**Suggestions Narrative Analysis (include this in the report but also in the Methods section?)**

**Narrative analysis essays Experimental Group 1:**

* **Improved Structure:** There's a clear improvement in how the ideas are organized, transitioning from one point to the next in a more logical flow.
* **Enhanced Language and Style:** The language is more formal, and there is evidence of an expanded vocabulary.
* **Greater Depth:** The student goes deeper into the subject matter, suggesting a better understanding and ability to reflect on the content.
* **Empathy and Understanding:** The post-test shows a better understanding of the reader's perspective, crafting the essay in a way that is more engaging and thoughtful.

**Narrative Structure and Coherence:**

* **Pre-test:** The structure is generally informal and conversational. The narrative may lack a clear introduction or conclusion, and ideas can be scattered or abruptly introduced without a logical flow, as seen in the pre-test essay of Student 1, where the benefits of reading are listed in a casual manner without clear transitions.
* **Post-test:** There is a noticeable improvement in structure. For instance, the post-test essay of Student 1 has a clear introductory question and follows with a more organized discussion of reading's benefits.

**Content and Depth of Analysis:**

* **Pre-test:** Content is often surface-level, with general statements about topics such as technology's impact (Student 2) or the importance of a healthy lifestyle (Student 3). There's a tendency towards broad statements without substantial evidence or examples.
* **Post-test:** Essays show more depth, with specific examples and a clearer understanding of the topic. For instance, Student 2's post-test essay offers a nuanced view of social media's benefits and drawbacks, acknowledging its impact on global communication and personal insecurities.

**Use of Language and Style:**

* **Pre-test:** Language use can be repetitive and simplistic, with a limited range of vocabulary. Sentences may lack complexity, as observed in Student 3's pre-test essay, which uses simple assertions about healthy living.
* **Post-test:** There is a richer use of vocabulary and a more academic tone. Sentences are more complex, and the language is more varied, as seen in Student 4's post-test essay discussing the multifaceted effects of reading.

**Development of Ideas:**

* **Pre-test:** Ideas are often introduced without full development or support. Students may make claims without backing them up with evidence or rationale, as in the pre-test essay of Student 5, where claims about technology are made without detailed support.
* **Post-test:** Ideas are better developed, with supporting details and examples that showcase a deeper understanding of the topic, such as in the post-test essay of Student 6, which discusses both the positive and negative impacts of technology on society.

**Engagement and Persuasiveness:**

* **Pre-test:** There may be a lack of engagement with the reader, with the narrative not compelling or persuasive enough. Student 7's pre-test essay lists the reasons for reading in a way that does not engage the reader emotionally or intellectually.
* **Post-test:** Essays engage the reader more effectively, with a persuasive tone that draws the reader into the narrative. Student 8's post-test essay on technology uses more compelling language to discuss the impacts on society.

**Critical Thinking and Reflection:**

* **Pre-test:** There is a lack of critical thinking or reflection, with students not questioning their own assumptions or considering counterarguments, as seen in Student 9's pre-test essay.
* **Post-test:** There is evidence of reflection and critical thinking, with students considering different perspectives and the broader implications of their topics, as shown in Student 10's post-test essay on healthy lifestyles.

Overall, the post-test essays demonstrate a progression in narrative skill, with students offering more structured, in-depth, and reflective writing. They show a better command of language and a more persuasive and engaging style. This suggests that the peer feedback training might have had a positive impact on their writing abilities.

**Narrative analysis essays Control Group:**

**Narrative Structure and Coherence:**

* **Pre-test:** The narrative structures are simplistic and informal, lacking clear introductions and conclusions. The flow between points is often disjointed, with ideas introduced abruptly, as seen in Student 1's pre-test essay.
* **Post-test:** The structure shows little to no improvement in coherence. The ideas are still presented in a somewhat haphazard manner, without clear transitions or a strong narrative thread, as evidenced in Student 1's post-test essay.

**Content and Depth of Analysis:**

* **Pre-test:** Content in the pre-test essays is often superficial, with broad statements about the benefits of technology or reading, such as in Student 2's pre-test essay, without deep analysis or examples.
* **Post-test:** There is not a significant deepening of content in the post-test essays. The arguments presented remain at a surface level, without substantial evidence or exploration of complex ideas, as seen in Student 2's post-test essay.

**Use of Language and Style:**

* **Pre-test:** The language used is repetitive and lacks variety, with many essays using colloquial expressions and simple sentence structures, such as in Student 3's pre-test essay.
* **Post-test:** There is minimal improvement in language use, with some essays still featuring simplistic language and others showing slight improvements in vocabulary, as seen in Student 3's post-test essay.

**Development of Ideas:**

* **Pre-test:** Ideas are mentioned but not fully explored or supported, as in Student 4's pre-test essay, where healthy lifestyle practices are listed without detailed explanation or support.
* **Post-test:** There remains a lack of development in ideas, with points being asserted rather than explained or argued, as shown in Student 4's post-test essay.

**Engagement and Persuasiveness:**

* **Pre-test:** The essays lack engagement, with the narrative not compelling or persuasive enough, as observed in Student 5's pre-test essay.
* **Post-test:** There is little change in the level of engagement or persuasiveness in the post-test essays. The writing does not actively engage the reader or make a persuasive case for the benefits of reading, as seen in Student 5's post-test essay.

**Critical Thinking and Reflection:**

* **Pre-test:** There is little evidence of critical thinking or reflection, with students not questioning their assumptions or considering alternative perspectives, as seen in Student 6's pre-test essay.
* **Post-test:** Critical thinking and reflection are still lacking in the post-test essays, with narratives often not moving beyond initial assertions or personal opinions, as evidenced in Student 6's post-test essay.

Overall, the post-test essays from the control group do not demonstrate significant improvements in structure, content, language, idea development, engagement, or critical thinking when compared to their pre-test counterparts. This indicates that the peer feedback training in the experimental group may have contributed to the improvements observed in their essays, highlighting the potential value of feedback training in developing writing skills.

**Narrative analysis essays Experimental Group 2:**

The analysis of the pre- and post-tests for Experimental Group 2 highlights significant advancements in the students' writing capabilities, mirroring the transformative impact of peer feedback and writing training observed in Experimental Group 1. This evolution is evident across various dimensions of their essays, including structural coherence, content depth, language proficiency, and critical engagement. Below, we delve into these areas to understand the nuanced progression of each student's writing journey.

**Narrative Structure and Coherence**

* **Pre-test**: Initially, students' essays, like those of Student 1 and Student 2, displayed a conversational tone with a scattered arrangement of ideas. The narrative often jumped from one point to another without clear transitions or logical sequencing.
* **Post-test**: Post-test essays exhibit a markedly improved structure. For example, Student 2's essay evolves into a well-organized discourse, starting with an engaging introduction, followed by a body that systematically explores both sides of the argument, and concludes with a thoughtful summation.

**Content and Depth of Analysis**

* **Pre-test**: The initial essays tended to skim the surface of their topics. Statements were broad and lacked the support of concrete examples or evidence, as seen in the simplistic discussions on the impact of technology and the benefits of a healthy lifestyle by Student 3.
* **Post-test**: The follow-up essays demonstrate a deeper engagement with the subject matter. Student 3's examination of social media's influence, for instance, articulates specific positive and negative aspects, showing a more nuanced understanding.

**Use of Language and Style**

* **Pre-test**: The language used in early essays was often repetitive and basic. The vocabulary range was limited, and sentence structures were predominantly simple and direct, lacking sophistication.
* **Post-test**: There's a noticeable enhancement in language use and stylistic choices. Essays like Student 4's on reading benefits feature a more academic tone, diverse vocabulary, and varied sentence structures, contributing to a more formal and polished presentation.

**Development of Ideas**

* **Pre-test**: Initial essays introduced ideas abruptly, with minimal development. Assertions frequently lacked substantiation, leaving the reader with unanswered questions about the basis of certain claims.
* **Post-test**: In their later submissions, students like Student 6 expanded their ideas more fully, incorporating examples and details that provided a clearer, more compelling exposition of their viewpoints.

**Engagement and Persuasiveness**

* **Pre-test**: Early writings often failed to effectively engage or persuade the reader, lacking the emotional or intellectual appeal necessary to captivate an audience.
* **Post-test**: The revised essays better capture the reader's interest through more dynamic language and persuasive techniques. Student 8, for instance, crafts a compelling argument on the societal impacts of technology, engaging the reader through evocative language and rhetorical questions.

**Critical Thinking and Reflection**

* **Pre-test**: There was a notable absence of critical thinking in the initial essays. Students rarely questioned their assumptions or considered alternative perspectives, resulting in one-dimensional narratives.
* **Post-test**: The later essays reflect a maturation in critical thinking and reflective consideration. Students like Student 10 display an awareness of multiple viewpoints and the complexities of their topics, indicating a deeper intellectual engagement with their subject matter.

In summary, the progression from pre- to post-test essays among students in Experimental Group 2 mirrors the enhancements observed in Experimental Group 1, underscoring the efficacy of peer feedback and writing training. This educational intervention appears to have fostered not only an improvement in writing skills but also a more sophisticated approach to thinking and analysis, enabling students to produce work that is not only more structurally sound and stylistically mature but also richer in content and critical engagement.