



Individual Self-monitoring & Peer-monitoring In One Classroom in Writing Activities: Who Is at Disadvantage?

Zohreh Zare Toofan

E-mail: zohrehzaretoofan@gmail.com

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Abstract

Writing is an important experience through which we are able to share ideas, arouse feelings, persuade and convince other people (White & Arndt, 1991). It is important to view writing not solely as the product of an individual, but as a cognitive, social and cultural act. Writing is an act that takes place within a context, that accomplishes a particular purpose and that is appropriately shaped for its intended audience (Hamplones & Condon, 1989). Here, the present research considers the significance effects of two important independent variables self-monitoring and peer-monitoring in writing activities on Iranian EFL learners. In this research it was supposed to study new effects of two Meta cognitive strategies self-monitoring and peer-monitoring on 173 male and female learners' writing activities whose age ranged between the age 16-27, and they had a composing description writing paragraph as pre & post test in the same conditions. Although many studies have been conducted on the effects of self-monitoring with a variety of students across a variety of settings (Amato-Zech, Hoff, & Doepke, 2006 Cooper et al., 2007, Dunlap, Dunlap, Koegel, & Koegel 1991). But goal of this study was to increase the participant's on-task behavior in self & peer-monitoring (E. Johnson, 2007, Self & Peer-monitoring added). Although both of them were useful for providing challengeable students, and became useful for prosocial life, but self-monitoring helped them to become awareness of their weaknesses and strengths to increase positive way of the quality and quantity of their learning in written task, and peer-monitoring occurred when the students achieved recognition level to evaluate the other peers' behavior, and it was obviously understood that it needed more training time to arrive at the level of recognition of each others' behavior.

Keywords: Self-monitoring, Peer-monitoring, Feedback, Composing description

1. Introduction

To write well, students are expected to have self-regulation skills (Bereiter & Scardamalia, 1987; Graham & Harris, 2000; Hayes & Flower, 1980; Zimmerman & Kitsantas, 1999). For example, experienced writers successfully set goals, self-monitor, and reflect on their learning process through iterative writing and rewriting. Among the various self-regulation skills, self-monitoring is known to be particularly critical in learning to write (Cresswell, 2000; Xing, 2004). Self-monitoring involves accessing information about ongoing cognitive or affective processes, states, or memory retrieval and evaluating that information on either implicit or explicit criteria (Reder & Schunn, 1996; Shimamura, 1996). In the context of writing, self-monitoring involves evaluating information about what is currently being written or what has been written and noting some compatibility or incompatibility with a mental representation of what the written text should be (Hacker, 1994). Self-monitoring involves accessing information about ongoing cognitive or affective processes, states, or memory retrieval and evaluating that information on either implicit or explicit criteria (Reder & Schunn, 1996; Shimamura, 1996). In the context of writing, self-monitoring involves evaluating information about what is currently being written or what has been written and noting some compatibility or incompatibility with a mental representation of what the written text should be (Hacker, 1994).

At this stage, it is needed to take a brief look at this question that what we mean by meta-cognitive? Flavell (1976) defined meta-cognition as "knowledge concerning one's own cognitive processes and products or anything related to them" and stated that "Meta-cognition refers, among other things, to the active monitoring and consequent regulation and orchestration of these processes in relation to the cognitive objects or data on which they bear." Hype and Bizar (1989) defined meta-cognition as "a process where the individual carefully considers thought in problem solving situations through the strategies of self-planning, self-monitoring, self-regulating, self-questioning, self-reflecting, or self-reviewing" (p. 1). McKeachie (2000) stated that meta-cognition is thinking about one's learning and thinking. On the other hand, meta-cognitive strategies are the instructional strategies that allow learners to use their meta-cognition in problem solving. According to Ridley, Schutz, Glanz, and Weinstein (1992), they include taking conscious control of learning, planning and selecting strategies, monitoring the progress of learning, correcting errors, analyzing the effectiveness of learning strategies, and changing learning behaviors and strategies when necessary. Proceeding from what has been said above, in this study we define meta-cognition as the ability to understand and monitor one's own

thoughts and the assumptions and implications of one's activities (Brown, Bransford, Ferrara, & Campione, 1983; Butterfield & Belmont, 1977&Falvell, 1979). Flavell (1979) proposed a formal model of meta-cognitive monitoring to include four classes of phenomena and their relationships. According to his model, "a person's ability to control a wide variety of cognitive enterprises occurs through the actions and interactions among four classes of phenomena: (a) meta-cognitive knowledge, (b) meta-cognitive experiences, (c) tasks or goals, and (d) actions or strategies" (p. 906). Blakey and Spence (1990) proposed six strategies for developing meta-cognitive behaviors, these strategies include: identifying "what you know" and "what you don't know", talking about thinking, keeping a thinking journal, planning and self-regulation, debriefing the thinking process, and self-evaluation. Wahl (2000) presented three meta-cognitive strategies: planning, self-monitoring, and self-evaluation and these can lead to cognitive strategies as in concept maps and outlining. In addition, he presented some questions that facilitate the learners' meta-cognition, such as 'How much time do I need to set aside to learn this? (Planning)', 'Do I understand what I am reading or learning? (Self-monitoring); and 'How can I measure my success? (Self-evaluation). Christine (2003) said that meta-cognitive strategies are necessary to aid students in comprehending a text and achieving higher levels of thinking. She focused especially on teachers' modeling and motivation to encourage students to make these strategies on their own. In sum, meta-cognitive strategies can be defined as strategies that empower learners to take charge of their own learning in a highly meaningful fashion. They are helpful for students who have learning problems.

Now, that is essential to say something about corrective feedback over learners' writing, Ellis (2008) determines as a basis for a systematic approach to investigating the effects of written corrective feedback, this article presents a typology of the different types available to teachers and researchers. The typology distinguishes two sets of options relating to (1) strategies for providing feedback (for example, direct, indirect, or Meta linguistic feedback) and (2) the students' response to the feedback (for example, revision required, attention to correction only required). Each option is illustrated and relevant research examined. How teachers correct second language (L2) students' writing is a topic that has attracted enormous interest from researchers and teachers alike. However, as a recent review of feedback on L2 students' writing (Hyland and Hyland 2006) makes clear, despite all the research there are still no clear answers to the questions researchers have addressed. Hyland and Hyland observed: while feedback is a central aspect of L2 writing programs across the world, the research literature has not been equivocally positive about its role in L2 development, and teachers often have a sense they are not making use of its full potential. (p. 83) Guenette (2007) pointed out that one of the reasons for the uncertainty lies in the failure to design corrective feedback (CF) studies that systematically investigate different types of written CF and control for external variables that are likely to impact on how effective the CF is. One way forward, then, might be for researchers and teachers to systematically identify the various options available for correcting students' writing as a basis for both designing future studies and for pedagogical decision making. Five basic strategies for providing written CF can be identified, with a number of options associated with some of them.

Feedback driven learning is hardly controversial; indeed, it is a main theme in both the form-focus and focus-on-forms literature (Lightbown, 1998 & Lyster, 1997). Nevertheless, feedback for writing errors has been and remains a divisive topic. It divides learners and teachers (learners typically insist on getting feedback on their errors, whether they can make sense of it or not; learners tend to define writing quality as absence of errors, while teachers treat error as one of a number of concerns). It divides teachers and researchers (few writing teachers manage to avoid spending huge amounts of time on error feedback, while writing researchers speculate that error feedback may do more harm than good (Truscott, 1996) or write whole books that never mention the topic (Hyland, 2002 & Cobb, 2003). In fact, few who are in close contact with the writing classroom have any real doubt that errors are important. Learners think their errors are important, and a survey by Errey (2000) showed that academic essay graders in four content areas ranked grammatical accuracy 10th of 24 factors in grading ESL learners' assignments. It is also known that grammar does not look after itself nor flow automatically from comprehension of input (*pace* Krashen, 1984, and his followers). This has been shown for uninstructed (Perdue & Klein, 1992) as well as school-based learning. A number of Canadian immersion studies (Swain, 1985; Lightbown, 1992 & Lyster, 1998) have shown that comprehension of meaning and content by itself, even at deep levels and over long periods, does not necessarily culminate in a native-like grammar.

1.1 Statement of Problem and Purpose of Study

As regarding self-monitoring, and peer-monitoring; here we discuss about the matter that which one is more important than the other? According to many research, we will know that self-monitoring can help students to be independent and overcome their learning disabilities, beside of that peer-monitoring helps student in cooperative learning and problem-solving activities to monitor each others' behaviors, then they become provided to social life, and they will be able to evaluate each others' tasks. Such meta-cognitive strategies are both facilitate learning process, however; we want to know that which one is not really practical among students, and who is at disadvantage in this study? Or if it is practical, in what ways we can teach them such strategies to benefit the most useful in classroom, and which one of them is more helpful for given to students

The purpose of the study is to determine how we can manipulate them in classroom, upon what states we can arrange the tasks toward this goal; whether peer-monitoring is better or self-monitoring?

1.2 Significance and Justification for the Study

For many years we hope to come to this conclusion that meta-cognitive strategies such as self-monitoring and peer-monitoring can support students to become a successful person in classroom, society, everywhere that they exist and they will learn to be logically independent from the others for evaluating themselves and each other behaviors. The most significant issue in this study, is the practical way for teaching such strategies for supporting students in a good life and society.

To make self-monitoring most effective, strategies should be used constantly and overtly at first and then faded to less frequent use and more subtle use across time (Stainback & Stainback, 1980). It is also important to ensure that students have learned the skills and behaviors that teachers want them to perform as they are using the self-monitoring strategies. To help maintain and generalize positive behavioral changes, self-monitoring should be combined with methods that allow students to evaluate themselves against their earlier performance and to reinforce themselves for their successes (Goldstein, Harootunian, & Conoley, 1994; Hallahan & Kauffman, 2000; Porter, 2002; Schunk, 1997; Smith, 2002; Stainback & Stainback, 1980; Vaughn, Bos, & Schumm, 2000).

1.3 Research Questions

The present dissertation set out to find answers to the following research questions:

- 1-Do self-monitoring and peer- monitoring affect the Iranian EFL learner's writing ability differently?
- 2- Is there any correlation between type of monitoring and Iranian EFL learners' gender in their writing skill?

1.4 Hypothesizes

- 1- Self monitoring and peer monitoring affect the Iranian EFL learners' writing ability differently.
- 2- There is a positive correlation between type of monitoring and Iranian EFL learners' gender in their writing skill.

1.5 Self-Monitoring in Writing

Self-Monitoring

Now, we should know about the two terms of study which are most involved in our research program as bellow:

Self-monitoring is a meta-cognitive strategy that learner is often known about his or her own behaviors to evaluate in right direction with relating to goals. Now we should know some few sentences about meta-cognitive strategy and ask a question what is meta-cognitive? meta-cognitive is thinking about thinking, is a term used in information processing theory to indicate an executive function, strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating after an activity is completed (Purpura 1997). Meta- cognition has to do with knowledge and awareness of one's cognitive strengths and weaknesses as well as self-regulation, which guides an individual in the coordination of that awareness while engaged in cognitive activities (Wong, 1999). On other words, cognitive strategies are used to monitoring by meta- cognitive strategies.

Self-monitoring occurs when an individual self-assesses whether a behavior has occurred and then self-records the results (Nelson & Hayes, 1981). Karen says self-monitoring in writing occurs in three areas: attention, performance, and strategy use. Self-monitoring works well with goal setting. Self-monitoring strategies are most effective with students who have the required skill, but do not apply it. Difficulties in organization, attention, work initiation, and work completion may be decreased through the use of self-monitoring strategies. Increased academic achievement may also be a secondary result of a successful self-monitoring plan. After the goal has been set; teachers should help students understand their current performance and help students see their improvements.

O'Malley & Chamot (1990) define self-monitoring as "checking one's comprehension during listening or reading, or checking the accuracy and/or appropriateness of one's oral or written production while it is taking place" and contrast this with self-evaluation, which is "checking the outcomes of one's own language learning against a standard after the learning has been completed".

As we need to know about the self-monitoring itself, there is needed to take a look at this term in broad. Self-monitoring is an act of evaluating the learners themselves, they should be aware of their weaknesses and strengths during and after the activity they do, so they will be able to evaluate themselves correctly what happens for them when they need to know more about the task.

Self monitoring may be easily implemented into the classroom, takes little time to teach to students, and is a manageable intervention for the teacher (Smith, Nelson, & Young, 1988). Self-monitoring strategies also shift the responsibility from teachers to students who then are given the opportunity to regulate their own learning instead of relying on others (Agran et al., 2005; Hughes, Copeland, Agran, Wehmeyer, Rodi, & Presley, 2002).

1.6 Peer-Monitoring in Writing

Peer-Monitoring

Peer-monitoring in teaching, the use of observation and assessment of what is happening in the classroom during learning activities that is carried out for students by other students in class (Jack c. Richards & Richard Schmidt, 2002).

Peer-monitoring is designed to run on a general purpose networked system where users can log into any node at any time and run any mix of parallel and sequential programs, and batch and interactive applications. The three main goals in designing Peer-monitoring are: to efficiently provide, in real-time, system resource usage information; to scale to large-sized systems; and to be fault tolerant. The system also needs to be flexible enough to allow nodes to easily enter and leave the peer to peer network (Newhall et al., 2011).

Peer-monitoring is an action that individuals respond to their peers' behavior or performance, it allows them to encourage their peers to perform well, and deters inappropriate behavior by increasing the chances that it would be detected. Here, we can classify peer-monitoring in two subcategory; first is direct peer-monitoring, that it occurs when participants or students understand their peers' behavior result and they respond in forthright way, second is indirect peer-monitoring that it occurs when the students avoid to monitor poorly performance of peers.

Peer-monitoring is an action when two youth are assigned to evaluate, and report the positive actions of other peers' classmates, this action needs more recognition about the peers, and therefore, they should increase their level of recognition that students should identify clear classification of positive behaviors that is monitored.

1.7 Feedback in Writing

Milligan (2012) indicates types of feedback as following:

1.7.1 Positive or reinforcing

Useful in identifying and encouraging helpful and effective behaviors.

1.7.2 Constructive

Useful in identifying and adjusting behaviours that impede effective professional development.

1.7.3 Formal

Written evaluations that happen periodically throughout a placement.

1.7.4 Informal

Verbal comments given on a more regular basis during or after practice situations.

1.7.5 Formative

Given throughout the placement and is intended to improve the learning experience; can be delivered quickly and throughout the placement; the more often it occurs, the easier and more normalized it will be.

Formative evaluation is generally any evaluation that takes place before or during a project's implementation with the aim of improving the project's design and performance.

1.7.6 Summative

Given at the conclusion of a placement and is intended to provide a summary evaluation of a student's clinical performance; best provided in a private, comfortable space that can encourage open communication.

Deleware Department of Education (2012) defined a summative evaluation is the final rating of a teacher's performance based upon the evidence gathered through the formative feedback appraisal cycle. A summative is the overview of all formatives.

1.8 Methodology

1.8.1 Participants

Totally 173 students including 41 male learners and 132 female learners in the age range of 15 to 27 at the intermediate level of Rashed Institute English language department of Mashhad districts of Khorasan Razavi will be asked to participate in this study. Subjects in classes will become homogenous in methodology used at school, type of school attended by each group, numbers of hours devoting to the teaching of English, level of language proficiency and their age.

1.8.2 Instrument

The following instruments are used for this study:

1. **A General English Proficiency Test Nelson** which determines the proficiency level of the subjects in English.
2. **Composing a Description Paragraphs Test** which determines the idea of study whether self-monitoring or peer-monitoring is good by following topics:
 - A-It's better to see a movie or read a book version of a film.
 - B-Which transportation do you prefer to travel and why? Traveling by plane, train or bus

1.8.3 Design

The present research set up an experimental study with a pre-test post-test design with random assignment to conditions. This study measured students' writing performance and their levels of planning and revising writing strategy before and after the treatment.

The reasons behind choosing such a design are as follows:

1. Some elements such as selecting groups by randomization, pre- and post-test, treatments, and the effects of several variables which are tested at the same time.
2. Tasks are devised and administered to the subjects, and they have double purpose of the treatment and post-test design.
3. The purpose of General English Proficiency Test is to establish level of learners' ability of their language proficiency before the task is administered.

In this study, we should avoid intrusive and disruptive implication items for making good design, and all variables must be controlled if they have effect on a specific independent variable. For considering generalizability, we should give them equal treatment to experimental group of subjects with real situation of educational program that is workable among large amount of subjects at the same state. Observation is very important in collecting data through some combination of notes, audio or visual; we should be careful about the descriptions of learners' activities without unduly influencing the events. After that, analyzing data which was received from different questioners have supported implications of research idea.

1.8.4 Scoring Method

According to Khalaf Ibnian (2011) in Table1 considered all characteristics for writing a good paragraph. Total score was out of 45 points. Each learner has 10 scores except proficiency test. They were included 5 scores for their pre-test and 5 scores for learners' post test. In both pre & post test, 5 scores were including researcher- first rater- second rater- student self & peers' mark.

Table1. Scoring Method

The Criteria	Related Skills	Points
1	1- Clarity of ideas	3
	2- Relevant supporting details	3
	3- Dividing the essay into introduction , body and conclusion	3
	4- Moving smoothly from introduction to body to conclusion	3
	5- Well-organized paragraph	3
	6- Logically sequenced ideas	3
2 Mechanics of writing	1- Punctuation	3
	2- Spelling	3
	3- Grammar	3
3 Language use	1- Appropriate choice of words	3
	2- Accurate use of expression	3
4 Creative abilities	(Fluency) 1- Many ideas	3
	(Flexibility) 2- Varied ideas and points of view	3
	(Originality) 3- Unique titles and ideas	3
	(Elaboration) 4- Embellishing ideas with details	3
	Total Points	

1.8.5 Procedures

To achieve the objective of this study the following procedures would be taken by the researcher:

First a group of learners in English language department randomly selected, and then a General Proficiency Test Nelson was given to determine their proficiency level. After that, two composing description topics were given to them, after that they should have wrote three paragraphs(introduction- body- conclusion) about 120-180 words in pre-test. After finishing writing, students evaluated their own writing by themselves, to monitor their own strengths, and weaknesses, find errors and mistakes, then peers evaluated each other's writing paper by different color, and monitored peers' strengths, and weaknesses. All writing papers would be also scored by the researcher, and another two raters, so each learner had 5scores for his or her pre-test papers out of 45 points. After scoring papers they have been given treatment to those students who were not able to write a good paragraph, or they need their teacher's help to follow up a plan how to continue their writing, then the teacher have thought them to write well-organized paragraphs and tell them about their mistakes, grammatical points such as: tenses, passive & active sentences, punctuation, accurate use of expression, appropriate words, and everything related to a well-organized paragraph. In this study we will observe the learners how they will be cooperative, and how they follow the procedure exactly, and some of them will be very serious about this part, and they shouldn't lose anything, they eagerly needed their teacher help whether they could find the other classmates' mistakes or not. But the time for treatment wasn't enough, and they had basically problems with their selecting good expression, or appropriate words. Some of them will ask the teacher for more times. The researcher has taken some notes relating to learners' behaviors. After treatment a post-test has been given at the same condition of their pre-test, they have been given a writing composition description paper including two similar topics; they had to choose one topic, and should write description paragraphs about 120-180 words; they monitored themselves by blue pen to clarify their own strengths, and weaknesses, then peers could have been checked each other's mistakes to monitor each other's strengths, and weaknesses by red pen. All post-test writing papers have been scored by present researcher, and another two raters of the same level, so all learners had 5scores for their post-test. The researcher should consider two independent variables self-monitoring, peer-monitoring for scoring their writing composing description. Totally, each learner had 10 marks for both pre & post test except language proficiency test. Both self and peers should have been given their classmates one mark for pre-test and one mark for classmates' post test.

2. Analysis of data

First, the data was given to SPSS software; there were the mean scores of raters both in pre & post-test for acquiring actual score.

Table 2 is descriptive statistic data of all items:

	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Sum Statistic	Mean Statistic	Std. Error	Std. Deviation Statistic	Variance Statistic
Proficiency strength	173	11	8	19	2282	13.19	.247	3.248	10.551
Pretesters	173	2	0	2	158	.91	.046	.599	.359
	173	32.00	10.00	42.00	4410.6	25.4952	.58421	7.68406	59.045
Posttesters	173	33.33	10.00	43.33	5062.3	29.2620	.49940	6.56852	43.145
Preself	173	25	20	45	5387	31.14	.458	6.023	36.271
PrePeer	173	27	18	45	5128	29.64	.464	6.100	37.208
Postself	173	27	18	45	5421	31.34	.470	6.184	38.247
Postpeer	173	27	18	45	5267	30.45	.480	6.317	39.900
Valid N (listwise)	173								

Table 3 and 4 indicated the division among strong, medium, and weak learners, and it was shown how much percentage belongs to females or males. So, as it was shown in table 3, frequency of most learners have been at medium level, and we had less strong and weak learners.

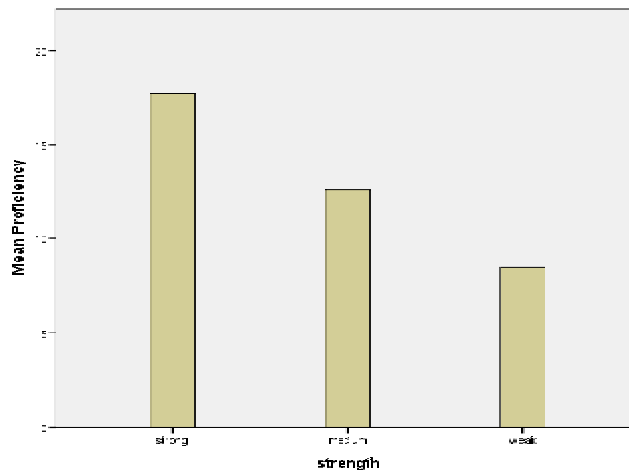
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strong	39	22.5	22.5	22.5
	medium	110	63.6	63.6	86.1
	weak	24	13.9	13.9	100.0
	Total	173	100.0	100.0	

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	41	23.7	23.7	23.7
	female	132	76.3	76.3	100.0
	Total	173	100.0	100.0	

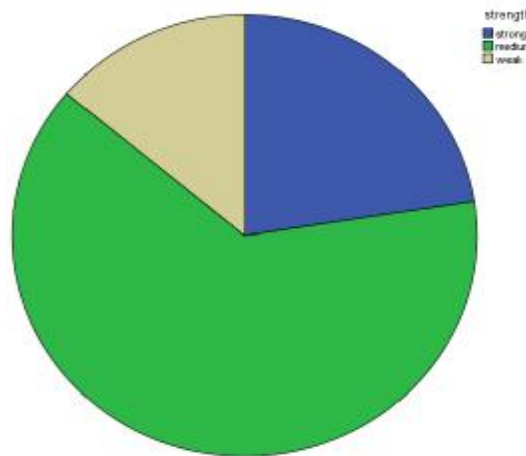
Table 5 was a cross table of two genders who acted in proficiency test. Proficiency test was a placement test for selecting intermediate level learners in this research, and it was shown comparison among learners in two kinds of graphs: Bar graphs 1, 2, and Pie graphs 1, 2 that show the division of strong, medium, and weak learners between two genders. As you can see in bar graph 2 and pie graph 2, females were the most weak, and medium learners who acted in proficiency test, but males were the strongest learners who have been acted in proficiency test. So, males' performance was better than females.

Table 5. gender * Proficiency Cross tabulation

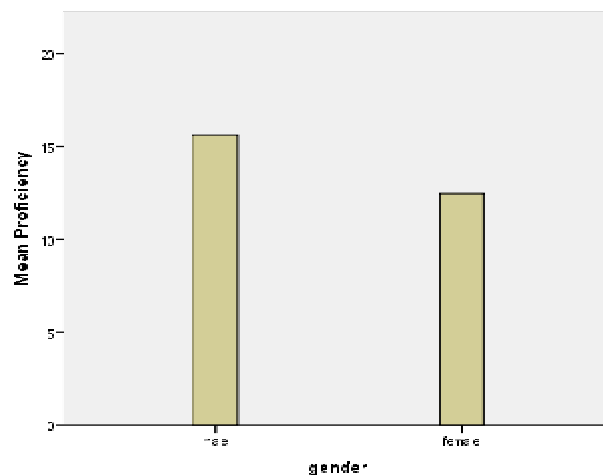
		Proficiency											Total	
		8	9	10	11	12	13	14	15	16	17	18		19
gender	male	0	0	0	7	3	1	2	6	3	4	7	8	41
	female	13	11	17	19	8	18	9	11	6	15	5	0	132
Total		13	11	17	26	11	19	11	17	9	19	12	8	173



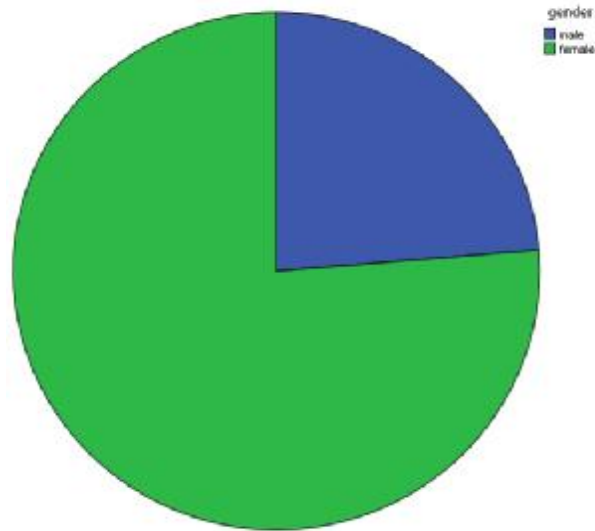
Bar graph 1. Learners who are in strong, medium, weak level in proficiency test



Pie graph 1. Percentage of strong, medium, and weak learners in proficiency test



Bar graph 2. Comparison of two genders who acted in proficiency test



Pie graph 2. Percentage of genders in proficiency test

Then, we come to test the first hypothesizes:

1- Self monitoring and peer monitoring affect the Iranian EFL learners' writing ability differently.

According to many researches that I have read about self-monitoring, it had positive effect on learners' writing activities. There was significance and positive relation between self-monitoring and peer-monitoring; because both of them were useful for prosocial life of learners' writing activities and can help to improve their writing abilities.

Table 6. Comparison Means preself & prepeer

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Preself	31.14	173	6.023	.458
	PrePeer	29.64	173	6.100	.464

Table 7. Comparison Means preself & prepeer in T-Test

Pair		-	Paired Differences		Std. Error Mean	95% Confidence Interval of the Difference	t	df	Sig. (2-tailed)	
			Mean	Std. Deviation						Lower
Pair 1	Preself	-	1.4	2.528	.192	1.118	1.876	7.7	1	.000
	PrePeer		97					89	7	2

Using paired samples test, as you see in tables 6, we had comparison means between pre-test self-monitoring & pre-test peer-monitoring that their means were between 29-31, and they differ just in 2 points. In Table 7. Sig.(2-tailed) was (.000), and it is lower than 5%, the difference was significant, their means were not equal, so there was significant difference between pre-test self-monitoring scores & pre-test peer-monitoring scores.

Table 8. Comparison Means Postself & Postpeer

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Postself	31.34	173	6.184	.470
	Postpeer	30.45	173	6.317	.480

Table 9. Comparison Means Postself & Postpeer in T-Test

Pair		-	Paired Differences		Std. Error Mean	95% Confidence Interval of the Difference	t	df	Sig. (2-tailed)	
			Mean	Std. Deviation						Lower
Pair 1	Postself	-	.890	2.642	.201	.494	1.287	4.431	172	.000
	Postpeer									

By considering tables 8 & 9; it is obvious that the difference between pre & post test is significant.

2.1 Major Findings

1-According to many studies about self-monitoring, it has positive effect on learners' writing activities. There is significance and positive relation between self-monitoring and peer-monitoring; because both of them are useful for prosocial life of learners' writing activities and can help to improve their writing abilities. By conducting this research, it was allocated that there was a positive and direct relation between self-monitoring and peer-monitoring strategies, it especially had more advantages for learners who were weaker than the other classmates, they progressed during writing tasks, but there was not much more change on the performance of strong learners, in this case researcher hypothesis is

rightly made. In this study, males were better learners than females. Therefore, we face an important question to follow up in future study whether there is any relation between genders and learning writing tasks among strong learners.

2- Although both of them are useful for providing challengeable students, and become useful for prosocial life, but self-monitoring will help them more to become awareness of their weaknesses and strengths to increase positive way of the quality and quantity of their learning in written task, and peer-monitoring occurs when the students have recognition to evaluate the other peers' behavior, and it is obviously understood that it needs more training to receive the level of recognition of each others' behavior. Peer- monitoring has more effect and power than self- monitoring on EFL Iranian learners in their writing activities. By conducting this research, it was shown that self-monitoring did better than peer-monitoring; they were sometimes seen as complementary techniques which we could apply in writing classroom at the same time. Peer-monitoring needed to achieve a good level of recognition, and peer to peer programs should be specified according to the needs of learners, so goal setting is significant issue to apply in writing classroom activities, without step by step lesson plan it wouldn't be successful especially in large classes. During learning process, observations showed that cooperative learning was much more successful with beneficial corrective feedback, the learners asked for more help of their teachers, and classmates. However, it effected less than self-monitoring, and peer-monitoring programs were not successful as much as self-monitoring. In this study it was induced, whenever self-monitoring effects increased, peer-monitoring effects would also increase, but vice versa process was not possible. So in this case the researcher hypothesis was rejected.

3. Conclusion

As Ruegg (2010) has mentioned in her study language acquisition is not a cumulative linear process, so it is not certainly predictable how learners can do their writing task perfectly, and making errors is inevitable for each learner, feedbacks are good features to provide them new style of learning to write without any draft or any samples as I have seen in my students, they need some features to imitate, and follow their goal of writing process. Feedback in the process approach to writing is different in that the students can use the feedback on drafts to improve their writing between drafts. In such a case, the overall goal is a reasonable level of accuracy in the final draft. On the other hand, in journal writing the goal is for the feedback to affect students' writing in the long term; that is, to facilitate the development of their interlanguage. From the significantly lower repetition scores of the students in the treatment group of this study, it appears that the feedback may have had the effect of limiting the number of times students made the same errors in subsequent journal entries. This would seem to indicate that students were taking notice of the feedback and it was indeed affecting language development in the long term.

As Peterson (2010) mentioned students feel a greater commitment to improving their writing when they have the autonomy to decide whether or not to incorporate the feedback in subsequent drafts. Students should always feel that they may use the feedback in their own way that the feedback is suggestive, rather than prescriptive. Feedback on writing is most valuable to students' writing development when it takes place at the beginning and middle stages of the writing process. This is the time when students can use the feedback to revise and edit their writing.

We came to this conclusion that all teachers could identify their tasks according to learners' real needs and follow up some extra activities such as group working or cooperative tasks that feedback them appropriately in students. Although errors were inevitable, those learners who have been involved with their real need task, it might help them a lot to give a corrective feedback. There was normally no need to make them a draft or sample to do their writing task, of course, they needed some rules to adopt their behavior to recognize their right or wrong behavior of learning, we can specify one appropriate strategy such as self-monitoring or peer- working, then it will clearly manage their needs, and writing process would have been facilitated better than the previous time, we could have observed the results of our tasks sooner according to their needs. Aside from all techniques which have been used in class, as I've observed in all my classes, learners who have monitored themselves were good followers of system in writing process, and they would have been a skillful person in their learning task very soon.

3.1 Limitation of the Study

For using peer-monitoring strategy in writing classroom, we faced to some limitation that we should have been aware of recognition term which was necessary for peers, because they should arrive at the level of recognition, and it has been taken time for preparing the peers for the level of recognition to be able to evaluate the other peers according to specific evaluation area, and specific evaluation criteria that was identified by teacher in classroom, and we are not still sure about them for the exact purpose of peer-monitoring in one classroom, because it's not testable accurately. So, before using this strategy, we should teach them how peers could have been evaluated their classmate's performance according to specific criteria that they recognized how to evaluate the peer's performance and they should have been at the level of recognition.

Another limitation for this study is training. Training is a critical aspect of ensuring consistency and confidence in peer supporters. Essential specific training should have been developed in association with the defined role of the peer supporter within the peer-to-peer program. Some programs have been developed or adapted their own training program while others used external training programs.

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APPENDIX

In the name of God

General English Proficiency Test Nelson

Name of the student:.....

Name of the school.....**(Allotted time: 25 min)****Part one: Select the best answer.**

- 1-Alicia,the window please.
a) opens b) open c) opened d) will open
- 2-The movie was.....the book.
a) as good b) good c) good as d) as good as
- 3-Mery's hobbies include jogging, swimming, and
a) to climb the mountain b) climb mountain
c) to climb d) climbing mountains
- 4-Who isMarina or Sachiko?
a) tallest b) tall c) taller d) the tallest
- 5- The concert will begin.....fifteen minutes.
a) in b) on c) with d) about
- 6-I have only aChristmas cards left to write.
a) few b) fewer c) less d) little
- 7-Each of the Olympic athletes.....for months, even years.
a) have been training b) were training c) has been training d) train
- 8-You were..... the New York office before 2 p.m.
a) supposed call b) supposed to call c) supposed calling d) suppose to call
- 9- If you're a good boy, we will let you the TV tonight
a) to watch b) watch c) watching d) that you watch

Part 2: Select the one underlined word or a phrase that is incorrect.

- 10-I heard the front door to be opened and my wife came in.
a) heard b) front door c) to be opened d) came in
- 11- "She should have gone shopping," I thought, but after waiting for ten minutes, I telephoned her mother.
a) should have gone b) shopping c) waiting d) telephoned
- 12-Mr. Olsen is telephoning a American Red Cross for help.
a) is b) a c) Red d) for
- 13- "You should have left me a note," I said. "If you had, I would have known where you were."
a) have left b) a note c) had d) were
- 14-Petra intends to starting her own software business in a few years.
a) intends b) starting c) software d) few
- 15-Each day after school, John run five miles.
a) each b) after c) run d) miles
- 16-He goes never to the company softball games.
a) never b) the c) softball d) games
- 17-Do you know the student who books were stolen?
a) do b) know c) who d) were
- 18-Jennifer will spend her vacation either in Singapore nor India.
a) will b) her c) in d) nor
- 19- I told the salesman that I was not interesting in buying the latest model.
a) told b) that c) interesting d) buying
- 20- Fredrick used work for a multinational corporation when he lived in Malaysia.
a) used work b) multinational c) when d) lived

Part 3: Select the best answer (vocabulary)

- 21-Many cultures have special ceremonies to celebrate a person'sof passage into adulthood.
a) write b) right c) writ d) rite
- 22- Do youwhere the nearest grocery store is?
a) know b) no c) now d) not
- 23-Peter says he can't.....our invitation to dinner tonight.
a) accept b) except c) expect d) accent
- 24-Smoking is dangerous for your health, try to.....it.
a) quite b) quit c) quiet d) quick
- 25-He doesn't work but he gets a good..... from his investments
a) wage b) earning c) income d) salary

Part 4: Select the best answer (reading comprehension)

A: Please be prepared to give your presentation on the monthly sales figures at our upcoming staff meeting. In addition to the accurate accounting of expenditures for the monthly sales, be ready to discuss possible reasons for fluctuations as well as possible trends in future customer spending.

- 26- The main focus of the presentation will be.....
- a)monthly expenditures
 - b)monthly salary figures
 - c)monthly sales figures
 - d)staff meeting presentations

B: Leave Interstate 25 at exit 75. Follow that road for 2 miles. After 1 mile, you will pass a small shopping center on your left. At the next set of traffic lights, turn right onto Maple Drive. Erik's house is the third house on your left. It's number 33, and it is white green trim.

- 27- What is Erik's address?
- a) Interstate 25
 - b) 2 Elm street
 - c)13 Erika street
 - d)33 Maple Drive
- 28-Which is closest to Erik's house?
- a) the traffic lights
 - b) the shopping center
 - c) exit 75
 - d) a greenhouse

C: Anna, perhaps the most popular broadcaster in the news media today, won the 1998 Broadcasting Award. She got her start in journalism as an editor at the *Hollsville County Times* in Missouri. When the newspaper went out of business, a colleague persuaded her to enter the field of broadcasting. She moved to Oregon to begin a master's degree in broadcast journalism at Atlas University. Following graduation, she was able to begin her career as a local newscaster with WPSU-TV in Seattle, Washington, and rapidly advanced to national television. Noted for her quick wit and trenchant commentary, her name has since become synonymous with *Good day, America!*

- 29- What is the purpose of this announcement?
- a) to invite people to the National convention of Broadcast Journalism
 - b) to encourage college students to study broadcasting
 - c) to recognize Anna's accomplishments
 - d) to advertise a job opening at the *Hollsville Country Times*
- 30-The expression "to become synonymous with" means
- a) to be the same as
 - b) to be the opposite of
 - c) to be in sympathy with
 - d) to be discharged from