Teaching the Structures of Academic Writing through Peer Review: A Study on the Beginners of English Language Courses at BRAC University

Md. Aftab Uddin Chowdhury and Mohammad Akteruzzaman

Abstract— **Substantial peer feedback of the students through peer review in the context of EFL or ESL can help them become skilled at different structures and strategies of academic writing in English rather than receiving feedback from teachers in the classroom. However, most of the students at English language classes in Bangladesh do not appreciate the significance of following the structures of academic writing from the lectures of the respective teachers immediately. On the other hand, most of the English language instructors in their classes are not used to encouraging their students to provide peer feedback through peer review. Therefore, this paper will be focusing on the issues regarding how peer review can be utilized for the beginners of English language courses in terms of making them aware of the structures of academic writing. Moreover, this paper will make an attempt to find out whether peer review makes them a better writer, a more rational thinker or a more critical appreciator of peers' writings. At last, this paper will present some recommendations on how peer review can develop the students' creativity while producing thought provoking and critical comments on their peers' writing.**

Keywords- peer review, structures of academic writing, critical appreciation of writing

I. INTRODUCTION

Peer review has always been a key part of learning and teaching irrespective of any language or classroom. It adds more value to the process of peer learning as it has been acknowledged to be a useful tool for collaborative learning (Falchikov, 2003). Also, peer review has been put into use for a wide range of subjects and by a large number of practitioners. This is a formative process where learners evaluate the works produced by their peers for a better understanding of the concept which eventually enhances the output of the final product (Topping et al., 2000). Ruecker (2010) has suggested that peer review to be implemented as a common practice in the writing classrooms since it helps learners in improving their own writing quality. One more benefit is that it makes them think considerably and write down comments in a convenient way (Peer Review, 2014). To add more, a great number of theorists and specialists who had contribution in familiarizing the concept of peer review in a language classroom have taken it as a significant tool to enhance the ability of critical appreciation of the learners. Moreover, it is a faster way of receiving swift and thorough feedback in which students can revise their peers' writing before submitting it to the teacher (Topping & Ehly, 1998; Hansen & Liu, 2005). Topping & Ehly (1998) and Nicol

& Macfarlane-Dick (2006) believe that it enhances the learning process by making the learners self-confident and independent learners. Moreover, by improving the state of their critical thinking it aids in doing a better critical appreciation of their peers' works as it can reinforce their knowledge and understanding of the subject area (Dochya, Segersb & Sluijsmansc, 1999; Hansen & Liu, 2005, Hounsell et al., 2008). In addition, it gives them an opportunity for self-reflection (Paulus, 1999; Rollinson, 2005) which eventually leads to a more creative, effective and thought provoking assembly of comments for their peers. Furthermore, it is a significant part for creating a collaborative and participatory learning environment (Cheng & Warren, 1997). At last, as per Hansen & Liu (2005) and Lundstrom & Baker (2009) it makes room for the learners to think and realize the diversities of different perspectives which occur when they evaluate the writings of their peers.

II. PEER REVIEW

A. Students' background

The beginners of English language courses at BRAC University can be roughly categorized into two major streams based on the curricula they follow during their schools and colleges. The mainstream students can be defined as Bangla Medium students who are taught following the syllabus provided nationwide by the National Textbook and Curriculum Board (NCTB) of Bangladesh. These students often find it difficult when the instructions are given in English at the university as their medium of education was Bangla for the last twelve years of formal education. To add to that adversity, they fail to understand the significance of following the structure while writing as from their prior knowledge, they take it granted that writing some inconsistent sentences randomly copied from the given text is called a summary and just writing some paragraphs without any coherence or unity is called an essay. They also fail to realize the basic utilization of the devices like transitional words, sensory details and any other decorative instruments while writing. Above all, they stumble on the ground of reproduction as they have never been into the formal expression in writing or simply academic writing. It is also notable that these students have great ideas and thoughts to be shared through their writings, however, it often fails to spread its wing for some lacking in their process of writing. It cannot

be denied totally that they do have potentials which can be utilized if nurtured properly. The main problem lies in the fact that they just do not know how to put their thoughts into the correct place in a logical way. On the other hand, the second major stream which is termed as English Medium students are, to some extent, in a better situation. As they follow international syllabuses provided by mostly Edexcel or Cambridge, they are likely to have a better exposure in English. Moreover, they are benefitted from their education system as their medium of education is English and they are aware of the topics covered in the international arenas of education. Nevertheless, these students are often seen struggling with the structures of academic writing though they can produce great sentences with lofty expression and their way of articulation is praiseworthy. So it can be easily guessed that under the same roof of the university, all of them are in the same condition which is following the structures while writing for academic purpose. Obviously, the teachers are there to help them out, but, often the lectures fail to satisfy all the queries as there are almost thirty students in a single class and one person cannot always clarify the queries of everyone within a short period of time. Even in some cases, the students feel reluctant to share their views in front of others or simply they take it granted that they can go on with it. This outbursts into a substantial drop in their midterm grades when there writing samples are found with a little number of concentration on the structures. Therefore, we have tried to utilize peer review on the basis of writing samples collected from a total number of 129 students of ENG091 and ENG101 (62 from ENG091 and 67 from ENG101) which can be a reliable solution to these issues and the results and findings have been presented duly.

B. Courses of English language:

ENG091 and ENG101 both are English language courses offered by BRAC Institute of Languages at BRAC University. Both of the courses are particularly designed for the improving all the four macro skills of English language. ENG091 (Foundation Course in English) is a non-credit course particularly premeditated for the intermediate level students and this course works as a premedication for the students who are going to join ENG101 in the next semester. Moreover, this course is designed in a way that students can learn the structures of academic writing and diminish their barriers of public speaking in an enjoyable way. Clearly, this course is just the beginning of the process where they get themselves acquainted to these academic norms which can be utilized in a larger scale when they reach ENG101. On the other hand, ENG101 (English Fundamentals) is exclusively planned for the upper intermediate level of students. As the courses take place consecutively, the students are likely to be in an unexpected situation if they carry forward any confusion regarding the structures of academic writing to ENG101.

C. Significance of Peer Review

CLT had been adapted in Bangladesh as the approach of teaching English language in Higher Secondary Level by the National Curriculum and Textbook Board in 2001. So, it was expected that an English language teaching classroom should be a learner centered one where everyone would be members of a communicative language home (Nakamura, 2005). Richards & Rodgers (2014) have also put noticeable emphasis on maintaining a learner centered attitude towards the students so that the maximum exposure to the target language can be ensured where the anxiety level is low and the learners feel self-motivated to learn. From these perspectives, we can easily assume that whether it is speaking to the students in classroom, giving instructions or providing feedback, most of the significance should be given on two very basic things: ensuring maximum exposure and lowering the anxiety level. However, in most cases, teachers in Bangladesh are seen to provide the instructions on the structures of writing in classroom while most of the students who are from different backgrounds may not be able to understand the structures what they are asked to follow in terms of academic writing. From our perspective, we think that peer review of the students on each other's writing in the classroom can help students develop the knowledge of the structures and strategies of writing in English rather than simply following the instructions from the lectures of the respective teachers and become a responsible examiner of the structures. By doing peer review, the students will experience themselves of how to follow the appropriate transition of the structures in writing (Hunzer, 2012).

III. THE STRUCTURES & STRATEGIES OF WRITING AND TEACHERS' ROLE

A. The significance of peer review in our context

As we have considered the beginners of English language, namely the students of ENG091 and ENG101, who are from different backgrounds of education and know at least how to write in English since they have taken English as a subject from the very beginning of their life, unfortunately they do not know how to incorporate the structures of writing to have achieved success in academic writing. To address this issue, we have adopted some strategies to make them learn different structures of writing through the proper application of peer review technique. However, to help them in perceiving these structures we have collected samples of their peer reviewed papers of Summary Writing and Argumentative Essay Writing and analyzed those copies. While going through this process, learners at first came across some guidelines or sentences put in front of them as lectures or instructions. As we have noticed that learners often fail to grab the wholesome idea out the class lectures and sometimes teachers fail to reach each and every student, this often creates a dilemma for some students in terms of getting the flawless concept of that specific genre of academic writing. Moreover, if they do not get chance to practice their skills through practical application of the structures which can be implemented by peer review, they will fail to realize the ins and outs of their own critical thinking and the way of using that in their own writing. This paper has targeted the students who fail to understand a concept thoroughly after a lecture or simply uphold an overall idea of

something which may prove to be a drastic one in their future. For this, the peer review process has been implemented. By this, students become the part of a continuous and formative process which helps them in the long run. In our case, the students already have the preconception that English is a burden or simply a means of academic success or a gateway to the international markets. So their twelve years of learning English as a foreign language often stumbles when they are put to the practical use of their skills in the universities. As both ENG091 and ENG101 put intensive concentration on developing their macro skills, they often fail to achieve their expected level of aftermath after they write something. Either they are not happy with their writing or they do not find the things to write. By peer review, one can be benefitted as this helps him in becoming an evaluator himself. This helps in rectifying the shortcomings that take place after the class lecture as well as addressing the confusions that they have in their Priori (Russell, 2014). They can also have a better understanding of the structure when they write and by implementing their own sense of structure they can find out the drawbacks of their peers' writing. In addition, as they are giving their comments by giving peer review, they have to be a very intensive reader. This assists them in realizing the situation of the writer himself and they can connect this to their own. They also apprehend the plights one undertakes while writing. On the other hand, if they fail to mark the mistakes out of the peers' writing, their peers will lose the ground of their own improvements. This makes them a better critical thinker and also a responsible learner. As a responsible learner they come up with logical and fruitful comments for their peers.

B. Teachers' role in terms of utilising peer review in writing

To do so, at first 62 students of ENG091 were given a sample text having three paragraphs for making a summary and the teacher came up with a short discussion session before this task. During the session the teacher elicited the focal points to maintain the proper structure and then the teacher also put light on the criteria mentioned in the checklist (without providing the checklist to them) and their significance. However, for the first session, students were instructed to finish the summary writing and submit to the teacher. After going through the samples, the write-ups were found having some issues that need to be resolved (Figure 1.1).
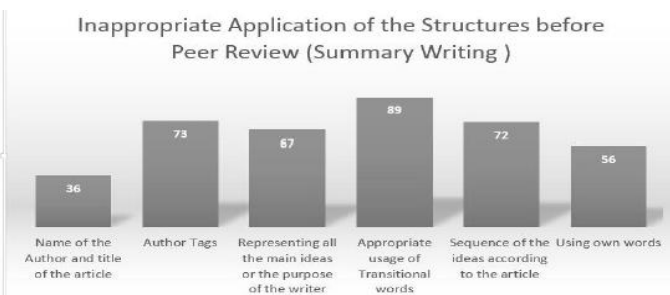

Figure 1.1

In figure 1.1, the value represents the level of errors as per the collected data. As in column 1, the number 36 refers to the percentage of the learners who failed to maintain the

structure in one category. All the other five columns reflect the percentage of the mistakes of the students in the same way.

Nevertheless, we discovered that if the students merely depend on the lectures and guidelines provided orally to them and produce something out of the instructions by themselves, they face hindrance in several places of their writing strategies and structures. On the other hand, in the next class, the teacher instructed them again with a special focus on peer review and what to look for while reviewing someone else's writing. This was the first phase where the teacher started to engage the students as the peer reviewers. After that the teacher distributed their summary write-ups from the previous class randomly and this time the teacher instructed them to go with the checklist while reviewing the writings of their peers. The checklist was provided to them at this stage which was to be used while checking their peers' paper (Table 1.1).

TABLE 1.1

Criteria (include keyword)	Identifiable of all the structures (1)	Identifiable of all the structures though some inappropriate applications are identified (2)	Some of the criteria are missing (3)	Needs to understand the structure (4)
Name of the Author and title of the article (TA)	In the first line there are name and the title written	The title of the article is not found in the first line	The name of the author or the tile of the article is missing	There is no evidence of understanding of the structure
Author Tags (AT)	Effective uses of author tags	Some author tags are used inappropriately	One or two author tags are used	There is no evidence of understanding of the structure
Representing all the main ideas or the purpose of the writer (MI)	Presents all the noticeable ideas of the original article	Could present all the main ideas or the purposes of the writer accurately	Some of the main ideas of the original article are missing	There is no evidence of understanding of the structure
Appropriate usage of Transitional words (TR)	Effective application of the transitional words	Inappropriate application of the transitional words	Only one or two transitional words are used	There is no evidence of understanding of the structure
Sequence of the ideas according to the article (SI)	Effectively represents the order of the ideas according to the original article	Often the order of the ideas are not sequenced accordingly	One or two ideas of the article are sequenced accordingly and the rest are disorganized	There is no evidence of understanding of the structure
Using own words (OW)	Successfully use of own words	Often borrow some key words from the original article	Most of the sentences and the vocabulary are original	There is no evidence of understanding of the structure

To shorten the process teachers instructed them to use keywords as mentioned in the checklist. Next, students checked the copies of their peers following the checklist and wrote comments with the appropriate keywords and the representing numbers, for example, TA 2 stood for the specific problem

mentioned in Column 2 under the 'TA' category. This helps them in reviewing their own decisions through persistent level of thinking and improving own judgment (Stratton, 1999; Moore, 2007). During the process, students were involved in making fruitful comments for their peers and by this they could understand the proper application of the structures while writing summary. After this stage, they were given another text with three paragraphs to summarize following the criteria of the summary and submit to the teacher. At last, the teacher collected the summaries back and subsequent improvements were found in their writing this time (as shown in figure 1.2) where they could remarkably project their better understanding in terms of learning the structures of summary writing.
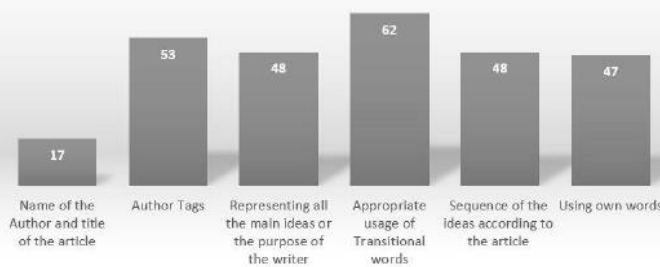

Figure 1.2

In addition, the same process was adapted to evaluate the understanding of the structures of Argumentative Essay Writing for 67 students of ENG101. For this, the students were given an Argumentative Essay topic namely 'Bangladesh needs more intellectuals than workers for sustainable development' and they had to write a five paragraph Argumentative Essay in 250-300 words. Moreover, the same cycle was applied over here as they were provided with instructions and the key points of Argumentative Essay structures before they started writing. Also, the teacher discussed the criteria mentioned in the checklist as they were about to write. After the class, the teacher collected the write-ups and those write-ups were found having some serious issues as projected in Figure 2.1.
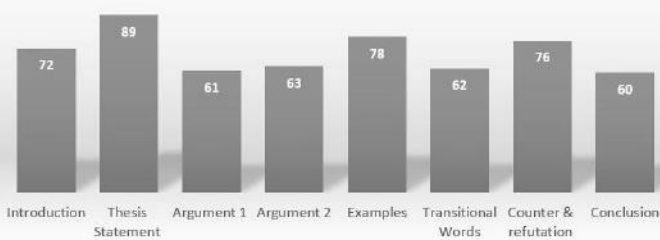

Figure 2.1

As before, the students were given the checklist (Table 2.1) in the next class preceded by a thorough discussion on peer review process. Students used the keywords and evaluated their peers following the checklist. This time they were again involved in the process of peer review and they had to give fruitful comments on their peers' writing as by doing so they could also have an improved state of critical appreciation of writing.

TABLE 2.1

Criteria	Identifiable of all the structures (1)	Identifiable of all the structures though some inappropriate applications are identified (2)	Some of the criteria are missing (3)	Needs to understand the structure (4)
Introduction: (Grabber & Background Information) (GB)	Interesting beginning and clearly relevant background information are found	The Grabber is a general statement or not centered around the topic, however, the Background Information is relevant	The Grabber or the Background Information is mission	There is no evidence of understanding the structure
Thesis Statement (TS)	Stance and reasons are clearly visible	Reasons are there, however, the stance is not clear	Either stance or reason is missing	There is no evidence of understanding the structure
Argument 1 (Topic sentence, Supporting sentence & Concluding sentence) (AR) Argument 2 (Topic sentence, Supporting sentence & Concluding sentence) (AR)	All three sub-parts are clearly visible	Only description is there, however, there is no clear Introductory Sentence or Concluding Sentence	Either the Introductory Sentence or the Concluding sentence is missing	There is no evidence of understanding the structure
Examples (EP)	Relevant examples are given	Examples are there, however, those are not sufficient	Examples are not relevant to the reasons	There is no evidence of understanding the structure
Transitional words (TW)	A coherent essay is written with Transitional Words	Inappropriate Transition Words are used in some places	Transitional Words are insufficient	There is no evidence of understanding the structure
Counter and refutation (Argument of the opponent and refutation) (CR)	The writer profoundly shows the Counter Argument and the Refutation logically	Counter Argument is there, however, the Refutation is not logical	Counter Argument or Refutation is missing	There is no evidence of understanding the structure
Conclusion (CS)	A proper conclusion paragraph is found with Restatement, Call for Action and Clincher	Inappropriate Conclusion Paragraph is written where one of the sub-parts is irrelevant	One or more sub-parts are missing	There is no evidence of understanding the structure

After using the checklist and completing peer review, improvements were visible in their writings. These improvements were reflected in their second write-ups where

they wrote another five paragraph Argumentative Essay entitled 'Women are more responsible for the increasing number of sexual harassment'. The second draft came with a remarkable improvements in their writing with organization as presented in Figure 2.2.
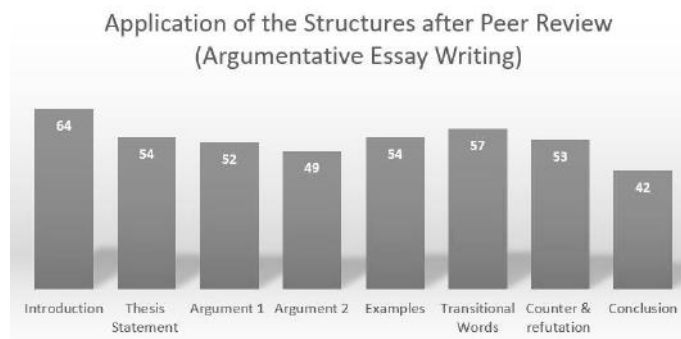

Figure 2.2

IV.   METHODOLOGY

This paper was designed and planned based on Action Research Approach (Lewin, 1946). Action Research has been acclaimed as a reliable method for contemporary researches by a notable number of researchers and scholars throughout the history. Carr and Kemmis (1986:164) include the fundamental principles of the action research which are 'participatory character, democratic impulse and simultaneous contribution to social science (knowledge) and social change (practice)'. Moreover, Meyer (2000) has pointed Action Research to be fruitful in resolving practical issues which involves the researchers into the application of possible solutions. In addition, Waterman et al. (2001) imply that in this method both the qualitative and quantitative research can be applied being corresponding to one another. As per the definition given by Winter and Munn-Giddings (2001:8), Action Research is a 'study of a social situation carried out by those involved in that situation in order to improve both their practice and the quality of their understanding'. Hopkins (2002) asserts that this type of research can be defined as a practical act where the researchers attempt to find out the solutions through the deep understanding of the situation. However, there are certain models for Action Research and for this paper, O'Leary's model (2004) has been adapted. It has been pointed that the cycles of this type of research 'converge towards better situation understanding and improved action implementation; and are based in evaluative practice that alters between action and critical reflection'. Moreover, he has mentioned Action Research to be an 'experiential learning approach' and the four steps of this research are: Observation, Reflection, Plan and Act (Figure 3.1). Also, this is a continuous process where the researcher goes through certain steps like collecting data and reshaping the methods to evaluate the changes in the situations after the substantial interpretation of the process.
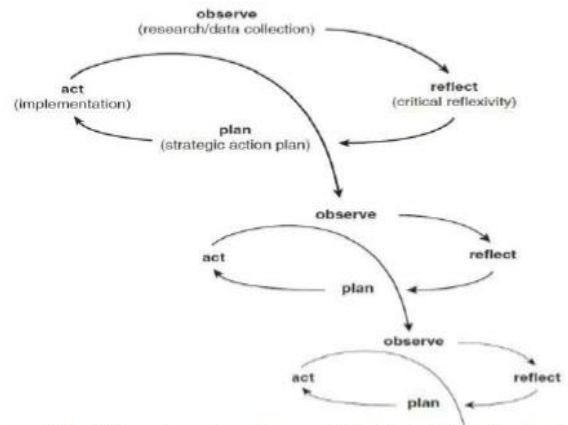

Figure 3.1: O'Leary's cycles of research (collected from Koshy, Heather, & Valsa, 2010)

In the later parts, Stephen Corey has used this approach in educational institutes for finding out solutions. In addition to that, in order to assure the proper understanding and management of the available resources, Action Research can prove to be useful, however, has been unacknowledged by the majority of people (Whitehead & McNiff, 2005). Standing in line with the description given by Reason & Bradbury (2008), we have provided some suggestions for our situation as they imply that this research method makes attempt to resolve practical complications. At last, Parkin (2009) says that it targets a particular setting for the implementation of specific changes or enhancements after a close observation.

For our context, it has been observed that often the students fail to understand the instructions provided to them inside the classroom by the teachers and sometimes it possesses a threat to them when they have to write something on the basis of lectures only without having a prior knowledge. As the students do not get comprehended of the academic structures before they join university, therefore it often becomes unusual to them to perceive the structures and follow those in their academic writing. On the other hand, the lectures of a university put focus on the instructions regarding the organization of the structure and the parts of academic writing. These lectures often leave them in a perplexed situation where they know what to do but not how to do. Moreover, they also face the complications when they try to write anything as their class works, home works or assignments as they only have the overall concept, not the hands on experience of accomplishing the task. From our perspective, peer review might be the solution to this problem as by doing peer review not only the students can grab the wholesome idea of different genres of academic writing but also they can be a critical appreciator, evaluator, responsible learner and a better writer which eventually will aid in the success of their academic writings.

For our paper, at first students writing samples on Summary and Argumentative Essay have been collected. Based on the different types of problems found in their samples, the writings were analyzed using Multivariate Analysis (Hair et al., 1995). Both the responses have been presented through Figure 1.1 and 2.1. Next, the students were given checklists (Table 1.1 and 1.2)

before going for the second sample on the same type of academic writing. For this, they were given instructions on peer review and by using the checklists, they had to evaluate their peers' writing. By this, they could be able to come up with the resolutions which are necessary for that specific pieces of writing. Moreover, by providing peer review for their fellow mates, they put themselves into the same situation that they did face while they were writing their own copies. At last, they wrote a second sample on both Summary and Argumentative Essay and the improvements have been projected through Figure 1.2 and 2.2.

V.   RESULTS

The results portray the successful outcome which are found in the second sample of writing from the students. As the paper tries to demonstrate the significance of peer review in terms of having a clear idea of the structures of academic writing and making the students a better and organized writer, at the end the students could come up with effective and specific peer feedback for their class mates which eventually aided them in their critical thinking ability. Moreover, now they could think from their perspectives, both as a writer and evaluator at the same time, to rectify their confusions regarding the base line instructions provided to them during the class. Peer review is also useful for them as by doing so they could understand the significance of feedback which was fruitful for turning them into a responsible learner. Finally, they were given a feedback form to measure their understanding of peer review and the results could display the outcome of the research (Figure 4.1).
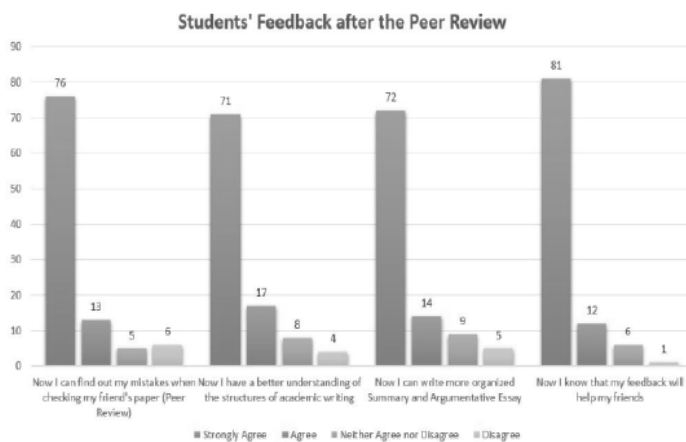

Figure 4.1

VI.   RECOMMENDATIONS

A. Neutrality:

In some contexts, peer review is highly biased. Students tend to provide positive comments to the peers who are in the good books of their social life. Also, students tend to pass on the comments in a way that keeps them away from any sort of dissatisfaction of the fellow classmates. For this, it is suggested

that the teacher should play an active role in making them aware of the significance of peer review. Moreover, the teacher should work on making them understand that this is a learning opportunity for their peers as well as for them because by giving a non-biased peer review, they are paving the path of improvement for their classmates. Furthermore, the teacher can also omit the names from the copies and use identifiers like numerical codes to keep the reviews neutral.

B. Motivation:

It has been observed that students often fail to realize the significance of peer review or feel encouraged to come up with proper review for the peers. The level of motivation might be one possible reason behind this type of defiance. Sometimes they take it granted that they do not know enough about the structure and for this, they can never do the review in the suitable way. Regarding this, the teacher has to step forward with the notion that this is the same for everyone. The goal of this peer review is to make them comprehend the structures and it is not for making them a rater. As they are checking the copies, they are helping themselves which eventually leads to their academic success.

C. Proper Instructions

Before going for the peer review, students should have the clear idea of what to do and what not to do. The teacher should let them know that this is not to humiliate anyone or to belittle anyone. Rather, this has a larger scale. As peer review helps them learn better, students should also go through the structures prior to checking the copies of their fellow classmates. To serve the purpose, the teacher is expected to provide proper and detailed instructions on what they are going to do while reviewing other's copies.

D. Monitoring

A constant monitoring is mandatory while students are reviewing the copies. As sometimes they produce the comments hurriedly and do not go through the write-ups properly, it becomes more difficult for them to choose the right option. As a result, they tend to provide a generalized or ineffective comment which, in most cases, a middle path of all the alternatives and does not help them think critically. That is why the teacher should keep the monitoring frequently so that they can do it in the appropriate way. Moreover, the teacher should tell them to focus more on the writing, not on the checklist, as they only need to write the keywords from the checklist, not full sentences.

VII.   CONCLUSION

As peer review is one of the most dynamic ways of teaching, this paper has attempted to put forward some issues by which it can be made more fruitful to the learners. In this case, we have talked about some possible techniques that have worked for our context. However, these techniques are greatly helpful in terms of students' engagement in the classroom and

particularly, peer review can assist them in becoming a more critical thinker as well as appreciator of their peers' writings. Eventually, this leads to the success of adopting the structures of the academic writing in English.

REFERENCES

[1] Peer Review (2014). Retrieved from Seton Hall University: https://www.shu.edu/offices/technology/upload/Data-analysis-process.pdf

[2] Carr, W., & Kemmis, S. (1986). Becoming Critical: Education, Knowledge and Action Research. London: Falmer.

[3] Cheng, W., & Warren,, M. (1997). Having second thoughts: before and after a peer assessment exercise. Studies in Higher Education Vol. 22 (2), 233-239.

[4] Dochya, F., Segersb, M., & Sluijsmansc, D. (1999). The use of self-, peer and co-assessment in higher education: A review. Studies in Higher Education, Volume 24, Issue 3, 331-350.

[5] ENG 091: Foundation Course in English (Non-credit). (2014). Retrieved from BRAC Institute of Languages: http://bil.bracu.ac.bd/courses/undergraduate-english-courses/eng-091-non-credit

[6] ENG 101: English Fundamentals (3 credits). (2014). Retrieved from BRAC Institute of Languages: http://bil.bracu.ac.bd/courses/undergraduate-english-courses/eng-101

[7] Falchikov, N., & M., B. (2003). Learning together. London: Routledge.

[8] Hair, J. J., Anderson, R., Tatham , R., & Black, W. (1984). Multivariate Data Analysis (4th edition 1995 ed.). Englewood Cliffs: Prentice-Hall.

[9] Hansen, J., & Liu, J. (2005). Guiding principles for effective peer response. ELT Journal, 59/1, 31-38.

[10] Hopkins, D. (2002). A Teacher's Guide to Classroom Research. Maidenhood: Open University Press.

[11] Hounsell, D., McCune, V., Hounsell, J., & Litjens, J. (2008). The quality of guidance and feedback to students. Higher Education Research & Development, 27.1, 55-67.

[12] Hunzer, K. M. (Ed.). (2012). Collaborative Learning and Writing: Essays on Using Small Groups in Teaching English & Composition. McFarland.

[13] Koshy, E., Heather, W., & Valsa, K. (2010). Action Research in Healthcare. SAGE.

[14] Lewin, K. (1946). Action research and minority problems. J Soc. Issues 2(4), 34-46.

[15] Lundstrom, K., & Baker, , W. (2009). To give is better than to receive: The benefits of peer review to the reviewer's own writing. Journal of Second Language Writing, 18, 30–43.

[16] [16] Meyer, J. (2000). Using qualitative methods in health related action research. British Medical Journal.

[17] Moore, D. T. (2007). Critical Thinking and Intelligence Analysis. Washington, DC: DIANE Publishing.

[18] Nakamura, K. (2005). Creating a Learner-centered Communicative Classroom for Student Teachers. Institute for Language and Culture.

[19] National Curriculum & Textbook Board Authority, Bangladesh. (2009). Retrieved from http://www.nctb.gov.bd/index.php

[20] Nicol, D., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. Studies in Higher Education vol.31 no.2, 199-218.

[21] O'Leary, Z. (2004). The essential guide to doing research. Sage.

[22] Parkin, P. (2009). Managing change in healthcare using action research. London: Plagrave.

[23] Paulus, T. (1999). The effect of peer and teacher feedback on student writing. Journal of Second Language Writing, 265-289.

[24] Reason, P., & Bradbury, H. (2008). The SAGE Handbook of Action Research: Participative Inquiry and Practice (2nd edition). London: SAGE.

[25] Richards, J. C., & Rodgers, T. S. (2014). Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press.

[26] Rollinson, P. (2005). Using peer feedback in the ESL writing class. ELT Journal, 59(1), 23-30.

[27] Ruecker, T. (2010, July). Peer Review. Retrieved from University Writing Center, University of Texas at El Paso: http://www.academics.utep.edu/Default.aspx?tabid=65800

[28] Russell, B. (2014). A Priori Justification and Knowledge. Retrieved from Stanford Encyclopedia of Philosophy: http://plato.stanford.edu/entries/apriori/

[29] Stratton, J. (1999). Critical Thinking for College Students. Maryland: Rowman & Littlefield.

[30] Topping, K., & Ehly, S. (1998). Peer-assisted Learning. Lawrence Erlbaum Associates.

[31] Topping, K., Smith, E., Swanson, I., & Elliot, A. (2000). Formative Peer Assessment of Academic Writing Between Postgraduate Students. Assessment & Evaluation in Higher Education.

[32] Waterman, H., Tillen, D., Dickson, R., & de Koning, K. (2001). Action research: a systematic review and assessment for guidance. Health Technology Assessment 5(23), 1-166.

[33] Whitehead, J., & McNiff, J. (2005). All You Need To Know About Action Research. London: SAGE.

[34] Winter, R., & Munn-Giddings, C. (2001). A Handbook for Action Research in Health and Social Care. London: Routledge.

AUTHORS' PROFILE

Md. Aftab Uddin Chowdhury is currently employed as a Lecturer in English Language at BRAC Institute of Languages in BRAC University, Bangladesh. His interests in research are socio-linguistics, discourse, language & linguistics, curriculum development and classroom management.

Mohammad Akteruzzaman is working as a lecturer at BRAC Institute of Languages in BRAC University, Bangladesh since 2012. He has been keenly interested in research works. His areas of interest are classroom management, the anthropological aspects of English in Bangladesh and assessment.