Peer Editing Process through Wikispaces in Correcting L2 Students' Writing

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Abstract: The paper aims to explain how the process of peer editing through Wikispaces helps in correcting second language (L2) students' writing. Specifically, due to its feasible features, Wikispaces has been chosen as the platform for the peer editing process. Five types of common errors were focused in the students' process of peer editing: grammar, spelling, word choice, punctuation and sentence structure. The participants were 25 Form Four students from a Smart school in Malaysia. They wrote two descriptive essays with an interval of a two-week peer editing session respectively. Both students' participation and progress were monitored via Wikispaces. Online writing records (students' essays), observation form, questionnaire, feedback form and a reflective research diary were used for data collection. The primary findings from the field notes and students' essays illustrated that peer editing through Wikispaces facilitate communication, collaboration, knowledge sharing and revision. The salient features of Wikispaces such as discussion forums, text-editor toolbar, autosave, reverting history logs and email notifications fully supported this outcome. In addition, based on the questionnaire and feedback form, the students also revealed their positive responses towards the peer editing activity through Wikispaces in correcting L2 students' writing. This study implicates that students' editing ability in writing can be enhanced with the support of peer

editing through Wikispaces. However, teacher support and scaffolding are necessary throughout the process to help the students when they encounter any problems.

Keywords: Peer editing, wiki, error correction, second language (L2) writing

INTRODUCTION

The World Wide Web ("www" or simply the "Web") has profoundly transformed the way people interact, communicate, share information and acquire knowledge with each other. Nowadays, people are using the World Wide Web as a platform for interactive web applications such as web searching, browsing, chatting collaborating and advertising. These many new uses of the World Wide Web are termed as Web 2.0.

Web 2.0 generally refers to a perceived second generation of Web development and design that aims to facilitate communication, secure information sharing, interoperability and collaboration on the World Wide Web (Enonbun, 2010). As time goes by, more Web 2.0 concepts have gradually been led to the development and evolution of Web-based communities, hosted services and applications such as social networking sites, video-sharing sites, wikis, blogs, twittering, mashups and folksonomies. Since then, numerous Web 2.0 websites have mushroomed into hundreds of different ways for users to spend their time online. The Web 2.0 websites allow users not only to retrieve information but also to encourage them to participate in contributing, organising and creating their content.

The widespread influence of Web 2.0 applications in the present era has posed new demands on teachers to integrate the latest technologies into their teaching and learning process. The new generation of tech-savvy students also want to have greater control over their own learning and the inclusion of technologies in ways that could meet their needs and preferences. With the advent of such technologies in assisting the pedagogical process, this study aims to

explain how the wiki-based peer editing helps in correcting the second language (L2) students' writing. The integration of the Web 2.0 technology, namely, *Wikispaces* as the peer editing platform is seen to support the online collaborative learning by allowing students to create, change and publish dynamic content at anytime.

LITERATURE REVIEW

Peer Editing In Writing

Peer editing (sometimes termed peer critique or peer review) is a technique often used in composition and other writing-intensive courses. It is a form of collaborative learning in which students review and comment on each other's work. Asifa Sultana (2009) explains that the idea of peer editing is closely tied with learner autonomy as the saying goes, "Tell us, we forget; Show us, we remember; Involve us, we learn." As such, students generally engage themselves in peer editing by trading drafts of material they have written and providing each other with suggestions for improvement. It can help to enhance students' learning through large amounts of feedback in a shorter period of time compared to feedback given by their teachers.

Several ESL composition researchers have noted that peer editing has the potential to be a powerful learning tool. Franco (2008) has studied a creative way of enabling learners to profit from writing, which is peer-correction through wikis. Learners are empowered with technological tools as a means of promoting student-centered approach, which encourages them to be less dependent on the teacher and fosters autonomous learning. Data collected from eighteen (18) students of a private language school located in Brazil are analysed by means of mixed methods. The findings show that an increasing interest in belonging to an online community emerges from students with higher degrees of motivators. Apart from that, learners also have the tendency to develop their social skills by cooperating

instead of competing with one and another. The results also suggest that wikis provide learners with many benefits in developing their writing skills.

In another study, Kondo and Gardner (2007) have suggested that Bulletin Board System (BBS) online peer editing activity in writing classroom encourages students to be more active and work comfortably online. The 21 students in the Education Faculty at a major public Japanese university revealed that the online peer editing activity has motivated them to write. Similarly, Koh (2005) has also confirmed that peer editing is an effective technique for improving students' writing quality.

Hence, all the above research studies conclude that peer editing is a very useful technique in the teaching and learning of writing. It develops self-esteem and encourages students to work more independently. Besides that, it also enables students to work cooperatively and reinforces performance in writing skills. Thus, it is believed that students can enhance their writing skills including the correct use of language aspects, if they are given serious opportunities to edit the work of their peers as proven in all the studies above. Nevertheless, in some cases, it may be easier for the students to view the problem through others' writing rather than through their own writing.

Effective Learning Through Wikis

In face-to-face classrooms, students may not have sufficient time to read and revise on each other's work. However, online collaborative environments provide ample learning opportunity for the students (Godwin-Jones, 2003). Students can carry on with their discussions and writing tasks, which start in a classroom by engaging themselves into interactive and collaborative platform, namely, wiki.

According to Evans (2006), students learn their materials better as they write the content compared to reading the textbook. The power of writing makes the students to think actively about the material. However, students should be reminded about copyright laws and issues of plagiarism

beforehand. Furthermore, they also need to understand that the collaboratively created text is owned by all contributors (Martinez-Carrillo & Pentikousis, 2008) rather than a gatekeeper (Wei, Maust, Barrick, Cuddihy, & Spyridakis, 2005). As such, emerging web applications offer unique opportunities for students to gain autonomy, acquire independence, and become creative users. The teacher's role here is often that of a moderator or facilitator rather than an instructor.

In recent years, various research studies have focused on the use of wiki as a collaborative learning tool in secondary schools and higher institutions. Kokkinaki (2008) and Mohamad Nordin and Klobas (2010), who used wikis to support learning, claim that secondary school students gain deeper understanding and share the knowledge collaboratively in their respective schools. Examining the use of wiki in higher education reveals that wiki technology can help to achieve some knowledge-management goals for collaborative work and organizational learning (Wheeler & Wheeler, 2009).

STATEMENT OF PROBLEM

There are several pertinent problems related to Second Language Writing (SLW). Firstly, according to Nor Hasimah, Norsimah and Kesumawati (2008), teaching English language is a big challenge in this country (Malaysia). Among the four skills in English, writing is considered as the most complex and difficult skill to master but then it is still a crucial skill for most second language (L2) learners to learn. Despite spending between 11-13 years in learning English as a second language, the Malaysian learners are still not proficient in the English language due to interlingual (mother tongue) influence.

Secondly, the majority of Malaysian L2 students still have not mastered the grammatical rules and mechanical aspects of the English language writing (Wee, 2009). This happens simply because the students have been exposed to a communicative syllabus, which focuses more

on communicative competence rather than grammatical competence. In fact, this problem is not only faced by the general students' population in Malaysia but also by those students in Smart schools. Due to lack of focus on technical aspects of language, Smart school students have the same tendency of committing grammar, spelling and vocabulary errors while doing computer-based English language activities (Nadzrah Abu Bakar, 2007). In order to raise the students' awareness towards the errors, the teachers seem to play a significant role in giving feedback to the students either via online communication or via face-to-face interaction. Furthermore, a related study conducted in the past has demonstrated students' committing errors in different types of writing, namely, narrative, descriptive and expository essays (Wee, 2009).

Thirdly, no proper solutions are found to reduce errors in students' writing. Instead, students intend to rely more on their teacher's feedback to get their errors corrected. As Tiow (2006) claims that ESL teachers in Malaysia often face difficulties in giving feedback and responding to every student's writing tasks, peer editing through Wikispaces has been proposed as an alternative way to increase students' awareness of the errors they make in writing. This alternative way trains students towards autonomous learning while having their teachers as the mentors and learning facilitators.

METHODOLOGY

Participants

This study employs a case study design of 25 Form Four students who were residing at a Smart school hostel in Kinta district, Perak. All of them were in intermediate proficiency group and they were computer literate since they had been trained to use computers from Form One onwards. They had learned basic computer programs such as Microsoft Word, Microsoft Publisher and Microsoft PowerPoint. Besides that, they had been taught on how to search for information on

the Internet and how to use the Smart School Management System (SSMS) through a subject called Information and Communication Technology Literacy (ICTL). Students were divided into five groups. They were instructed to manage their peer editing activity for the study through *Wikispaces*, an open source online wiki application for collaboration.

Data Collection And Analysis

This study lasted for five weeks and it was divided into three phases. Phase 1 was the preparation phase and the students were required to attend three workshops: Introduction to *Wikispaces*, *Wikispaces* Tutorial and Effective Peer Editing. Students then wrote and edited their descriptive essays based on the peer editing checklist in Phase 2. Finally, all the groups submitted their feedback on the peer editing through *Wikispaces* through feedback form and questionnaire. Online writing records (students' essays), observation form, questionnaire, feedback form and a reflective research diary were used for data collection.

Triangulation techniques were employed to collect qualitative data for analysis. The main source of data was the written document analysis. All the field notes (including observation and reflection notes) and feedback form were analysed thematically. In-depth analysis of students' errors in their essays was also carried out based on the error statistics and descriptive reports. The responses received through questionnaire on students' perceptions of using peer editing through *Wikispaces* in students' writing were presented in the form of mean scores.

FINDINGS AND DISCUSSION

Data were obtained from field notes, students' essays, questionnaire and feedback form. The primary findings from field notes and students' essays have illustrated that peer editing through *Wikispaces* facilitates communication, collaboration, knowledge sharing and revision.

Enhancing Communication Among Students

From the field notes, it is revealed that peer editing through *Wikispaces* helps in correcting L2 students' writing by enhancing communication among students through discussion forums. The wiki based discussion forums are web communities that allow its members to discuss common issues, exchange ideas and share information (Huang, Zhou & Yang, 2007). In this study, two related issues were discussed: writing problems faced by the students and suggestions to overcome those problems. These two issues were considered important to be discussed among students because by doing this, the students would be able to share and express their opinions as well as expose them towards writing problems and get them involved in discussion for possible solutions. In addressing the importance of the issues, the researcher posted the two issues in *Wikispaces* accordingly during the second and fourth week of data collection period.

As a result, the majority of the students engaged themselves actively in the forums, primarily, for the reason to exchange their ideas, experiences and future intentions without feeling shy, being discriminated and fear. Likewise, this statement has been supported by similar findings from the questionnaire. The results of the mean score of the items in the questionnaire showed that peer editing through *Wikispaces* helps the students to overcome fear (3.23) and it involved them in a relaxing way of learning (3.58). In addition, the majority of the students strongly agreed that peer editing through *Wikispaces* is a useful activity (3.35) where it trained the students to become good writers (3.31) by helping them to increase their motivation (3.08) and confidence (3.31) level in writing. Besides that, the field notes have further displayed that the students freely posed questions to each other in order to request for additional clarifications and explanations on the discussion topics. They also conveniently posted responses online by giving their own opinions, explanations, and supporting the two issues (writing problems faced by the students and suggestions to overcome those problems) discussed at their own pace (refer to Description 1).

Description 1
Day 5 Reflection Note

...S1 began the forum by sharing his response "I'm not good in grammar, vocabulary and spelling"...Just in three minutes, S2 asked S1 for clarification about "Which is the most difficult for you?" S1 replied quickly with a short answer "Grammar". Suddenly, S3 appeared in the forum with a help-seeking response "I got problem choosing the correct words. Is there difference between 'embrased' and 'embraced'?" S2 explained in his own words "Embrace is the correct word. Embrased is wrong spelling. To me, I think 'embraced' means..." Well, when coming towards the end of the peer editing session...S4 managed to throw a question which sounded like the following "I always write my essay informally, I once got labelled as 'matured' by my teacher. Is it ok?" While, S5 shared his writing problem and mentioned the possible suggestion on how he could overcome the problem "For me, mostly the problems come from lack of vocabulary. This problem can be settled by doing a lot of reading." Instantly, S4 replied S5's response by supporting the suggestion given "Yeah that is right. Reading can help to improve vocabulary."

The above-discussed findings are supported by the role of wiki as a communication tool that allows asynchronous communication between selected participants (Hastings, 2008). The asynchronous nature of wiki allows individuals to access information at their leisure time (Davie & Berlach, 2010). In other words, it is very useful when attempting to communicate with the teacher and peers who are otherwise engaged during the course of the day. The participants can contribute to discussion at their own convenience.

It can be seen in the discussion forum 1 (refer to Figure 1) that students have discussed about common problems that they faced in writing essays such as writing essays informally, lack of vocabulary, being overconfident when writing, weak at tenses (grammar), and unsuitable use of bombastic words (word choice). Through the discussion, the students have realised that their writing problems were not an isolated situation as other students also faced similar problems. The writing problems were mainly focused on the language aspects which were also the concern of this study. The students' responses on discussion forum 1 have alerted the students and the teacher on how important it is to pay attention to the language aspects especially in essay writing. Therefore, such discussion forum mentally prepares the students to face these kinds of writing problems and motivate them to improve those weaknesses by discussing the solutions in the following discussion forum.

In discussion forum 2 (refer to Figure 2), there are various suggestions were made by the students including giving examples of vocabulary and using them in writing, reading more books and newspapers, playing video games to enhance imagery senses, and speaking English daily to siblings and family members. All these are possible ways on how the students can communicate ideas effectively among themselves especially on how they improve their writing in regards to the five language aspects. For instance, Student 1 in the discussion forum 2 below asked for examples of new vocabulary and its uses in the sentences. In return, Student 2 only stated his own suggestion 'Reading...Reading... Reading...and Reading' and did not mention at all about any vocabulary and its uses. In addition, Student 3 did not exactly give the examples but on the other hand suggested that one should feel the language as one's first (priority) while writing essays. He further recommended that students should play fantasy video games to enhance their imagery senses and at the same time learn new words. Following Student 3's response, Student 1 requested for explanation on the statement 'feel the language like it's your first'. Without any delay, Student 4 helped Student 3 by sharing his own understanding of the statement that is, '...having the feel like it's your first means that we need to make English as our everyday language.' He added that the use of English in our daily life includes speaking and reading materials like books and newspapers. Finally, Student 3 thanked Student 4 for the right explanation and stressed that students should try to use English every day.

Figure 1
Discussion Forum 1

In reference to the dialogic interactions among the four students, it is clear that the discussion forum 2 as a communication tool allows them to communicate their responses by explaining, clarifying and supporting the suggestions via *Wikispaces*. The suggestions that have been made by them are useful and applicable to the use of peer editing through *Wikispaces*. More importantly, vocabulary or word choice, which is one of the language aspects focused in peer editing through *Wikispaces*, can be improved only by reading.

Figure 2
Discussion Forum 2

Similar to the findings discussed earlier, Norherani Moning and Grace Chang (2009) have also reported that the use of *Wikispaces* as a channel of discussion for scaffolding academic writing has successfully enhanced the students' communication on various content areas in Social Studies. Discussion forums, specifically, are selected as an avenue for students to discuss and express their ideas and thoughts in the subject. The students use this platform to give their opinions, simply chat and at the same time have a real discussion. They are indeed very receptive in using the *Wikispaces* as a 'roundtable' for discussion. Hence, the study

suggests that *Wikispaces* is a valuable platform that provides an interactive space like discussion forum for the academic discussion beyond the classroom.

However, there are two differences between Norherani Moning's study and Grace Chang (2009) and the present study. Firstly, the prior study did not show any involvement of the lecturer in the discussion whereas the present study has some interference from the researcher (the teacher) in giving feedback to the students especially at the end of the discussion. Secondly, in the prior study, the lecturer did not lock the conversation and sum up particular issues before moving on to the next issue while in the present study, such moves have been included to ensure proper closure for each discussion. That was why the students in the former study suggested the lecturer's involvement for future research as this would help them to improve their writing and be more aware of what they wrote in their posts. In addition, it would also allow the lecturer to monitor the students' posts and help them to move towards a better understanding of what they have learned throughout the course.

In short, based on all the findings above, it is proven that *Wikispaces* is a suitable platform that can help to enhance communication among students through one of its features, namely, discussion forums. Nevertheless, these positive findings also strengthen the stand of this research question by assuring that the use of peer editing through *Wikispaces* can help in correcting L2 students' writing.

Encouraging Small Group And Whole Class Collaboration Throughout The Peer Editing Sessions

The findings from the reflective research diary (refer to Description 2) display that the engagement of L2 students into online collaborative tasks such as writing descriptive essays and peer editing through *Wikispaces* help the students to correct various errors in each other's writing. The enriching online collaborative environment such as *Wikispaces* stimulates students' active participation and

meaningful learning in both groups and whole class by letting them to take turns reading essays, editing errors, sharing knowledge and giving feedback on each other's essays throughout the peer editing session. In particular, the use of peer editing through *Wikispaces* encourages the involvement of small group and whole class collaboration in correcting L2 students' writing. This can be seen by referring to the explanation below on how the students collaboratively carried out the peer editing on each other's essays.

At the initial stages, students were required to create and publish their essays according to groups. Once they had published, they then looked forward to share individual essays with others. The students read the essays freely written by their friends with different backgrounds, experiences and prior knowledge. While going through the essays, the peers used the most salient feature of *Wikispaces* that was the text-editor toolbar to edit each other's essays based on the peer editing checklist. Two cycles of peer editing were conducted: peer editing within the groups and with the whole class. During this time, it was noticed that the students took turns to identify and correct errors in the descriptive essay writing. One student pointed out all the spelling errors (highlighted in yellow) such as 'withought', 'continously', 'dicipline' and 'embrassing' in Figure 3. This was followed by another student who corrected the grammatical errors and punctuation. Similarly, the peer editing process went on by students taking turns to read the essays and edit the errors until the end of the data collection period. The following figure shows how students worked together collaboratively in correcting errors in each other's essays.

Description 2
Day 8 Reflection Note

The students could now easily correct most of the errors. This time around, the majority of them looked at more challenging language aspects such as punctuation, word choice and sentence structure. For instance, while I was walking around the computer lab, I noticed Student 20 peer editing the following sentence structure errors in Student 1's essay. "That is the reasons I [These are the reasons why I] like Saturday than the other day [days] in the week." (D2G1S1)

On the other hand, Student 1 and Student 15 who were seated in the same row busy peer editing several punctuation errors in both Student 22 and Student 23's essays. Student 1 edited all the punctuation errors on commas whereas Student 15 looked for punctuation errors on capital letters and periods. The following are some of the sentences that have been peer edited by Student 1 and Student 15.
Comma-"For me [,] as a Starian, Saturday is a great day because on this particular day, I can get [go] back to my home as I live in [at] hostels [hostel] in my school." (D2G5S2)
Capitalisation-"Besides that, my friends and i [I] usually play futsal in front of the yellow house." (D2G5S3)
Period-"Furthermore [Furthermore], I can do my homework with calm [.]" (D2G5S2)

Apart from that, Student 9 was seen editing word choice error found in Student 6' essay (during peer editing within groups). Student 9 edited the word 'take' to 'choose' which was considered more appropriate in the context of that sentence. "As for me, I take [choose] Saturday as my favourite day of the week because it is an 'outing day' for me and my beloved colleagues." (D2G2S6)

Indeed, the types of peer editing activity involving small group and whole class collaboration had encouraged active participation of the students in correcting each other's errors and further leaded them towards meaningful learning.

Figure 3
How Students Worked Collaboratively in Correcting Errors in Each Other's Essays

Withought [without] thinking, I screamed loudly, "SNAKE! SNAKE!". With the knife in my hand that I used to cut the frog, I stabbed the body of the snake continuesly [continuously] Everybody came to my table and surrounded me. After that, everyone saw me and laugh [laughed] at me, [] the [The] *laugh* [laughter] that came from Khalil was the most clear that I heard. My friend, Ahmad, calmed me down and showed me the snake. And the snake was a rubber snake that looked like a real snake *that* [which]was actually a fake snake.

After that, I felt calm and relaxed. Mr. Jamal, was really angry with the incident and asking everyone in the class who threwed [threw] the fake snake to me. Tasnim said to Mr. Jamal that Khalil **throw** [threw] the fake snake to me. She saw Khalil threw [threw] the fake snake to me when Khalil was standing behind me. Mr. Jamal was really angry with Khalil and asked him to go and see [to go out and met] the dicipline [discipline] teacher. I heard that Khalil was sent to detention class for two weeks. For me, everyone was laughing at me because I was very brumous when facing the fake snake. It was the embrassing [embarassing] moment in my life.

Besides that, the role of the group leaders also played an important part in making the peer editing sessions successful. They had been given the responsibility to prepare the table of contents and adhere to the standard format of the wiki pages in terms of putting an underline after each essay, choosing font size, spacing and paragraphing. In fact, by having such group management system, the group leaders as well as the members got to maintain their on-going peer editing tasks and organise the wiki pages from time to time. No confusion would exist in future, as all the errors would be placed systematically according to the students' essays in the wiki pages. In addition, the feeling of group ownership was also equally gained by all the group members through this kind of collaboration. To illustrate, Student 11 wrote the second descriptive essay on *Wikispaces* as in Figure 4. During the peer editing sessions within the group of five, Student 12, who was one of the group members read the essay and edited two spelling errors, 'preffered' and 'synonims'. After a while, Student 13 read the essay and discovered another spelling error 'nicksname' together with three word choice errors 'its', 'for' and 'is'. However, Student 14 read the same essay and found that a spelling error edited by Student 12 initially was wrong and thus Student 14 edited the word [preferred] to [prefer]. The last group member, Student 15, edited two grammatical errors 'others' and 'mean.' Briefly, all the group members had equal access to create, edit and publish their completed tasks on *Wikispaces*.

Figure 4
Example of Group Ownership

I think that many of us have the same favourite day with me. And of course, it is Saturday! There were many speciality on this day. I do not know what people preffered[preferred][prefer], but for me, Saturday is the most wonderful day that have ever been created. Synonims [Synonyms] with its 'nicksname' ['nickname'], weekend, which *its*[is] paired with Sunday *is*[as] the last two days of the weeks. I do not know *for*[about] the others[other] country, but in Malaysia, weekend mean [means] holiday and free from work-to-do!

In general, these findings are consistent with those of previous studies which have shown that the use of wikis can encourage effective collaboration among students and

teachers in virtual classrooms (Watson & Harper, 2008; Hong & Kathleen, 2010; Samur, 2011). Most importantly, in terms of the data obtained from the feedback form, the findings of this study correspond to the characteristics of wikis, namely, *Wikispaces* promote collaboration and knowledge sharing and are easily accessed (Watson & Harper, 2008). Additionally, *Wikispaces* can serve as an easy web-publishing tool that allows anyone to search for information amd foster feelings of ownership among its community (Godwin-Jones, 2003). Students' responses to characteristics of *Wikispaces* taken from feedback form **(Appendix A)** substantiate this point.

Reinforcing Knowledge Sharing Through A Peer-To-Peer Learning

The field notes illustrate that peers in this study have explored the five language aspects and error correction by gathering, confirming and sharing information from a range of sources. It is best described as a move towards reinforcing knowledge sharing through a peer-to-peer learning. Knowledge sharing is a process where individuals mutually exchange their implicit and explicit knowledge and jointly create new knowledge (Van den Hooff & De Ridder, 2004, p. 117). Additionally, the frequency analysis results (refer to Table 1) of students committing fewer errors in the descriptive essay 2 have also proven that they seem to gain more knowledge on how to use these five language aspects correctly in their writing. Particularly, about 56% reduction of the grammatical errors were reported in descriptive essay 2 (DE2) compared to descriptive essay 1 (DE1). For example, from the students' essays, it is noticeable that Student 6 no longer made errors on singular/plural in descriptive essay 2 (DE2) such as 'teacher' and 'friend' after several times being corrected by peers during the peer editing sessions via *Wikispaces* in correcting the descriptive essay 1. Student 10 who knew about singular/plural edited the two errors as shown in the Table 2. In the process of editing the errors, Student 10 had indirectly shared the knowledge of singular/plural with the Student 6 and others who had less understanding of this matter. Likewise, errors on

spelling also showed a reduction of about 42% in descriptive essay 2 (DE2) compared to descriptive essay 1 (DE1). To illustrate, Student 12 wrongly spelt the word 'remembered' as 'rememberad' in the descriptive essay 1. However, during the peer editing sessions, Student 11 corrected the spelling of the word 'rememberad' to 'remembered'. In the descriptive essay 2, Student 12 did not repeat the same mistake with the spelling error as he is aware of the exact spelling of the word 'remembered' by looking at the correction made by his peer. In other words, the use of peer editing through *Wikispaces* has made the students realise of their own errors both by letting others correct their errors as well as by looking at other students' errors.

Table 1
Total Frequency Analysis of Students' Descriptive Essay 1 and 2

Errors	Grammar	Spelling	Punctuation	Sentence Structure	Word Choice	Total
DE1	214	95	31	22	108	470
DE2	93	55	46	29	127	350
DE1+DE2	307	150	77	51	235	820

Table 2
Knowledge Sharing during Peer Editing Sessions via Wikispaces

Errors	Students	Descriptive Essay 1	Descriptive Essay 2
Grammar	Student 6	I [had] also lost my trust towards all other teacher [teachers] and also some of my friend [friends]	In a full-boarding school, usually **my fellow friends** would take Saturday and Sunday as the most wonderful days in their life because there are no P&P **sessions** in those two **days**.
Spelling	Student 12	I kept rushing myself ang [and] suddenly I rememberad [remembered] that I still haven't brush my teeth yet.	On that moment only [,] I **remembered** that my birthday lies [lied] on that day. I was so happy and glad that my mom and dad **remembered** my birthday!!!

Furthermore, the teacher (researcher) has also carried out the knowledge sharing activities by providing feedback to the students on the wrongly identified errors. The teacher explained and showed the correct way of editing the errors

in the comment space placed under each of the essay. This is very useful for students to be aware of the errors which they made during the peer editing session, and thus learned not to repeat them in the future. In relation to that, the results of the questionnaire showed that 23 out of 25 students, or 92%, agreed to adopt comments or feedback from peer editing through *Wikispaces* in revising their essays. Besides that, 12 out of 25 students in total, or 48%, did not mind if their essays had to be revised and proofread by peers because they believed that they could learn more by doing so.

Notes, handouts, checklist and further reading materials have also been linked to the navigation sidebar apart from the teacher's feedback for the sake of easy access to related information. This means that the information is just a click away and it is made convenient for the students to seek for clarifications about peer editing through *Wikispaces* at their own pace. Listed in the following page (Figure 5) are some of the students' errors and the teacher's feedback on wrongly edited errors.

Figure 5
Students' Sentence Errors and the Teacher's Feedback
on Wrongly Edited Errors

1. **Hey SNAKE!!!** ["Hey SNAKE"]

2. He was really mad at me and cannot excepted [accepted] my advice.

3. When I was cutting the heart of the frog, I felt like someone came [from] behind me and it was Khalil.

4. She saw Khalil ~~throw~~ [threw] the fake snake to me when Khalil was standing behind me.

5. Mr. Jamal was really angry with Khalil and asked him to go and see [to go out and met] the discipline [discipline] teacher.

Researcher's Comments:

- Paragraph 1: "Hey Snake!" is the correct version. An **exclamation mark**, **exclamation point**, or **bang** (!) is a punctuation mark usually used after an interjection or exclamation to indicate strong feelings or high volume, and often marks the end of a sentence. Example: "Watch out!"
- Paragraph 3: can't accept (correct version)
- Paragraph 4: we were is the correct version. It is categorised as grammar mistake (pink colour) but not as word choice (green colour).
- Paragraph 4: The word form (in green colour) is not suitable to be placed in the sentence. It should be removed.
- Paragraph 5: The word throw-threw is categorised as grammatical aspect. It should be in pink instead of yellow.
- Paragraph 5: 'to go out and meet' is the correct version.

Augmenting Revision Among Students

In general, revisions were made easy for the students who participated in the use of peer editing through *Wikispaces*. Most importantly, the features of *Wikispaces* such as autosave, reverting, history logs and email notifications fully supported the peer editing process. For that reason, students did not have to worry about power failure, unsaved essays and incomplete peer editing since all these matters can be overcome through the presence of autosave feature in *Wikispaces*. *Wikispaces* saves every revision of every page, so they can always continue with their own work at any time and place.

Moreover, the teacher and students themselves too can look at the peer editing progress through the history logs. The detailed information including wh-questions of the peer editing process could be tracked just by clicking on the history logs. For instance, in the following Figure 6, the first question on 'Who has edited the essays?' could be directly answered by referring to the author's column. Subsequently, the answer for the second question on 'When one has edited the essays?' could also be figured out by simply looking at the date column. The explanation for the last three questions on 'what, how and which' could be seen by clicking on the word 'select'. The questions like 'who?', 'when?', 'what?', 'how?' and 'which?' give sufficient information on who edited what during the peer editing sessions via *Wikispaces*. These questions also avoid students from vandalising others essays just like that. As such, peer editing via *Wikispaces* is made transparent in this sense. In short, all the changes related to the students' essays and error corrections during peer editing sessions are shown in this section.

Besides that, the *Wikispaces* flexible mode also allowed the students to revert either to the older or newer version if one did not agree with the changes done by their peers. The reversion sign (Figure 7) is placed on the history logs. It seemed that reverting helped the students to see the changes made by others in two different highlight colours: deleted texts (red) while the inserted texts (green). Additionally, both

teacher and students could also review changes (Figure 8) that took place during the peer editing process by clicking on the 'review changes' in a history log. For example, during the peer editing sessions within group members for descriptive essay 2, five students (S1-S5) of Group 1 took turn to read and peer edited each other's essays. However, Student 5 found to have accidently deleted some of the correctly edited errors as in Figure 9a including prepositions ('of' and 'in'), word choice ('live'), grammar ('frustrated') and sentence structure ('is the day for the Starians to go out for outing'). Following these changes, Student 2 who wrote the essay realised some missing error corrections. Errors which were correctly edited at the initial stage were no longer appearing in the essay. Thus, Student 2 took the next course of action to revert the newer version to older one (Figure 9b). This means that the use of peer editing via *Wikispaces* augments reversion without losing the previous versions.

Figure 6
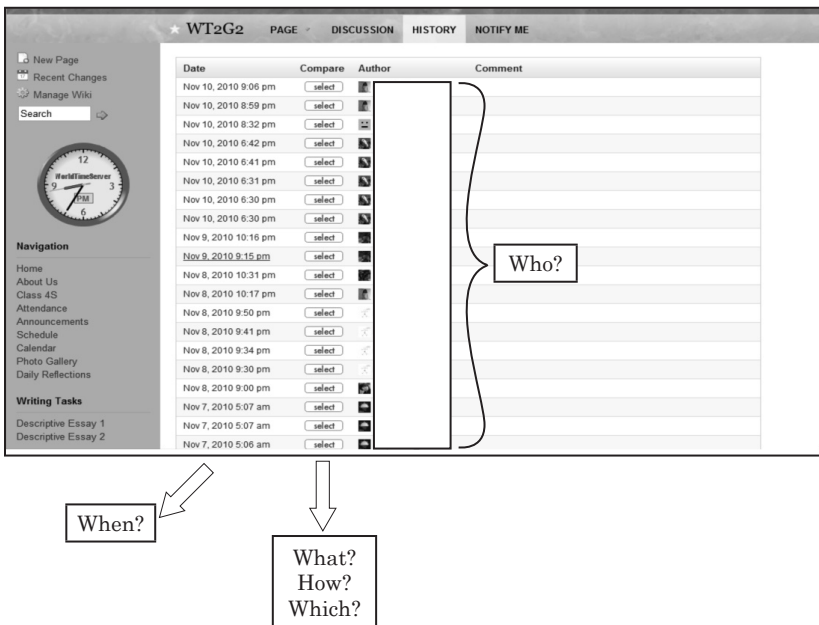Wh-Questions on Peer Editing Process through the History Logs

Figure 7
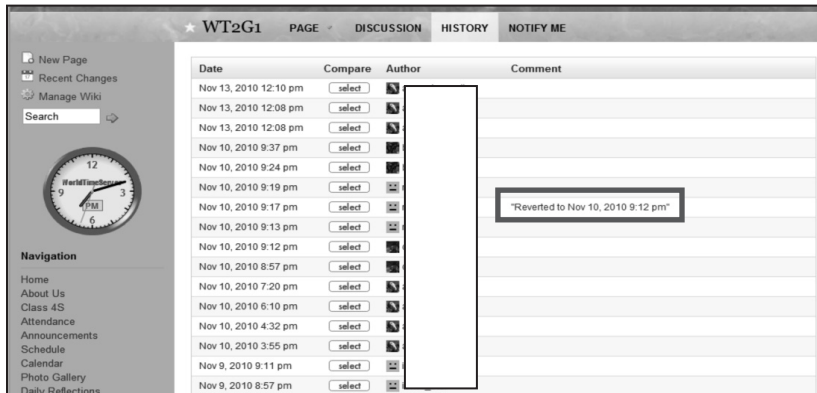Reversion Sign on the History Logs
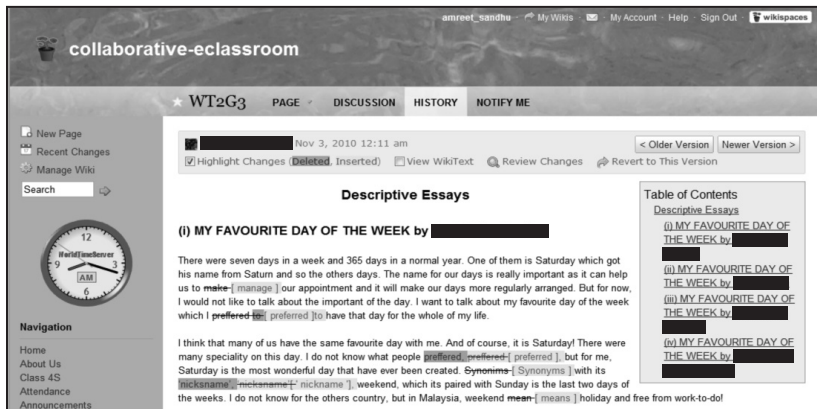

Figure 8
Overview of a History Log

Figure 9a
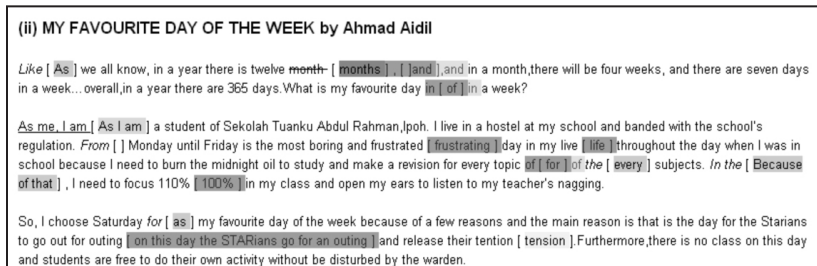Newer Version (Deleted Some of the Error Corrections)

Figure 9b
Older Version

(ii) MY FAVOURITE DAY OF THE WEEK by Ahmad Aidil

Like [As] we all know, in a year there is twelve month [months],and] , [ ]and in a month,there will be four weeks, and there are seven days in a week…overall,in a year there are 365 days.What is my favourite day in in [of] a week?

As me, I am [As I am] a student of Sekolah Tuanku Abdul Rahman,Ipoh. I live in a hostel at my school and banded with the school's regulation. From [ ] Monday until Friday is the most boring and frustrated [frustrating] day in my live [life] throughout the day when I was in school because I need to burn the midnight oil to study and make a revision for every topic of [of] for [the] every] subjects. In the [Because of that] , I need to focus 110% [100%] in my class and open my ears to listen to my teacher's nagging.

So, I choose Saturday for [as] my favourite day of the week because of a few reasons and the main reason is that is the day for the Starians to go out for outing [on this day the STARians go for an outing] and release their tention [tension].Furthermore,there is no class on this day and students are free to do their own activity without be disturbed by the warden.

Finally, all the changes made during the peer editing sessions via *Wikispaces* were quickly notified to the students through email notifications (Figure 10a). Both students and teacher could easily follow up with the updates of peer editing sessions and thus response immediately if necessary. For instance, when Student 5 edited Student 2's essay from Group 3, the teacher received an email notification (Figure 10b) from *Wikispaces* instantly stating what had been edited so far (red and green highlights). This kind of alerting system is convenient to the teacher as well as the students who have access to mobile Internet.
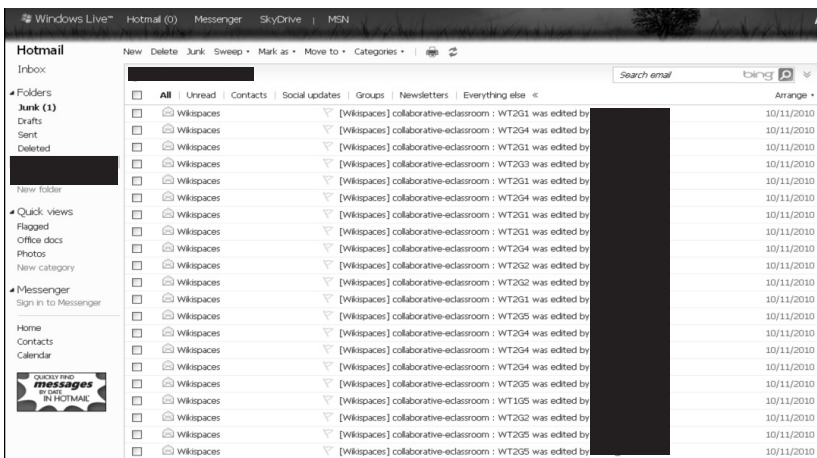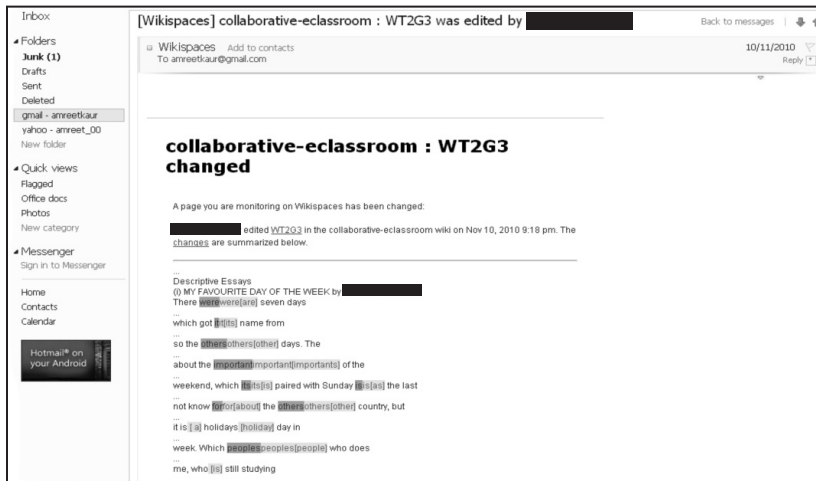
Figure 10a
Email Notifications

Figure 10b
Example of Email Notification Received from Wikispaces

In terms of data obtained from feedback forms, findings in **Appendix B** prove that students liked if their essays were read and further revised by their peers during the peer editing sessions through *Wikispaces*. These peer editing and revision sessions were considered as helpful to them in providing feedback and suggestions on the essays for improvements. To illustrate, Table 3 shows the improvements that have been made on the Student 7 and Student 17's essays after several peer editing and revision sessions via *Wikispaces*. By tracing the history logs, it has been found that Student 10 peer edited the punctuation (comma), word choice (additional 'to') and spelling ('favorite') errors in Student 7's essay. On the other hand, Student 18 peer edited three grammar errors ('words' and 'ourself') and a spelling error ('oppurtnunity'). These feedback provided by Student 10 and Student 18 which were in two versions (incorrect and correct) were considered helpful to make the essays grammatically and mechanically correct.

Table 3
Before vs. After Peer Editing Sessions via Wikispaces

Essays	Before Peer Editing via Wikispaces	After Peer Editing via Wikispaces
Student 7	Usually I will go outing at 10.30 a.m. I will go my favorite 'mamak' restaurant, Bharkat at Taman Cempaka. Taman Cempaka is located at the back of my school. (D2G2S2)	Usually[] I will go outing at 10.30 a.m. I will go [to] my favorite [favourite] 'mamak' restaurant, Bharkat at Taman Cempaka. Taman Cempaka is located at the back of my school. (D2G2S2)
Student 17	Saturday is not just a simple words, but it is a word that give us the chance to enjoy ourself and to relax ourself in order to release our tension. Use this opportunity well enough as this favourite day of mine just stop by once in a week. (D2G5S3)	Saturday is not just a simple words [word], but it is a word that give us the chance to enjoy ourself [ourselves] and to relax ourself [ourselves] in order to release our tension. Use this oppurtunity [opportunity] well enough as this favourite day of mine just stop by once in a week. (D2G5S3)

CONCLUSION

We have seen how peer editing through *Wikispaces* helps in facilitating communication, collaboration, knowledge sharing and revision. It is through these four supporting aspects that the peer editing through *Wikispaces* has proven to be successful in correcting errors in L2 students' writing. This so-called alternative way has also affirmed its support as a valuable learning process that can foster independent learning among students. However, in some cases, the students may face problems in terms of peer editing process via *Wikispaces*. Thus, it is the duty of the teacher to play an active role in providing support and scaffolding the students' learning.

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APPENDIX A

Responses to Characteristics of Wikispaces (n=25)

Characteristics	SA (%)	A (%)	D (%)	SD (%)	Total (%)
Easy to edit	5 (20.00)	14 (56.00)	6 (24.00)	0	25 (100.00)
Little or no learning difficulties	3 (12.00)	16 (64.00)	6 (24.00)	0	25 (100.00)
Use built-in rich text editor	8 (32.00)	13 (52.00)	4 (16.00)	0	25 (100.00)
(Usually) allow anyone to edit	10 (40.00)	13 (52.00)	2 (8.00)	0	25 (100.00)
Promote collaboration and knowledge sharing	17 (68.00)	8 (32.00)	0	0	25 (100.00)
Foster feeling of ownership	8 (32.00)	14 (56.00)	3 (12.00)	0	25 (100.00)
Increase participation	5 (20.00)	19 (76.00)	1 (4.00)	0	25 (100.00)
Easy to search	10 (40.00)	13 (52.00)	2 (8.00)	0	25 (100.00)
Easy access	15 (60.00)	10 (40.00)	0	0	25 (100.00)
Able to publish	10 (40.00)	12 (48.00)	3 (12.00)	0	25 (100.00)
Visibility of comment (comment box)	6 (24.00)	15 (60.00)	4 (16.00)	0	25 (100.00)
Visibility of error correction and feedback on the essay	9 (36.00)	15 (60.00)	1 (4.00)	0	25 (100.00)

(Note: SA=Strongly Agree; A=Agree; D=Disagree; SD=Strongly Disagree)

APPENDIX B

Responses to Peer Editing and Revision Sessions

Statements	Ranking
The 3rd workshop made me more aware of the strengths and weaknesses of my own essay.	10
I like my peers editing and giving feedback on Wikispaces.	3
I like my peers providing suggestions for revisions on Wikispaces.	5
I like my peers reading my essay.	1
The methods of providing effective peer editing and feedback taught in Workshop 3 enabled me to give my peers better writing suggestions.	2
The suggestions given by my peers are helpful for revising the essay.	8
I like providing suggestions on my peers' essay.	9
I like to have the opportunity of editing and giving feedback to other classmates on Wikispaces.	4
I like revising my essay.	7
I like doing revision with my peers.	6