# Appendix: Direct Observations Feedback Sessions

1. **Session Information** a. Date and time of the peer feedback session. b. Assignment or writing task being discussed.
2. **Student Engagement** a. Active participation. b. Students’ willingness to ask questions or seek clarification.
3. **Feedback Quality** a. Specificity of feedback provided by peers. b. Feedback's applicability to the writing assignment.
4. **Resource Utilization** a. Use of digital tools or platforms for feedback when applicable.

**General**

All lessons were filmed so that the teacher could later make targeted observations regarding classroom dynamics, active participation, and asking questions.

Session 1

Date: 11th January

Topic: Why write + Principles of feedback

The students were attentive during the session in which the benefits of writing were explained. The different types of giving feedback were also explained. During the session, they were taught how to provide specific and positive feedback. The students applied this to a text provided on a website. They provided 'comments' on an existing text that contained errors.

There were some computer problems during this session, with students struggling to log in to their Microsoft Account. They also had difficulty providing 'comments'.

Initially, the students didn't always understand what they were supposed to do. They would then refer back to the website and try to copy and apply this model. Afterwards, they had to upload their task to the upload zone of Smartschool. This was then checked by the teacher to see if the students had completed the task.

Most students were able to provide the following forms of feedback: 1 form of positive feedback, 1 specific feedback, 1 question.

Session 2

Date: 15th January

Topic: Announcement of groups + Collaborative Document Editing (CDE)

The students were grouped based on their language proficiency, pre-test results, and feedback preferences via the survey.

Afterwards, the students learned how to create a shared document in Word Online and how to set the 'permissions' so that their group members could also edit it. The session was time-consuming as many students were not accustomed to doing this.

Instructional videos on how to do this were shown on the website. As preparation, the students will read the following piece for the next lesson: Essay structure.

Session 3

Date: 18th January

Topic: Essay structure

In this session, the students were explained that an essay consists of an introduction, body, and conclusion. The role of a thesis statement and topic sentences was explained using examples. Afterward, the students had to write their own thesis statement with 2 topic sentences for a new topic, 'The impact of social media on teenagers.' The students were encouraged to collaborate in their new groups so they could help each other.

The importance of relevant vocabulary for an essay was also demonstrated through concrete vocabulary examples related to the topic 'Impact of computers on modern lives.'

The concept of a thesis statement was difficult for some students to grasp. They were not sure what it exactly entailed and asked additional questions about it. The thesis statement consisting of 2 elements, which they then reused in their topic sentences, was new to the students. The session lasted longer than 15 minutes.

Afterward, the students had to upload their thesis statement and two topic sentences in the upload zone. As preparation, the students will read the following piece for the next lesson: Paragraph structure

Session 4

Date: 22nd January

Topic: Paragraph structure

Not every student had uploaded the previous task. This was reminded to the students so that everyone could improve their writing skills.

The teacher provided specific feedback to the students on the previous task, such as restructuring, upgrading the quality of the statements, and rephrasing.

In this session, the TEXAS structure for a body paragraph was explained. The structure was explained using a specific example from the website. Then, the students applied this structure again to 'Impact of social media on teenagers.' So, they already had their thesis statement and topic sentences and were now writing one body paragraph following the TEXAS structure. A countdown timer of 10 minutes was displayed for this in-class activity. If it wasn't completed, students were allowed to finish it at home.

For this task, students were allowed to collaborate within their group and use external sources such as articles, dictionaries, the internet, etc. There were many questions, which demonstrated motivation to understand and do well. Further developing their thesis statement and topic sentences was difficult for some to grasp. The teacher assisted the students in structuring their essays further and encouraged students to help each other.

The written body paragraph was assigned as homework for the next lesson, to be uploaded in Smartschool. As preparation, the students will read the following piece for the next lesson: introduction and conclusion.

Session 5

Date: 25th January

Topic: Introduction and conclusion

Once again, not every student completed the previous task, which results in them working less on their writing skills. The teacher thanked the students who did so on time.

In this session, they learned that every essay requires an introduction and conclusion. The introduction ends with a thesis statement, and the conclusion starts again with a restatement of the thesis. This was explained using visual methods like an image of a 'hamburger' and a concrete example. Afterward, the students continued writing their essays by adding an introduction and conclusion. They worked together in their groups and were allowed to use external sources.

The students still had difficulty structuring their essays. This was explained again using an example on the board. The concept of 'context' in an introduction was not easy for the students. Several students had trouble finding an opening sentence for their essay.

A 10-minute period was allocated for working on the task. Afterward, they had to upload their task in the upload zone in Smartschool. As preparation, the students will read the following piece for the next lesson: Writing conventions.

Because some students did not submit their assignments, they had to complete their previous tasks. This meant that they couldn't fully focus on the current session and fell behind. It's possible that some students were less motivated to catch up on their backlog.

Session 6

Date: 29th January

Topic: Writing conventions

In this session, the use of punctuation marks and capital letters was explained. Some aspects were basic knowledge, so the use of commas was specifically clarified. Afterwards, students worked together in their groups to proofread their group members' essays for spelling errors. They made 'comments' in the document and then sent it back.

Although the students found some errors, some were not thorough enough. The teacher helped some students to identify additional mistakes and improve their feedback skills.

As a task, the students had to address the feedback and upload their improved essay again. As preparation, the students will read the following piece for the next lesson: Transitioning.

Session 7

Date: 1st February

Topic: Transitioning

In this session, the students learned to use transition words. Some examples were shown, as well as the types of transition words. Afterwards, the students did an exercise on the specific use of transition words. To make a paragraph transition smoothly, it's best to start with a transition word.

# Appendix: Specific Schedules Experimental and Control Group

**Timeline Experimental Groups**

* Week 1
  + Pre-test + survey self-reported language proficiency, feedback preferences and cultural background: 8th January
  + Session 1: 11th January: Why write + Principles of Feedback
* Week 2
  + Session 2: 15th January: Announcement of groups + Collaborative Document Editing (CDE)
  + Session 3: 18th January: Essay Structure
* Week 3
  + Session 4: 22nd January: Paragraph Structure
  + Session 5: 25th January: Introduction and Conclusion
* Week 4
  + Session 6: 29th January: Writing Conventions
  + Session 7: 1st February: Transitioning
* Week 5
  + Post-test
  + Complete a survey about feedback.

**Timeline Control Group**

* Week 1
  + Pre-test
* Week 2
  + Regular English lessons
* Week 3
  + Regular English lessons
* Week 4
  + Regular English lessons
* Week 5
  + Post-test