b>Topic sentence</b>	The topic sentence clearly introduces the main idea of the paragraph. It provides a powerful sense of focus for the forthcoming supporting sentences. It includes at least three different reference or transition words.	The topic sentence acceptably introduces the main idea of the paragraph. It mostly provides a general sense of the focus for the forthcoming supporting sentences. It includes at least two different reference or transition words.	The topic sentence somewhat introduces the main idea of the paragraph. The focus for the forthcoming supporting sentences is weak, making it challenging to understand the main point. It includes at least one reference or transition word.	The topic sentence lacks clarity in introducing the main idea of the paragraph. It is hard to understand the focus for the forthcoming supporting sentences. It fails to include reference or transition words.	25		
<b>Supporting sentences</b>	The supporting sentences clearly provide facts, examples, or reasons to support the topic sentence. It includes at least six different reference or transition words which linked the paragraph cohesively. The overall cohesion is excellent.	The supporting sentences acceptably provide facts, examples, or reasons to support the topic sentence. It includes at least four different reference or transition words which linked the paragraph cohesively. The overall cohesion is acceptable but could be improved.	The supporting sentences somewhat provide facts, examples, or reasons to support the topic sentence. It includes at least three different reference or transition words which try to link the paragraph cohesively. The paragraph demonstrates some cohesion, but several improvements are needed.	The supporting sentences lacks to provide facts, examples, or reasons to support the topic sentence. It fails to include reference or transition words to link the paragraph cohesively. The paragraph does not effectively connect ideas.	40		

<p><b>Concluding sentence</b></p>	<p>The concluding sentence clearly states a summary or paraphrase on what has been written in the topic and supporting sentences. It includes at least four different reference or transition words which linked the paragraph cohesively. The overall cohesion is excellent.</p>	<p>The concluding sentence acceptably states a summary or paraphrase on what has been written in the topic and supporting sentences. It includes at least three different reference or transition words which linked the paragraph cohesively. The overall cohesion is acceptable.</p>	<p>The concluding sentence somewhat states a summary or paraphrase on what has been written in the topic and supporting sentences. It includes at least two different reference or transition words which linked the paragraph cohesively. The paragraph demonstrates some cohesion, but several improvements are needed.</p>	<p>The concluding sentence lacks to states a summary or paraphrase on what has been written in the topic and supporting sentences. It fails to include reference or transition words to link the paragraph cohesively. The paragraph is deficient in cohesion.</p>	35			
						100		

**Appendix E: Peer feedback checklist**

<b>ACADEMIC WRITING</b>	<b>Y E S</b>	<b>N O</b>	<b>MODIFY</b>	<b>Comments for improvement</b>
Mi compañero/a				
<ul style="list-style-type: none"> <li>● Incluye una oración temática que describe la idea principal del texto.</li> </ul>				
<ul style="list-style-type: none"> <li>● Incluye al menos tres palabras de referencia o transición en la oración temática.</li> </ul>				
<ul style="list-style-type: none"> <li>● Incluye oraciones de soporte que desarrollan cohesivamente la idea principal del texto.</li> </ul>				
<ul style="list-style-type: none"> <li>● Incluye al menos seis palabras de transición o referencia en las oraciones de soporte que conectan cohesivamente.</li> </ul>				
<ul style="list-style-type: none"> <li>● Incluye una oración concluyente que es un resumen de lo que se ha escrito anteriormente.</li> </ul>				
<ul style="list-style-type: none"> <li>● Incluye al menos cuatro palabras de referencia o transición en la oración concluyente.</li> </ul>				
<ul style="list-style-type: none"> <li>● Presenta su texto dividido en tres párrafos (topic, supporting sentences, conclusion)</li> </ul>				

## **Appendix F: Focus group questions**

1. ¿Cómo te sientes al dar y recibir retroalimentación formativa de tus compañeros en tu tarea escrita?
2. ¿Has notado alguna mejora en sus tareas de escritura? Si es así, ¿Cuál ha sido?
3. ¿Cuáles son las ventajas y las desventajas de dar y recibir retroalimentación formativa entre compañeros?
4. ¿Cuáles son algunas de las ventajas y desventajas que tiene el participar en foros en Moodle?
5. ¿Consideras que el trabajo en foros está relacionado directamente con tu desempeño en las escrituras?
6. ¿Recomendarías esta plataforma para realizar trabajos similares?
7. ¿Consideras que has mejorado la coherencia en la redacción de párrafos académicos después del trabajo de retroalimentación en? Si es así, ¿Cuáles son esos aspectos?
8. ¿Consideras que has mejorado la cohesión de párrafos académicos después de la intervención? Si es así, ¿Cuáles son esos aspectos?
9. ¿Ha cambiado tu actitud hacia la escritura académica de párrafos como resultado de la retroalimentación recibida de parte tus compañeros?

## Appendix G: Example of first and third round of feedback checklists

### PEER FEEDBACK CHECKLIST – SOCIAL ISSUES

Please read the following checklist carefully, and follow the instructions:

1. Open your Moodle Platform with your user and password.
2. Go to *unidades > foros asincrónicos de discusión > first draft Social Issues*.
3. Read your classmate's paragraph carefully.
4. Mark X on **YES** if the indicator is clearly stated in your classmate's sentences. Mark X on **NO** if the indicator is not present. Mark X on **MODIFY** if the indicator needs improvement.
5. You must provide ideas, comments, or examples to support your classmate's paragraph.
6. Upload this checklist and to your classmate's post.

My classmate's name: [name erased because of privacy; it belongs to Participant 5]

ACADEMIC WRITING	YES	NO	MODIFY	Comments for improvement
Mi compañero/a				
<ul style="list-style-type: none"> <li>● Incluye una oración temática que describe la idea principal del texto.</li> </ul>			X	No está muy claro de los aspectos que se van a desarrollar
<ul style="list-style-type: none"> <li>● Incluye al menos tres palabras de referencia o transición en la oración temática.</li> </ul>			X	Yo cuento solo dos
<ul style="list-style-type: none"> <li>● Incluye oraciones de soporte que desarrollan cohesivamente la idea principal del texto.</li> </ul>	X			Muy bien
<ul style="list-style-type: none"> <li>● Incluye al menos seis palabras de transición o referencia en las oraciones de soporte que conectan cohesivamente.</li> </ul>			X	Te faltan dos
<ul style="list-style-type: none"> <li>● Incluye una oración concluyente que es un resumen de lo que se ha escrito anteriormente.</li> </ul>		X		No tienes conclusion
<ul style="list-style-type: none"> <li>● Incluye al menos cuatro palabras de referencia o transición en la oración concluyente.</li> </ul>			X	Tienes tres
<ul style="list-style-type: none"> <li>● Presenta su texto dividido en tres párrafos (topic, supporting sentences, conclusion)</li> </ul>		X		hay 1 párrafo ☹️

### Sample first draft participant 5


First Draft – Free Topic – Social Issues

Mental Health and well-being

Configuraciones ▾

Mental health and well-being. The anxiety along with bad habits. ►

Exportar el debate completo al portafolio    Mostrar respuestas anidadas ▾    Mover este debate a... ▾    Mover

 Mental Health and well-being  
de Participant 5 (name erased)    - miércoles, 31 de mayo de 2023, 15:26

The mental health in Chile show a weakening. It is possible to very reasons, like before people do not talk about it because of this, people overlook. Also the pandemic make that situation get worse in order to confinement. It is also important to mention academic responsibilities or work implicate with it, this generate stress and anxiety.

Enlace permanente    Editar    Borrar    Responder    Exportar al portafolios

Mental health and well-being. The anxiety along with bad habits. ►

### Sample final version participant 5


Final version – Free Topic – Social Issues

Mental health and well-being

Configuraciones ▾

◀ Education online in pandemic times.    education in the pandemic ►

Exportar el debate completo al portafolio    Mostrar respuestas anidadas ▾    Mover este debate a... ▾    Mover

 Mental health and well-being  
de Participant 5 (name erased)    - lunes, 5 de junio de 2023, 15:12

The mental health in Chile show a weakening after pandemic.

It is possible for many reasons, like before people do not talk about it because of this, people overlook this problem. The pandemic make that situation get worse as a result of the confinement too. It is also important to mention academic responsibilities or work implicate with it, this generate stress and anxiety.

Finally, the mental health in Chile is affected after the pandemic.

Enlace permanente    Editar    Borrar    Responder    Exportar al portafolios

### PEER FEEDBACK CHECKLIST – HEALTH


Please read the following checklist carefully, and follow the instructions:

7. Open your Moodle Platform with your user and password.
8. Go to *unidades > foros asincrónicos de discusión > first draft Health*.
9. Read your classmate's paragraph carefully.
10. Mark X on **YES** if the indicator is clearly stated in your classmate's sentences. Mark X on **NO** if the indicator is not present. Mark X on **MODIFY** if the indicator needs improvement.
11. You must provide ideas, comments, or examples to support your classmate's paragraph.
12. Upload this checklist and to your classmate's post.

My classmate's name: [name erased because of privacy; it belongs to Participant 5]


ACADEMIC WRITING	YES	NO	MODIFY	Comments for improvement
Mi compañero/a				
<ul style="list-style-type: none"> <li>● Incluye una oración temática que describe la idea principal del texto.</li> </ul>	X			
<ul style="list-style-type: none"> <li>● Incluye al menos tres palabras de referencia o transición en la oración temática.</li> </ul>	X			
<ul style="list-style-type: none"> <li>● Incluye oraciones de soporte que desarrollan cohesivamente la idea principal del texto.</li> </ul>	X			
<ul style="list-style-type: none"> <li>● Incluye al menos seis palabras de transición o referencia en las oraciones de soporte que conectan cohesivamente.</li> </ul>			x	Revisa los de la guía ALSO, AND, BECAUSE, THESE, THAT, THEY
<ul style="list-style-type: none"> <li>● Incluye una oración concluyente que es un resumen de lo que se ha escrito anteriormente.</li> </ul>	X			
<ul style="list-style-type: none"> <li>● Incluye al menos cuatro palabras de referencia o transición en la oración concluyente.</li> </ul>			X	Lo mismo A, THE, THESE, THEY
<ul style="list-style-type: none"> <li>● Presenta su texto dividido en tres párrafos (topic, supporting sentences, conclusion)</li> </ul>	X			

### Sample first draft participant 5

 Configuraciones ▾

◀ A
A real breakthrough? ▶

Exportar el debate completo al portafolio
Mostrar respuestas anidadas ▾
Mover este debate a...
Mover



Access to the public health: advantages and disadvantages

de Participant 5 (name erased)

The access to the public health in Chile is free, because of this people opt for this way. But we have advantages and disadvantages.

It is funded for the government so is free. it have many attention centers between hospitals and CESFAM, so that permit proximity to the people.

On the oder hand, we have disadvantages, like long period to wait. The cost to the remedies is not covered. It is consider that exist difference in the quality to the attention services.


In the last 20 years, they have changes like the evaluation to the professionals respect to the attention to patiences, they opinion is considerer, the taining to the professionals for make you better attention.

After all, present advntages and disadvantages respect to the efficiency, however have intentions to improve this system.

Enlace permanente
Editar
Borrar
Responder
Exportar al portafolios


◀ A
A real breakthrough? ▶

### Sample Final version participant 5

 Configuraciones ▾

◀ A
A real breakthrough? ▶

Exportar el debate completo al portafolio
Mostrar respuestas anidadas ▾
Mover este debate a...
Mover



Access to the public health: advantages and disadvantages

de Participant 5 (name erased)

The access to the public health in Chile is free, because of this people opt for this way. But we have advantages and disadvantages.

First, it is funded for the government so is free. Along with it have many attention centers between hospitals and CESFAM, so that permit proximity to the people. On the other hand, we have disadvantages, like long period to wait. Also the cost to the remedies is not covered. It is also important to consider that exist difference in the quality to the attention services. In the last 20 years, they have changes like the evaluation to the professionals respect to the attention to patiences, they opinion is considerer, also the training to the professionals for make you better attention.

After all, the public health in Chile present advntages and disadvantages respect to the efficiency, however we have intentions to improve this system.

Enlace permanente
Editar
Borrar
Responder
Exportar al portafolios

◀ A
A real breakthrough? ▶