**[Title] No More Than 17 Words and Use "Title Case"… [size 13]**

Andrew P. Lian1\*, Daniel Brown2 **[size 12]**

1 Name of affiliation of first author, Country [Size 11]

2 Name of affiliation of second author, Country

\*Corresponding author's email:

\*ORCID:

® Copyright (c) 2023 authors

Received: ..../...../2023 Revision: ..../...../2023 Accepted: ..../...../2023 Online: ..../...../2023

|  |  |
| --- | --- |
|  | **ABSTRACT** |
| **Keywords**: [from 3 – 5 keywords] | The purpose of this study is to …. [between 150 and 200 words] |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

# Introduction [Heading 1][size 13]

It is undeniable that writing plays an important role in teaching and learning a language. 'The pen is mightier than the sword' is a famous quote that could perfectly capture the power of writing. 'It is one of humankind's most powerful tools' (Macarthur, Graham, & Fitzgerald, 2006). It is an important means of self-expression. It helps us communicate with others, allowing us to maintain a personal link with family, friends, and colleagues who are removed by distance or time. Besides, writing helps convey knowledge and ideas via facilitating the work of gathering, preserving, and transmitting information with great detail and accuracy (Macarthur, Graham, & Fitzgerald, 2006). In 'Theory and Practice of Writing', Grabe and Kaplan (1996) state that a true representation of the correct forms of language is the written language that should be valued and practiced. However, acquiring academic writing is a long-term matter, requiring teachers to search for proper methods to support students in developing their writing competence… [**Font: Time New Roman; size 12;** **citations of APA styles**]

# Literature review [Heading 1] [size 13]

Nevertheless, peer feedback was originally employed to develop L1 learners' writing skills in the 1970s (Hyland & Hyland, 2006), but its effectiveness is still controversial, especially in EFL academic context. In Japan, for example, although group work is employed in teaching oral classes, teachers have not paid enough attention to peer feedback activities (Hirose, 2007). Examining the use of peer feedback, the researcher finds some main arguments about (1) students' attitudes towards it, (2) the quality of peers' comments, and (3) the impacts of peer feedback on revisions and writing performance.

The first debate about the application of peer feedback relates to students' perceptions and attitudes. Mangelsdorf (1992) finds that students have positive perceptions of and pay good attention to peer reviewing. They spend a large amount of time reading and making comments. On the contrary, Leki (1990) reports that some students resent reviewing and commenting on other students' work. They hold the belief that it is their teacher's responsibility. Also, Cheng and Warren (1997) add that they feel doubtful about the competence of their peers' comments. They believe the feedback they receive is invalid. Thus, they refuse to take negative feedback (Topping, 1998)… [**Font: Time New Roman; size 12;** **citations of APA styles**]

## Research Questions [Heading 2] [size 12]

To fulfill the purpose of the study, the survey sought to answer the following research questions:

1. To what extent is written peer feedback applied in English Academic Writing classes in the Faculty of Foreign Languages at a university in Ho Chi Minh City?
2. What are English-majored students' attitudes towards written peer feedback applied in Academic Writing classes?

# Methods [Heading 1] [size 13]

*Pedagogical Setting & Participants [Heading 2] [size 12]*

Describing the research context and the sampling methods

## Design of the Study [Heading 2] [size 12]

Defining the research type that the researchers employed to collect the data.

## Data collection & analysis [Heading 2] [size 12]

Describing the procedure of the study, tools and methods of analysis to respond to the research questions.

# Results/Findings and discussion [Heading 1][size 13]

*Presenting the results under the lights of the research questions. [size 12]*

*Making use of charts, figures, and tables to present the results.*

Table 1. The effects of written peer feedback on writing revisions [size 11]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | n | M | S.D. |
| 17 | I found that my peers' comments are very useful for my writing revision. | 334 | 4.90 | 1.00 |
| 18 | Thanks to my written peers' comments, I can reorganize the ideas in my writing more logically.  | 334 | 4.98 | 0.98 |
| 19 | After each revision based on my peers' comments, the content of my writing is much more abundant.  | 334 | 4.87 | 1.04 |
| 20 | After each revision based on my peers' comments, my writing greatly improved in terms of vocabulary, grammar, and spellings.  | 334 | 4.84 | 1.03 |

As can be seen in Table 4, the students highly rated the effects of written peer feedback on writing…

|  |
| --- |
| **Table 2**. Comparing the effects of e-peer comments vs. lecturer's e-comments on writing revision |
|   | Variable | M | SD | MD | *t* | *df* | *p* |
| The effects of lecturer's vs. e-peer comments on students' revisions |   |   |   |   |   |   |
|  | The effects of e-peer comments on revisions | 29.40 | 18.533 | -5.145 | -.758 | 50 | .452 |
|   | The effects of lecturer's e-comments on writing revision | 34.55 | 30.287 |   |   |   |   |
| Independent Samples t-test |

Table 3 shows the comparison of the effects between lecturer's e-comments and e-peer comments on student's writing revisions…

# Discussion [Heading 1][size 13]

Summarizing the results of the studies.

Interpretation of the results

Relationship of the current study to previous research

# Conclusion [Heading 1][size 13]

Summarizing the results and findings of the studies.

Presenting the limitations of the studies and suggestions for future studies.

# Acknowledgments

Acknowledging contributions to this research article in the order that best represents the nature and importance of those contributions, such as intellectual assistance and funding support.

# References [APA sixth edition] [Heading 1]

Cheng, W., & Warren, M. (1997). Having second thoughts: Student perceptions before and after a peer assessment exercise. *Studies in Higher Education*, *22*(2), 233−239. [https://doi.org/10.1080/03075079712331381064](https://doi.org/10.29333/iji.2020.13120a)

David, J., & Liss, R. (2006). *Effective academic writing 3* (1st ed.). USA: Oxford University Press.

Pham, V. P. H., Luong, T. K. P., Tran, T. T. O., & Nguyen, Q. G. (2020). Should Peer E-Comments Replace Traditional Peer Comments? *International Journal of Instruction*, *13*(1), 295−314. <https://doi.org/10.29333/iji.2020.13120a>

**Biodata**

*Write approx. 50 words, including your job position, institution, country, teaching experience, and research interests.*