

REPUBLIC OF TURKEY
ÇANAKKALE ONSEKİZ MART UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAMME

**AN INVESTIGATION INTO THE IMPACT OF ANONYMOUS DIGITAL PEER
FEEDBACK IN UNDERGRADUATE ENGLISH AS A FOREIGN LANGUAGE
WRITING**

Burçin BAYTUR
(MASTER'S THESIS)

ÇANAKKALE
SEPTEMBER, 2017

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Taahhütname

Yüksek Lisans tezi olarak sunduğum “An investigation into the impact of anonymous digital peer feedback in undergraduate English as a foreign language writing” adlı çalışmanın, tarafımdan, bilimsel ahlak ve değerlere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yaparak yararlanmış olduğumu belirtir ve bunu onurumla doğrularım.

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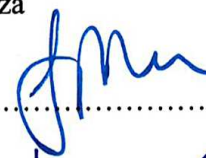


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List of Abbreviations

EFL	English as a Foreign Language
ESL	English as a Second Language
FL	Foreign Language
L2	Second Language
ZPD	Zone of Proximal Development



ABSTRACT

An Investigation into the Impact of Anonymous Digital Peer Feedback in Undergraduate English as a Foreign Language Writing

In language teaching and especially in teaching writing, teacher feedback has been the primary method for years. But over the years, it has been realized that teacher feedback is not enough to improve students' writing skills. In consequence, several studies have been conducted and peer feedback has emerged and started to be used widely in foreign language teaching and assessing writing.

With the advances in computer technology, online peer feedback has become important and been used increasingly by teachers in language classrooms. Related to this, the current study was conducted with both quantitatively and qualitatively with the aim of exploring the impact of online peer feedback on second language (L2) writers' revisions. The study was carried out with 20 students of English preparatory class at Çanakkale OnsekizMart University. During the process, students exchanged peer feedback anonymously on Turnitin, as a digital setting. The student participants were divided into three groups as *good*, *moderate* and *weak* beforehand. The findings of the study revealed that students were good at commenting about the content of tasks most. It was also found that, students as reviewers did well by realizing organizational problems of the assignments. Regarding visible changes, student reviewers are also capable of detecting punctuation and connector errors. According to the findings of the interview sessions with the students, it was found that most of the students welcomed and appreciated online feedback in terms of its anonymity. Since digital anonymous peer feedback has been found beneficial, language teachers are expected to use it in their writing classes.

Keywords: anonymous peer feedback, digital feedback, teaching writing, Turnitin.

ÖZET

İngilizceyi Yabancı Dil Olarak Öğrenen Lisans Öğrencilerinde Online Anonim Akran Geridönütünün Yazma Becerisi Üzerindeki Etkisini İnceleme

Dil öğretiminde ve özellikle yazma öğretiminde, öğretmen geri dönütü yıllardır başlıca yöntem olmuştur. Ancak yıllar geçtikçe öğretmen geri dönütünün öğrencilerin yazma kalitesini geliştirmesi adına yeterli olmadığı fark edilmiştir. Sonuç olarak, çeşitli çalışmalar neticesinde akran geri dönütü ortaya çıkmış ve yabancı dil öğretiminde ve yazmayı değerlendirmede yaygın olarak kullanılmaya başlanmıştır.

Bilgisayar teknolojisindeki ilerlemelerle çevrimiçi akran geri dönütü önem kazanmış ve yabancı dil derslerinde öğretmenler tarafından kullanımı artarak devam etmiştir. Bu doğrultuda, bu çalışma çevrimiçi akran geri dönütünün ikinci dil öğrencilerinin yazdıkları metinlerin düzeltilmesine olan etkisini araştırmak amacıyla nicel ve nitel olarak yapılmıştır. Çalışma, Çanakkale OnsekizMart Üniversitesi'nde 20 hazırlık sınıfı öğrencisi ile yürütülmüştür. Süreç boyunca, öğrenciler geri dönütlerini dijital bir ortam olan, Turnitin'de anonim olarak değiştirmişlerdir. Akran dönütünün dengeli olarak dağıtılmasının sağlanması amacıyla, katılımcılar öncelikli olarak iyi, orta ve zayıf olmak üzere üç gruba ayrıldı. Araştırmanın bulguları öğrencilerin noktalama ve kelime hatalarını bulma ve düzenleme konusunda en iyi olduklarını göstermektedir. Ayrıca, çalışmada gözden geçirenler olarak öğrencilerin ödevlerin düzensel sorunları fark etmede iyi oldukları tespit edildi. Öğrencilerle yapılan birebir görüşmelerin bulgularına göre, çoğu öğrencinin çevrimiçi akran dönütünü memnuniyetle karşıladığı ve anonim olması açısından takdir ettikleri tespit edildi. Çevrimiçi anonim akran geri dönütü öğrenciler tarafından yararlı bulunduğu için, dil öğretmenleri tarafından yazma derslerinde kullanılması önerilmektedir.

Anahtar Kelimeler: anonim akran geridönütü, dijital geridönüt, yazma öğretimi, Turnitin.

Chapter One

Introduction

Introduction

This chapter starts with a brief discussion of some basic literature concerning writing as a skill and approaches in teaching writing and online feedback in writing classes followed by the purpose of the study, research questions and significance of the study. Then, assumptions and limitations of the study are explained. Finally, this chapter frames the organization of the thesis in brief.

Background of the Study

As a way of communicating and learning, writing is a crucial necessity and a skill that can be learned and taught (Lindemann, 1982). In the 1960's, writing became priority for both teachers and students (Richards & Rodgers, 1986). Since it is a long and challenging process, writing is not just putting words on paper, but a thinking process (White & Arndt, 1991). To give a broad definition, "writing includes recurring phrases such as thinking process, stylistic choice, grammatical correctness, rhetorical arrangement, and creativity" (McKay, 1979, p. 73). That is to say, writing is ability to formulating ideas and supporting them with good grammar and vocabulary in a creative way. That is why, it can especially be challenging for foreign language learners. Since it is also a way of fulfilling individual needs in both daily and academic life, researchers, foreign language teachers and learners have paid attention on improving their writing skills.

As supported by Kroll (2001), learning to express feelings and opinions well through writing is good for both academic and daily life. In other words, being able to write good requires a good organization of ideas or messages in clear language. However, teaching writing is not a short process that one should work hard and pay necessary attention (Hedge, 1988). As a result, the changes in teaching a second language (L2), and the learner needs have

led the shift on the way writing is taught. Gaining the importance, there have been various approaches in teaching writing; as focus on accuracy, fluency, text and purpose (Byrne, 1988 cited in Çınar, 2014). But two of them are more efficient on writing. These are the product approach and the process approach.

According to the product approach, students mostly need to focus on avoiding grammar, spelling and punctuation errors. Because in this approach what teachers expect from students is being perfect on their writings. However, this causes students to be uncomfortable and hesitant while they create their writings.

Process approach represents the idea that writing is a process and it emerged as a response the traditional product approach that just focuses on the finished products of students. While product approach has no room for teaching on how the essay should be organized and stated (Roebuck, 2001), the process approach involves prewriting, writing and revising as certain universal stages (Cooper, 1986, p. 364). Here, what writers do is producing the ideas, stating them in a clear and accurate way, and exchanging or developing them. Moreover, in the process approach, cooperation takes place between both students and teachers.

According to the process approach, there are different types of feedback categorized depending on the source of feedback (teacher or peer) and the way feedback is provided (face to face or online) (Wanchid, 2010 cited in Efe, 2014). Within this perspective, the present study will focus on peer feedback and online feedback.

As for giving a reason why language teachers in English as a Foreign Language (EFL) choose peer feedback in writing classrooms is that student readers can give effective feedback. To give an example, Rollinson (1998), in his study, found credible feedback at a high level among his college-level students; resulted with 80% of valid comments and %7 potentially damaging. Another reason is that it encourages students to appreciate and use

peers' comments in their revised papers and ends with a development in their writing quality (Wang, 2009).

Alternatively, Villamil and De Guerrero (1997) found that peer feedback had beneficial effect on quality of writing and provided more autonomy among learners (p. 508 cited in Yang et al., 2006) without comparing with teacher feedback.

With the expansion of Internet, a new form of feedback has emerged and become common in university classes. In addition, wide use of computers encouraged teachers to consider using computers more while teaching writing in a foreign language. Therefore, it is important to find out the relationship between electronic feedback (e-feedback) and its effect on L2 writers' revised products based on the feedback they received on digital setting. In a related study, Tuzi (2004) examined the effectiveness of electronic feedback on L2 writers' revised papers in an academic writing course. In his research, he found that responses in electronic area had more effect on revision than oral ones and helped students focus on larger writing blocks. In another related study, Ciftci and Kocoglu (2012) highlight that by using blogs, Turkish EFL students performed well on their writing performances in their second drafts and students have positive perspectives regarding the use of blogs in writing classrooms. From the findings of such studies it could be implied that Turnitin can be used as an online peer assignment tool in writing classes. PeerMark section under Turnitin enables students to read, review, score and judge papers submitted by their peers. As a cloud-based program, it can enhance students' taking role of assessor and being more critical while giving feedback one another.

As a consequence, this study aims to examine the impact of peer feedback on foreign language writing tasks in a digital setting among the undergraduate students.

Purpose of the Study

For many language learners, especially for those at academic settings, writing is the most essential productive skill that should be developed. It is also important as it boosts students' self-confidence, and helps them be responsible students of their own learning (Thokwane, 2011). Exchanging feedback is a valuable tool for the improvement of L2 writing skills for language students to give effective context via multiple drafts (Hyland & Hyland, 2006). However, in order to improve their writing skills, students first should be taught how to exchange feedback in an effective way (Kroll, 2001).

Moreover, with the advent of the Internet technology, a new form of feedback has emerged by bringing a number of benefits. Therefore, to alleviate the concerns related with classical peer feedback, many researchers consider online and digital peer feedback more beneficial (Moloudi, 2011).

In this way, the results of this study may offer the diverse visions considering using technology instruments in language classrooms which will be helpful in writing in process approach with three stages such as: prewriting, drafting and rewriting. Therefore, as one of digital settings, Turnitin PeerMark can be used to reach students' tasks for self-review and peer assessment.

Feedback in online settings has a bound with Vygotsky's (1978) Zone of Proximal Development (ZPD). Integrated in this perspective is the idea that meaningful context happens in the result of social interaction with peers in an effective way (Ertmer, Richardson, Belland, & Camin, 2007). By doing so, writing skills and strategies are developed. As a result, it can be said that peer feedback can be embedded in digital environments in language classrooms. In view of all these aspects, the current study intends to explain the impact of anonymous digital peer feedback on writing assignments among undergraduate EFL students.

Research Questions

Revising writing tasks has always been a controversial topic in teaching writing for years. Moreover, the pros and cons of peer feedback types such as face-to-face, anonymous, digital and traditional have always been at the center of discussions in the area. Researchers have tried to answer which type is more beneficial on students' revised drafts.

According to Keh (1990), feedback is inevitable fact in writing process. That is why, many studies have been done regarding feedback mostly about teacher feedback. However, the effects of peer assessment have not been used in language classrooms yet (Lundstrom & Baker, 2009). For this reason, it seems that there needs to be a broad view about the effects of exchanging peer feedback.

Besides, with the growing technology, it has been recognized that by preserving the advantages of classic written feedback, online peer feedback fosters "the development of meta language and awareness about written communication" (Guardado & Shi, 2007, p. 445). Yet, to Ciftci (2009), there are few empirical studies investigating technology's impact on the development of students' writing. Consequently, since there is not much information about it, online feedback needs to be studied more.

There are several studies in L2 writing contexts considering the differences between traditional feedback and feedback in online environments. For example, the studies of Hewett (2000) and Liu and Sadler (2003) found that student writers exchanging feedback using online programs made more accurate and revision-oriented feedbacks than traditional or oral one. Similarly, Tuzi (2004, p. 229) also revealed that L2 student writers made more revisions in terms of changes "at the clause, sentence and paragraph levels" when they got online feedback from peers.

In another study, MacLeod (1999) focused on the characteristics of e-feedback and its responding features. She found that student reviewers were more honest when responding

their peers on online environment. They were more relaxed when stating their opinions so that they did not see the faces of their peers. Related to this, she also added that this also could provide students to give anonymous feedback. She considers this “a plus” (p. 92).

In other study, Braine (1997) examined the difference between networked setting and traditional teaching style in classroom setting aiming at which one works better regarding both writing and possible improvement. The results indicated that the networked one was more beneficial in the promotion of better writing skills.

With respect to peer revision, there are also some concerns. For example, Villamil and Guerrero (1998) questions whether learners are competent enough to find their peers’ linguistic mistakes and edit their texts.

In sum, these studies suggest more studies on the impact of online peer feedback in L2 contexts and the impact of e–feedback on revision is not clear yet. That is to say, to give more information about peer revision, the present study intends to seek whether beginner EFL learners help their peers detect and correct the overlooked errors on the language components (vocabulary, grammar, punctuation/spelling, content, connectors and organization) in their writings. To be more specific, this study’s main goal is to investigate the impact of anonymous multiple digital peer review on the quality of students’ revised texts. Therefore, this study aims to answers following research questions:

1. What are the feedback characteristics of undergraduate EFL learners with regards to their proficiency in the target language?
2. How do undergraduate EFL learners react to the peer feedback that they receive?
3. What are the perceptions of students towards the use of peer feedback in writing?

Significance of the Study

This study is significant in terms of three main perspectives. Firstly, its purpose is to find out the effect of providing anonymous peer feedback on writing assignments in a digital

setting among Turkish EFL undergraduate learners. Therefore, the present study may provide insights regarding the use of peer feedback on writing tasks in language classrooms.

Secondly, considering the benefits of online feedback, it is also fundamental that language learners should be encouraged to use technology in their writing classes. Within this perspective, the results of the present study may make learners use and appreciate the benefits of peer feedback in a digital environment.

Finally, the findings of the present study may be valuable for embedding technology tools into teaching writing in language classrooms. Language teachers may benefit from the tools in stages of process approach such as prewriting, drafting and rewriting. In this aspect, Turnitin as an online assignment tool can be used as a way of collaboration of teachers and students in writing classes. To conclude, this study is expected to be helpful to writing teachers who are in need of enabling more effective peer feedback opportunities.

Assumptions of the Study

The students as participants of the study are considered to be impartial and be a part of the study willingly on writing their tasks and be objective in whole peer feedback process. It is also considered that proficiency level of all students were B1 since they take elective one-year English course before they join their mainstream undergraduate education.

Limitations of the Study

The researcher faced with some challenges during the study. Internet connection and having personal computer were not possible for all students who participated in the study. This was a difficulty for some students while they submitted their assignments or gave their feedbacks. Some participants uploaded their essays and revisions on time. However, some others did their submissions late. That is why, researcher sometimes had to remind the students to submit their files or expand the submission time of the assignments, which caused the study take longer to be completed.

Organization of the Study

This thesis consists of five chapters.

Chapter 1 provides some literature on both writing as a skill and teaching writing processes. It then proposes the aim and significance of the study and the research questions afterwards. Furthermore, the chapter presents some assumptions and research limitations. It finally submits the organization of the thesis.

Chapter 2 provides background knowledge. It discusses teaching writing, writing approaches such as the product approach, the process approach, sources of feedback (teacher and peer feedback) and anonymity in feedback are discussed.

Chapter 3 explains the methodology of the study. The context of the study, research design, the procedure of the study, setting, participants, etc. are described.

Chapter 4 points out the findings of the study, aiming to answer research questions. Moreover, it provides the results from each case with brief discussions.

Chapter 5 presents discussion of the findings and draws conclusions through according to them. Implications and suggestions for further research are presented.

Summary

This chapter briefly discussed some basic literature on writing, approaches to teaching writing, feedback sources with their advantages and disadvantages and the use of feedback in digital environment. Then, the purpose of the study with research questions and significance of the study were given. Finally, the organisation of the thesis was submitted.

Chapter Two

Literature Review

Introduction

This chapter aims to summarize the literature on the definitions of *Product Approach* and *Process Approach* and *Feedback*. Product approach, process approach will be reviewed. *Sources of Feedback* will be discussed under two subcategories: *teacher* and *peer feedback* presenting with their pros and cons. Finally, *online feedback* will be discussed at the end of the chapter.

Approaches to Teaching Writing

Among four language skills, writing is regarded as the most difficult skill to be proficient (Richards & Renandya, 2002). Because, it is not just putting the words on the paper, it requires creating ideas, organizing them with necessary knowledge of grammar and vocabulary.

Related to teaching writing, there are several approaches in the literature. These are *Product Approach* and *Process Approach*.

General view of product and process approach. Pincas (1982) defines the writing product as a linguistic knowledge that it focuses on the correct vocabulary usage, syntax and cohesive devices. To give a clearer definition, product approach is “a traditional approach which students are encouraged to mimic a model text, usually is presented and analysed at an early stage” (Gabrielatos, 2002, p. 5). In this approach, the focus is on the finished work. Students are supposed to write good writings, according to the rules that are given to them. The teacher scores written assignments by finding and correcting the errors without paying attention to how students create their compositions. Here, what teachers expect from students is being perfect, therefore students need to focus on their writings in terms of grammar, spelling and punctuation. To Nunan (1999), the final product in this approach everything

should be included in the paragraph format. Moreover, the product approach regards writing as mainly focused on knowledge of language structure and improvement in writing as mainly outcome of input provided by the teachers (Badger & White, 2000). However, this approach causes the students to write simple and short sentences with poor quality. It also leads the students to avoid making mistakes and write uncomfortably (Leki, 1994). Therefore, over the years, these arguments required a change in the end and a new way to teach writing has began to be searched. The changes in teaching a L2 and the needs of learners have affected the way writing is taught. As Hedge (1988) states, “This change was characterized as the shift from students’ writing to the student writers, preferring the process-oriented approach” (p. 19).

Keh (1990) defines the writing process as an umbrella term which is also a multiple-draft process comprising pre-writing, redrafting and finally editing stages. Since these stages are cyclical, the writer can go backward and forward. To be more specific, learners first try to generate their ideas, then they write their first draft with a focus on meaning and idea, and then, if it is possible, they write more drafts to revise their ideas. In the last and third phase, they speak of these ideas and get response from a teacher or a peer and then revise their compositions at the end. Student writers need another reviewers’ comments on their writings in this stage.

Feedback in Writing

In the revising stage, those responses or comments given by a reader to a writer can be defined as ‘feedback’. Feedback, in the field of writing, stands as a fundamental factor in writing process. It facilitates the process of teaching and learning how to write more efficiently. To Flower (1984), receiving feedback aid learners to develop sense of audience. Therefore, the writer can predict the comments that may be given on his draft. To Keh, “Feedback is a fundamental element of a process approach to writing. It can be defined as input from a reader to a writer with the effect of providing information to the writer for

revision” (1990, p. 294). Ur (1996) also defines feedback as an instruction, which is given to learners about their writing performance in order to help improve their writings. Based on these definitions, it can be understood that, feedback helps the writer learn where he or she mislead the reader by giving few information, incorrect organization, disorganized ideas, or incorrect word choice or tense and improve their works (Keh, 1990).

Richards and Lockhart (1994) highlight the significance of feedback by indicating “Providing feedback to learners on their performance is an important aspect of teaching. Feedback may serve not only to let learners know how well they have performed but also to increase motivation and build a supportive class climate” (p. 188). Nicol and MacFarlane (2006) recommend that feedback as a formative assessment improves and stimulates learning. Highings, Hartley, and Skelton (2002) indicate that if feedback has a meaning, and is timely and with high quality, then students can be engaged with the content and learning environment actively.

Feedback is also broadly seen a crucial factor of motivation and encouragement in learning process (Çınar, 2014; Efe, 2014). Because, receiving feedback can help student writers to see different point of views. Parallel to this, Sommer (1984) also states that reviewing the first draft of the students can increase their motivation during the peer feedback reviewing stage. By doing so, they can understand better what the main aim of this stage is.

Sources of Feedback

In the process approach, there are various types of feedback; mainly as teacher feedback and peer feedback. Although, Wanchid (2010) categorized feedback into three sources as teacher-peer, content-grammar, face to face-Internet, some of the scholars (Celce-Murcia, 1991; Jordan, 1997) concurred that feedback to learners derived from three main sources; these are, teacher feedback, self feedback and peer feedback.

Teacher feedback. As a main type of feedback, teacher feedback has pros and cons in second language classrooms. Relevant research shows that students are more prone to teacher feedback because they believe that this is more reliable and the teachers are the only source of information to them (Curtis, 1997; Paulus, 1999). The results of Zhang's (1995) study show that students prefer teacher feedback rather than peer feedback. In terms of the efficacy of teacher feedback, Ferris, Pezone, Tade, and Tinti (1997) indicate that teacher commented feedback not only plays a vital role in motivating and encouraging students but also it allows one to one communication in classroom activities. Similarly, Leki (1990) supports the idea stating written responses have an important effect on students' writing and their attitude towards it.

Hedgecock and Lefkowitz (1994) studied the student perceptions of teacher comments. Their study was about how L2 learners performed when they receive teacher feedback and how their teachers' comments affected their writing and their writing process. They recommend that written feedback with the writing conferences was the most preferable type of teacher feedback.

Ferris (1997) examined teacher responses to find out the style and effectiveness of teacher comments. She concluded that demanding more information and commenting on grammatical structures provided more impact on following revisions.

In contrast, Berkow (2012) criticizes that in a traditional form of teaching, the students give their writing to the instructor, the instructor marks the papers with a red pen and turn them back to the students. But, unfortunately, most of students do not read their marked papers again. Another drawback comes from Keh (1990), as he stated, teachers' feedback to all students' writings are time consuming and frustrating. Due to these drawbacks of teacher feedback, there have been calls for change and teachers and scholars have begun to think of other effective methods in order to improve students' writing skills.

Peer feedback. Influenced by the changes in in L1 writing field, researchers and teachers' attention has been turned to peer feedback which students can also give feedback to one another (Seliger, 1983). In the literature on writing, peer feedback is called as by several names and used interchangeably; peer response, peer revision, and peer review.

Hansen and Liu (2002) define peer feedback as “the learners’ use of sources of information and interactions for each other in a such a way that learners take on responsibilities in commenting on each other’s drafts in the process of writing” (p. 1). Similarly, Nelson and Murphy (1993) report that peer feedback as a component of process-based approach in which students revise one another’s writings and comments on them.

Students may also take the advantage of receiving feedback by giving feedback in return. Supporting this idea, Liu, Lin, Chiu, and Yuan (2001) suggest that when peers are asked to give feedback in return, students are aware of that they should “read, compare, or question ideas, suggest modifications, or even reflect on how well one’s own work is compared with others” (p. 248). McConnell (2002) also recommends that with a collaborative assessment, students can be transformed from dependent learners to autonomous individuals who are more experienced and know how to assess their own learning. Therefore, in peer feedback stage, students are supposed to do not only to comment on the work of their peers but also their own works to increase their learning. As Mendonça and Johnson (1994) support, students are given more control since it helps students make their own decisions about using peer comments. Parallel with the idea, Falchikov (1986) and Roscoe and Chi (2007) noted that by being assessors during peer feedback, students become more conscious about the subject and writing.

In contrast to negative perceptions, some research studies found positive attitudes regarding peer feedback. For instance, Gatfield (1999) noted positive feelings of students with

a peer-assessed marketing project. Moreover, Wen and Tsai (2006) also noted general satisfaction among the university students in Taiwan.

Some research studies indicate that, students getting multiple feedback from their peers can develop their writing skills compared to those who receive feedback only from a teacher. Cho and Schunn (2007) found significant writing improvement among students who received feedback from 6 peers compared to other students who got feedback only from an expert. Those improvements in students' writing can be linked to positive nature of peer feedback. Cho, Schunn, and Wilson (2006) acknowledge that students show positive attitudes when they receive friendly feedbacks which contain praise and softened language. Nelson and Carson (1998) have explored the aspects in which peer feedback was helpful. They found that the students valued more their peers' comments so that they could help them detect their writing problems.

Advantages of peer feedback. While providing feedback, students face with different obstacles since they lack of enough linguistic and content knowledge. They also have difficulty in providing constructive feedback, being serious on their comments, and feeling comfortable while criticizing their friends. As a solution to these impediments, students may overcome these problems via peer feedback so that they receive help and feedback from each other (Hanjani & Li, 2014). This practice has bound with Vygotsky's (1978) ZPD which stands for students' scaffolding each other's works by collaborating and interacting in social contexts (Razi, 2016). Therefore, they are seen as participants who construct the meaning on their own (Black, 2005). On theoretical level, peer interaction has very important role for writing development since it helps students to build up knowledge via social interaction (Liu, et al., 2001).

Many scholars agree with the idea using feedback in teaching writing. (Keh, 1990; Ur, 1996; Zhu, 1994). For example, Keh recommended peer feedback usage as useful activities in L2 writing classrooms. He highlights that:

Feedback is considered to be more at the learner's own level of development. Learners can gain a greater sense of audience with several readers (i.e., readers other than the teacher). The reader learns more about writing through critically reading others' papers." (Keh, 1990, p. 296)

Grabe and Kaplan (1996) noted that by commenting the works of their peers, students can learn the language and moreover, they can also improve their critical thinking skills as they use creative ideas they received from commenters. As Berg (1999) indicated, peer feedback help students gain critical reasoning. That is to say, by reading other peers' works, students can learn writing skills from each other and can compare their works with other peers' works, therefore, they can avoid making mistakes.

Although some researchers (e.g., Leki, 1990; Mangelsdorf, 1992; Nelson & Murphy, 1993) have some concerns about using feedback in writing classes, some others (e.g., Damon & Phelps, 1989; Nystrand & Brandt, 1989) agree that peer feedback should be integrated in writing classes. In her study, Kastrá (1987), investigated ninth-grade student authors' reactions toward writing peer and teacher responses. The results showed that students who obtained peer feedback in their writing process welcomed the writing more than the students who only received teacher feedback. In addition to this, she also found that there was a significant increase in writing performance of the students who were active in peer feedback process. Villamil and Guerrero (1996) conducted a study about interaction between peers via collecting data a group of 54 ESL students. They came to a conclusion that peer feedback has a positive influence on students' writing performances and they also found that peer feedback enable learners to be more autonomous. In their peer feedback study, Mendonça and Johnson

(1994) conducted a research study about peer feedback revision process and how it affected this stage. They worked with 12 advance level students working in pairs in a writing course. Then, at first, they provide oral feedback to one another, and then they commented on them. They asked questions, gave suggestions, explained vague points and corrected grammar in this stage. The results demonstrated that the student writers paid attention to their peers' feedback and they stated that this type of feedback was useful so that comments provided them to see clear and unclear points.

Disadvantages of peer feedback. Although the previous studies indicate that peer feedback has advantages, some researchers have doubts about the effectiveness of peer feedback (Linden-Martin, 1997; Mangelsdorf & Schlumberger, 1992). Zhang (1995, 1999) argued that peer feedback might not be affective for the L2 learners. In his study, he worked with a group of ESL learners and the results showed that there was an overwhelming incline to teacher comments as a source of feedback.

On implementation stages, students may also face with challenges while giving and receiving feedback. As Topping (1998) highlights both reviewers and receivers of feedback might feel uncomfortable but he suggests that commenting positively before negatively may lessen students' discomfort.

Liu and Sadler (2003) refer to the relevant studies and state that peer feedback is a problematic because, students are just focused on 'surface concerns', that is why they ignore larger revisions and provide unclear comments. The other problem is that, students can become frustrated when their writing is criticized (Amores, 1997). In their study, Lockhart and Ng (1993) surveyed a number of 56 L2 students' perception about peer feedback and they found that students were "unsure of their strength as competent readers" (p. 23).

Online peer feedback. Considering the disadvantages of traditional peer feedback implementations, many researchers have studied how online peer feedback can aid to hinder

these drawbacks. Liu and Sadler (2003) conducted a study aiming at examining difference in terms of the characteristics of feedback between classic and online peer feedback. Moreover, they also investigated that difference's effect on later revisions. Results showed that students in experimental group who utilized online feedback, were able to give more comments on both global and local levels. What is more, along with the advance in information technology students' comments can be transmitted on digital environment without distributing papers (Tannacito & Tuzi, 2002). Preserving the advantages of classic written feedback, online peer feedback fosters "the development of metalanguage and awareness about written communication" (Guardado & Shi, 2007, p. 445). Also it has friendlier atmosphere that stimulates students and provides more balanced student attendance. Especially, ESL students seem to benefit from this environment more (Guardado & Shi, 2007). DiGiovanni and Nagaswami (2001) monitored that pre-college ESL students engaged online peer feedback, relaxed and stayed on the task more. Parallel to this, Liu and Sadler (2003) indicated that digital platform promoted ESL students' participation in traditional language classrooms. Lastly, in a study of Sung et al. (2003), in their psychology class, 34 undergraduate student participants utilized digital peer and self-feedback to assess research proposals of each other. After students submitting their proposals online, they provided peer and self-feedback and made revisions. At the end of the comparison of two versions, a significant development was observed on students' writing quality.

However, online peer review did not remain safe from criticism. Braine (1997) conducted a project study and compared the classic writing and local-area-network based writing. His findings indicated that the latter did not show favorable affect over the former. Explaining the reason, it was demanding for students to seek posted comments and choose them, which they were related to their writings. Regarding the same topic, Schultz (2000) carried out a research study by comparing face-to-face peer review and online peer review.

According to the observations, Schultz found that students in online peer review seemed less reflective and paid no attention to grammar and form.

Summary

This chapter submitted the literature with the definitions of product approach, process approach and feedback. Then, product approach and process approach were reviewed. Additionally, sources of feedback were discussed under two subcategories: teacher and peer feedback presenting with their pros and cons. Last, online feedback was discussed at the end of the chapter.



Chapter Three

Methodology

Introduction

The current study has an aim to find out the impact of anonymous peer feedback on writing assignments in a digital environment among Turkish EFL undergraduate students. Accordingly, in this chapter the participants, data collection instruments and procedure for data collection and procedure for data analysis of the study are presented in detail.

Research Design

In the present study was designed as mixed method as a combination of both qualitative and quantitative data. The qualitative data mainly form the methodological framework of this study by analysing undergraduate students' feedback given by their peers, then the impact of feedback on their revised assignments and using interviews with these student participants to investigate their perceptions towards the use of online anonymous peer feedback. The study also aims to investigate whether undergraduate students provide effective feedback. On the other hand, to collect quantitative data, the writing rubric was used through which the students' first and revised versions were scored in accordance with vocabulary, grammar, punctuation/spelling, content, connectors, and transitions and organization aspects.

Participants

The present study was carried out at Çanakkale OnsekizMart University, School of Foreign Languages in Biga Faculty of Economics and Administrative Sciences, where students enrolled in an elective one-year English class, 23 hours in a week, before their mainstream undergraduate education. The study was carried out during the fall semester of the 2015-2016 academic year.

All the participants in the study were native speakers of Turkish who study EFL. With a variety of different background, they were graduates of high schools and technical high schools. The students' ages varied from 18-21. Nine of them were female whereas four of them were male.

Before the implementation, students were asked for their consent to take part in the study. They were also informed that the data coming from their assignments would be used for only research purposes.

Data Collection Instrument

Writing rubric. In order to evaluate the data and to grade initial writing samples and revised essays of students, a writing rubric (see Appendix A) which was developed by Efe (2014) was used. Two experts were consulted with regards to the appropriateness of the rubric within the aims of the study and the rubric was regarded as appropriate. The writing rubric constituted of six sections dealing with 'vocabulary', 'grammar', 'punctuation/spelling', 'content', 'connectors and transitions', and 'organization'. Each component of the rubric was evaluated by means of four descriptors namely, 'needs improvement', 'fair', 'good', and 'excellent'. Students' assignments were scored out of 50 by the help of this rubric.

Procedures for Data Collection

The data were evaluated through writing rubric in order to categorize students according to their proficiency in writing and grade their revised papers. Student participants were aware of this grouping, yet they did not know which group they belonged to.

List 1 below presents the paces of data collection and analysis at the piloting stage:

- The teacher researcher decided on a topic all together with students in accordance with their interests.
- The teacher researcher delivered the writing assignment (Essay 1) in order to categorize students' level of English writing proficiency (Being a student in Biga).

- Students worked on their essays after school.
- Students submitted hard copy essays the following week.
- The teacher researcher assessed students' writing by using rubric and categorized them into three groups (as good, moderate and weak).
- The teacher researcher matched each student with three peers from each group as each student is supposed to be exchanging feedback with three proficiency groups.

It should be noted that exchanging peer feedback requires familiarization. In this respect, the teacher-researcher familiarized the students with this process throughout the pilot study. Sample assignments were brought to the classroom by the teacher-researcher so that the learners could practice their exchanging feedback skills. In this respect, students were also delivered instructions and guidelines before the implementation of peer revision at the main study. Meantime, since the students were expected to exchange peer feedback by the help of Turnitin, they were also instructed on how to create accounts and enrol in the relevant class at this digital platform.

List 2 below presents the steps of data collection and analysis at the main study:

- Students were asked to write a paragraph this time on 'social media for Essay 2).
- Students were asked to submit their paragraphs on the digital platform.
- Students exchanged peer feedback on the digital platform.

Each student;

- Received feedback (either directive or corrective) from a good, moderate and weak peer.
- Provided feedback (either directive or corrective) to a good, moderate and weak peer.
- Considered the feedback that they received from their peers and revised their essays accordingly.

- Submitted the revised version on the digital platform.

Assignments. The present study collected data by means of students' written assignments. The written assignments were submitted on two occasions as the first draft and the revised version. In this respect, to assess students' initial writing skills, they were asked to write a paragraph constitution of 150 and 200 words. They submitted their essays as hard copy assignment, which was on "Being student in Biga" as Essay 1. For the main study, the students were asked to write essays on "Social Media" as Essay 2 and submitted them via their Turnitin accounts. The digital platform enabled feedback exchange and making revisions on the first draft.

Teacher diary. The teacher researcher, kept a record of obstacles that she faced during the study, and comments about students' attitudes toward the study itself. During the research, the teacher researcher observed the process and took notes. Depending on the observation, the teacher researcher could understand what the students thought about online peer feedback and found out what did work and did not work in the process. In order to keep a record of her experiences during the research, she wrote them in a diary.

Procedures for Data Analysis

The training period. Before the implementation of the study, the students were informed about the advantages of online peer feedback. The teacher researcher introduced the evaluation criteria of assignments such as vocabulary, grammar, punctuation, content, connectors and organization for one week. In this way, the students were guided how to exchange feedback well during the process.

The teacher focused on finding out whether anonymous digital feedback contributes to developing better writing skills in comparison to traditional feedback. The results of this study were based on the rubric for which quantitative analysis was used, and interviews made with students and the teacher diary for which qualitative analysis was used.

Interviews. The interviews were made with students after the implementation to find out the perceptions of the students toward online peer feedback. There were questions dealing with students perceptions regarding the effects of online anonymous peer feedback on the development of their writing skills. The interview questions also dealt with the impact of anonymity considering whether it increased their self-confidence in writing. They were asked to indicate whether they liked the process, and how they felt when giving and receiving online anonymous peer feedback (see Appendix B).

Also, a teacher diary was kept to discover what worked and what did not work and to analyse the researcher's experiences based on her observations and interviews with students.

To provide inter-rater reliability, the teacher researcher asked help from an independent researcher to check students' writings in Essay 1 and Essay 2.

Summary

The methodology of the current study was presented in this chapter. The participants, data collection instruments, procedure and analysis of the study were presented in detail.

Chapter Four

Findings

Introduction

This chapter deals with the three main research questions in addition to one sub-research question. The research questions take the data collected through students' writing assignments with revised versions in order to assess peer feedback performances of students into consideration. Also the students' perceptions of exchanging feedback on their writing tasks in a digital platform were investigated. The research questions of the study are:

1. What are the feedback characteristics of undergraduate EFL learners with regards to their proficiency in the target language?
2. How do undergraduate EFL learners react to the peer feedback that they receive?
3. What are the perceptions of students towards the use of peer feedback in writing?

Findings from RQ 1

What are the feedback characteristics of undergraduate EFL learners with regards to their proficiency in the target language?

The first research question of the present study aims to find out the feedback characteristics of students belonging to three groups (weak, moderate and good). In order to clarify this question, samples of students' errors on their assignments, exchanged feedback by groups were examined. To keep their identity, students were named by the first letter of the group they belong to. In order to see in detail, the provided feedback and the number of provided feedback by students of good, moderate and weak groups were presented (see Appendix C-Appendix D).

Table 1. *The Feedback Characteristics of Three Groups*

Groups	The feedback characteristics	Evidence
Good	Content	“It is very well written”(G4)
		“It is short and understandable” (G2)
		“Original, phraseology, examples” (G3)
		“Fluent, well-written and organized” (G5)
		“Original, clear and sensible”(G3)
Moderate	Content	“Ideas, explanatory, examples” (M5)
		“Fluent, simple, succinct” (M6)
		“Topic, words and writing styles” (M4)
		“My favourite thing is that my friend indicated positive and negative aspects of social media in the paper.” (M7)
		“Explanatory and fluent”(M3)
Weak	Organization	“There is no title.” (W1)
		“Not organized.” (W3)
		“No title in the article.” (W2)
		“There is an error in the title.” (W4)
		“Too bad that there is no title.” (W6)

As presented in Table 1, considering students’ feedback in terms of six language components, it could be understood that the students of good and moderate groups performed well in providing feedback on *content*, while the students of weak group performed well in providing feedback on *organization* part.

Regarding the amount of feedback provided by three groups, Table 2, Table 3 and Table 4 indicate the number of acceptable and unacceptable feedback by students of weak, moderate and good groups in order.

Table 2. Amount of Given Feedback by Students of Weak Group

Groups	Vocabulary			Grammar			Punctuation/Spelling			Content			Connector			Organization		
	A	U		A	U		A	U		A	U		A	U		A	U	
Good	5	3		6	5		23	0		6	3		0	1		2	0	
Moderate	2	0		6	6		19	2		8	0		-	-		1	0	
Weak	2	1		3	1		23	2		5	0		2	0		3	0	
TOTAL	9	4		15	12		65	4		19	3		2	1		6	0	
(%)	69.2	30.8		55.6	44.4		94.2	5.8		86.4	13.6		66.7	33.3		100	0	

Note. A: Acceptable U: Unacceptable

Table 3. Amount of Given Feedback by Students of Moderate Group

Groups	Vocabulary		Grammar		Punctuation/Spelling		Content		Connector		Organization	
	A	U	A	U	A	U	A	U	A	U	A	U
Good	0	2	10	3	22	3	3	0	-	-	2	0
Moderate	1	5	10	4	16	2	4	0	1	0	5	0
Weak	3	3	8	6	11	5	7	0	2	0	7	1
TOTAL	4	10	28	13	49	10	14	0	3	0	14	1
(%)	28.6	71.4	68.3	31.7	83.1	16.9	100	0	100	0	93.3	6.7

Note. A: Acceptable U: Unacceptable

Table 4. Amount of Given Feedback by Students of Good Group

Groups	Vocabulary		Grammar		Punctuation/Spelling		Content		Connector		Organization	
	A	U	A	U	A	U	A	U	A	U	A	U
Good	1	0	6	3	26	4	5	0	-	-	4	1
Moderate	2	2	7	7	16	3	8	0	-	-	3	0
Weak	2	0	14	5	7	7	6	0	-	-	3	0
TOTAL	5	2	27	15	49	14	19	0	-	-	10	1
(%)	71.4	28.6	64.3	37.7	77.8	22.2	100	0	-	-	90.9	9.1

Note. A: Acceptable U: Unacceptable

Considering the amount of provided feedback by all three groups (good-moderate-weak), it can be inferred that students of the weak group gave the most number of feedback with the rate of 82.9% followed by the good group (77.5%) and the moderate group (76.7%).

When we examine 3 groups' assessment rates; it can be said that students in the good group reviewed their own group members (84%), students of the moderate group has reviewed students of the good group (82.2%) and students of the weak group has reviewed their own group members (90.4%) best. In fact, it was also anticipated that each group was supposed to evaluate lower or the weakest group better. However, in this study, each group evaluated their own group or upper group better.

When we look at the assessment of six components (vocabulary, grammar, punctuation/spelling, content, connector, organization) that groups focused on, result show that students of good group did their best on *content* (100%). This is followed by *organization* (90.9%), *punctuation* (77.8%), *vocabulary* (71.4%), and *grammar* (64.3%). When other two groups provided acceptable feedback regarding *connector*, the students in the good group did not provide any feedback. That is why, they showed the least success on connector component.

Regarding *content* component, students of moderate group were found the most successful on the quality of given feedbacks (100%), followed by *organization* (93.3%), *punctuation* (83.1%), *grammar* (68.3%) and *vocabulary* as the least (28.6%).

The component that students of the weak group did their best is organization (100%), followed by punctuation (94.2%), content (86.4%), vocabulary (69.2%), and connector (66.7%). The least one was grammar (55.6).

Findings from RQ 2

How do undergraduate EFL learners react to the peer feedback that they receive?

Table 5 displays the comparison of feedback points marked by students and the number of revisions made by students on their assignments according to those points.

Table 5. *The Comparison of Feedback Points and Number of Revisions*

Students	Feedback points	Number of revisions
G2	25	10
G4	10	2
G5	1	1
G6	0	0
G7-M1	11	6
M2	10	4
M4	7	2
M6	13	10
M7	13	3
M8-W1	5	2
W3	12	7
W4	10	3
W5	6	6

Comparison of the number of given feedback and used feedback on revised drafts show that while student authors accepted and edited their errors, they also ignored some of the comments and made no correction on their revised tasks. This may be the reason that

students still are unsure about their peers' commenting skills and limited language proficiency.

Following figures compare the first and revised versions of students' assignments in order to indicate how students reacted to the feedback that they received from their peers.



SOCIAL NETWORK

Social medya isn't good thing. Because people don't connect other people. I am a social media use too I use to Twitter, Facebook but I use the most social medya network is Twitter. I quite online. Especially match of days I like share my opinion with the other people.

Pros of social medias are endless information, funny and good spend time, appeal to many people work opportunity to many people do aid campaigns trade and more easy communication. I think the best pros is funny and good spend time because I spend many time on the internet. Example play online computer games with my friends and I don't understand have to spend time. So some times my friends angry with me but some habits are unchangeable. So social medias has a big importance in our life.

Cons of social medias are some times not reliable, incorrect information and new break from real life, and health problems. According to me the worst cons is in a health problems. Because health is very important and irreversible thing. If we spend time for social media or internet we will have a lot of healty problems. Example the biggest problem is obesity. Obesity is diseases of our time. Spend time on the computer during day obesity triggers. We eat and don't move. It's so dangerous.

As a result internet and social media have both of cons and pros. So we have to consciously use to internet and social media we have to not forget there is a real life.

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Cons of social medias are sometimes not reliable incorrect information and new, break out real life, and health problems. According to me the worst cons is in a health problems. Because health is very important and necessary thing. If we spend time for social media or internet we are going to have lot of healty problems. Example the biggest problem is obesity. Obesity is diseases of our time. Spend time on the day computer during obesity triggers. We eat and we don't move. It's quite dangerous.

There are internet and social media cons and pros. So we have to consciously use to internet and social media we have to not forget there is a real life.

Figure 1. Comparison of first and revised drafts of student of good group (G2)

Analysis of G2

Comparisons of the initial and revised drafts showed that student mostly made word level changes and editions. As it is seen, he also made changes such as punctuation, correction on the spelling of words, tense and quantifier changes and editions regarding subject-verb agreement. When we also look at both assignments, we can clearly see that student from weak group made more reviews than students from other two groups. It is also seen that student author used the suggestions of his peer from weak group compared to suggestions of other two groups and made changes on his draft.

Regarding the content and organization of the assignment, generally positive comments were found in the reviews. Even though student from good group did not make a comment about the content and organization, student from medium and weak groups submitted their likes on; sentence structure, final paragraph, coherence of ideas and having title, dislikes on choice of difficult words.

THERE IS NO SOCIALISING ON SOCIAL MEDIA WEBSITES

These days, social networks such as facebook, instagram, snapchat etc... are so exaggerated that there is no real sociality indeed. This event is nothing but about a society that just being online with a trend handy or surfing on net in front of a PC. These kinds of social networks takes the person inside. When you are online, it is hard to disconnect. That's why we had better not visit these kinds of networks but it might be OK for those who has free time to visit. According to me, entering these kinds of networks is not suitable for children because this makes the children unsocial.

As social networks users, do we just visit facebook and leave? Of course no! we spend many hours by looking people's pictures, relationship status, with whom he/she is together?, what he/she doing now? etc... Ali's father is heading for Istanbul, Ahmet is getting married, Suna is sunbathing, Serap has a new baby... Who cares? It is none of our business. While looking at these status, we recognize that we waste our time.

You had better not be the person using Facebook, Twitter, Instagram but be the person who produces these kinds of networks.



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You had better not be the person using Facebook, Twitter, Instagram but be the person who produces these kinds of networks.

Figure 2. Comparison of first and revised drafts of student of good group (G4)

Analysis of G4

When we consider two assignments, the student author was weak on punctuation, spelling, and capitalization. However, student author had somewhat strengths related to paragraph format, as there were centered title and intro-body-conclusion sections.

Regarding the acceptance of feedback, we see that student author chose to ignore the feedbacks given on capitalization, spelling and punctuation errors. This may be the reason that student author hesitated whether to trust on her peers' feedback.

Finally, looking at the place of title, we can infer that while rewriting draft, student author acted indifferent and careless as the title moved away from center of the document.

Search'm good with social networking. I love social networks. I use the social networks facebook and instagram .I share my nature photos i took instagram the facebook i'm using to learn. I use to learn the latest news. I like philosopy, literature, acquiring information from the page the read the poem of Nazım Hikmet page

I speak and communicate with people from other countries now trying to foreign development. For those who use social networks they use very well, but some people like to Show themselves and to be themselves useful page. Some people are using low-level jokes they shore in order to disturb others.

All people use social networks financed and information in a useful way to your heart set on, would be much better if they develop so very wrong to spend so much time in their lives they kill pests and i'm not spend too much time on social networks a human

I share things that might be useful for people in social networks significantly short films and i share the poem i wrote people's lives are not real life, social media should be a better friend they kill their time away from real life.



G4

Serach I am good with social networking. I love social networks. I use the social networks facebook and instagram .I share my nature photos i took instagram the facebook. I am using to learn. I use to learn the latest news. I like philosopy, literature, acquring information from the page the read the poem of Nazım HİKMET page.

I speak and communicate with people from other countries now trying to foreign development. For those who use social networks they use very well, but some people like to Show themselves and to be themselves useful page. Some people are using low- level jokes they share in order to disturb others.

All people use social networks financed and information in a useful way to your heart set on, would be much better if they develop so very wrong to spend so much time in their lives they kill pests and i am not spend too much time on social networks a human.

I share things that might be useful for people in social networks significantly short films and i share the poem i wrote people is lives are not real life, social media should be a better friend they kill their time away from real life.

Figure 3. Comparison of first and revised drafts of student of good group (G5)

Analysis of G5

When the students' comments are examined on Turnitin program, it can be seen that students of 3 groups nearly made no comments about the paper. Students of lower groups could not able to catch errors, as they may not be competent enough to find language errors. Only two feedbacks were given regarding organizational and capitalization errors. Apart from these, student reviewer made positive comments about the paragraph.

It is also seen that student author herself did self-editing on her own paper by writing the surname with full capital letters and by dividing paragraph into three sections as introduction, body- conclusion.

SOCIAL MEDIA

The Social Media quite popular in nowadays. Because, people instant news via social media ensure easy access and it is the most appropriate tool to meet new people. So, Social media has become quite useful and popular and so, social media sites in time updating itself it continues to provide convenience to their users. Also, accounts are making several applications to make it more fun. So, the spread of social media sites over time after that social media sites started linked work. So, introduction to multiple social media sites with a single account can be made. This is convenient for users. Nowadays the most widely used social media sites: Facebook, Twitter, Instagram, Youtube, Instagram, VK and Tumblr etc. sites. So, with emerging technologies after that there are also social media sites can be used only from a mobile phone. For Example, Swarm and Snapchat etc. The with development of social media together the world's biggest search engine Google, scanning ranking in social media the number of hits and view. After that, social media is effective and can be seen in ours lives. Just as easily as it provides the social media nowadays it can become harmful bad. This harm can create psychological problems and it is can make things that are forbidden. Finally, social media was about 3-4 billion active users at the moment it has become a large network. This view has become an unstoppable force in the coming years.

SOCIAL MEDIA

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Figure 4. Comparison of first and revised drafts of student of good group (G6)

Analysis of G6

In this comparison, there is nothing to be commented regarding student author's paper. On Turnitin program, it is seen that student reviewers commented only about content and organization components praising that the paragraph is very well written and seems organized. What's more, since no constructive feedback were provided by his peers, the student author himself did self-editing by writing more carefully, and changing the organizational structure, also editing some capitalization mistakes.



I'm using social media. I use social media accounts for example snapchat, instagram, freedom newspaper, twitter, facebook, youtube, vine and scorp. Most of the news I learn from social media. I'm enjoying and having fun. I use most of them snapchat and instagram. I find a lot of beautiful pictures, text and video. We take photos with my friends. I learn from my instagram practical dessert recipes. There are mostly sweet little cookies and cakes. They're very nice. I got one hundred fifty two on my instagram photos. But I spend most snapchat time. My snapchat also mostly accounts of famous people or phenomenas. Some people are really crazy. People abroad attracts interesting videos. They are very funny video and photo. I am also very video. This is a very enjoyable thing. Also sometimes it feels different facial expressions. They are getting interesting. That's why I enjoy. My friends call me angry sometimes. You can spend a lot of time watching videos branch. We're having fun with friends. We're joking plenty. Unfortunately, I spend a lot of time should reduce it. Over time, this also means a normal level. Social media is doing badly as unfortunately addiction.

G6 I am using social media. I use social media accounts for example snapchat, instagram, freedom newspaper, twitter, facebook, youtube, vine and scorp. Most of the news I learn from social G6 media. I am enjoying and having fun. I use most of them snapchat and instagram. I find a lot of beautiful pictures, test and video. We take photos with my friends. I learn from my instagram practical dessert recipes. There are mostly sweet little cookes and cakes. They are very nice. I G6 got one hundred fifty two on my instagram photos. But I spend most snapchat time. My snapchat also mostly accounts of famous people or phonomenas. Some people are really crazy. People abroad attracts interesting videos. They are very funny video and photo. I am also very video. This is a very enjoyable thing. Also sometimes it feels different facial expressions. They are getting interesting. That is why I enjoy. My friends call me angry sometimes you can spend a lot of time watching videos branch. We are having fun with friends. We are joking plenty. Unfortunately, I spend a lot of time should reduce it. O ver time, this also means anormal level. Social media is doing badly as unfortunately addiction.

G6

G6

G6

Figure 5. Comparison of first and revised drafts of student of good group (G7-M1)

Analysis of G7-M1

In this comparison, we can understand that students from good, moderate and weak groups liked the paragraph. As they commented that the paragraph seems beautiful and student reviewers reviewed that there is nothing to dislike.

When we look at the changes made on revised one, we see that student author took and used the advices of his peer from a good group. Yet, he ignored some of them.



The best property of social media is we can have information about everything but nowadays it has addict between people. I have facebook and instagram account. I spend my free times on this accounts. For this reason I can't read any books. The worst property is that eventhought don't want to be addict but sometimes I am surfing on the social media until three-four a.m. Unfortunately I can't give up the social media. Nowadays we don't watch TV and listen radio. Everybody has information and latest news on twitter. Actually it will be better if it uses healthy. Sometimes the young people is using it wrongly. Finally we should improve ourselves and we must use it for useful things. We shouldn't spend waste of time on the facebook, we should be creator like Zuckenberg.



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 news on Twitter. ^{M4}Actually, it will be better if it uses healthy. Sometimes the young
^{G1 M4}
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 creator like Zuckenberg.

Figure 6. Comparison of first and revised drafts of student of moderate group (M2)

Analysis of M2

In terms of using given feedbacks from peers, we can say that student M2, did not take all the feedbacks into consideration. Looking at the comments given by the students, they criticized their friend by saying that the paragraph has no title, few samples were used in the text, and details are untold.

According to the statements above, we see that student from a medium group took punctuation and grammar suggestions into consideration.



Social Media

There are many different social networks in nowadays and there are many different purposes. But, people use all of them for one purpose, this purpose name is chat. Social networks aim is to introduce people. Even if there are many different aims, the main purpose is chat. There is some effect of social media on our life. These effects are divided into to bad and good effects. For example, if you register on any social platform, you can communicate with strange people. On the other hand, we can rich many news about daily life due to the social media. Actually, socila media is harmless. We damage it. For example, something we share in now on Facebook or Twitter, it can be problem in the future. On the other hand, we lose social reaction emotion. When a bad event happened in where we live, we write on Facebook or Twitter our reaction. So we do not exit to the street. To sum up, the effects of social media change according to our using. If we use it a useful way, social media help us, but if we use for bad purpose, it damage us.



Social Media

M3
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M3

Figure 7. Comparison of first and revised drafts of student of moderate group (M4)

Analysis of M4

The student author made only two changes on his own draft. According to the feedbacks of the reviewers, to a student from a weak group, the text has a lot of unfamiliar words and the organization of text is very bad. Student of a good group also commented that the text seems very untidy.



Social Media

Firstly, social media is very important in our age. I think, harmful as it is useful. Also I'm using social media applications: Facebook, Twitter, Instagram, Swarm, Snapchat, Soundcloud, Whatsapp etc. You can always learn a new one. You want to know more always. Special life is gone and lies proliferated. They share special words and words educational. Somebody ex-boyfriend/girlfriend uses to follow. Someone they use to be popular. Someone to enjoy life and use to have fun. I'm using to learn and I'm having fun. I'm usually used it for watching movies and listening to music. I love to share things with other people on social media. (positive or negative, doesn't matter.) There is a limit of things you can do with social media. Economic gain with social media can achieve. Advertise a product or a product you can sell. Social media is easy to use, but it's hard stop this addiction.

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Figure 8. Comparison of first and revised drafts of student of moderate group (M6)

Analysis of M6


Student author mostly used the feedbacks of students G6 and W5 regarding capitalization, punctuation and grammatical mistakes. According to a student reviewer, G6, student author should not make abbreviations, as that is formal document. Lastly student from a moderate group provided a positive feedback saying that she liked the ideas, explanations and examples.



Social media is a cool development. I am using online social media too. For example; twitter, facebook and instagram. This accounts making easy to self-expression.

Also, we can find people like me and specially live like me. And also, social media's the most important feature is shorten the distances. I can meet people and i can talk people who are living in another cities and another countries. I am one who thinking social media's making life easier. There is cool apps fort his But social media bad as well. For example; abuse an social media can take many forms. Viruses, unreal accounts and accounts using to damage people.

Some people believing this accounts. Specially young girls who are teenage. There is so much public spots to inform people. We can find this videos and we can watch this on the internet. Because we can't see what they are really thing on the social media. And not everyone is aa good person. Except this, i am thinking social media is a really good development when people careful to use social media accounts this is an emerging technology. I am using beause of that.



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Figure 9. Comparison of first and revised drafts of student of moderate group (M7)

Analysis of M7

It is clear that student author only made corrections on spelling and capitalization and seems that she ignored the rest of feedback. By examining the peers' comments about the paragraph format, she also did not use the suggestion that the paragraph needs to have a title.



Social media which is good place for people state themselves. People share their lifes and their dreams in social media. Now everyone is using social media. There are both positive and negative aspects of the social media.

Positive sider eveyone tells thoughts. We made new friends on social media. We can talk with ours friends social media. We can learn everything in a fast way. You can access everytime world. We can also work in social media. We can tell our problems and we can find solution. Negative sider; the people spend a lot of time on social media. This is not good. Not all information is corret so we are learning the wrong things. Everyone wants to hit. But becoming depressed if they aren't sent by hits.

So we should social media with sufficently. We should not be dependent an the social media.



SOCIAL MEDIA

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Positive sider; eveyone tells thoughts. We made new friends on social media. We can talk with ours friends social media. We can learn everything in a fast way. You can access everytime world. We can also work in social media. We can tell our problems and we can find solution. Negative sider; the people spend a lot of time on social media. This is not good. Not all information is corret so we are learning the wrong things. Everyone wants to hit. But becoming depressed if they aren't sent by hits.

W6

W6 M7

So we should social media with sufficently. We should not be dependent an the social media.

Figure 10. Comparison of first and revised drafts of student of moderate group (M8-W1)

Analysis of M8-W1

Student author made only 3 corrections on her paper in terms of spelling and punctuation and adding title to a text but ignored the rest of the suggestions.



Sosyal media is a part of our lives . People usually establish communication with social media .
 Social media teaches us everything .For example ;teaches new words ,we follow the latest news ,
 we meet new people ...
 It is really fun to use some social media sites for example ;twitter, facebook instagram ,scorp ,
 snapchat...
 News around the world helps us learn . there is the loss of social media if we use more social
 media ;
 introverted shall be .It decreases face-to-face commucation and increases loneliness. Generally the
 people who have
 a low self esteem are the people who spend more time on social media .the purpose of people using
 social media is to
 check what others are doing and the increased the culture of gossip.
 This situation creates personality disorder.

M4 W1 G4 M4 W1
 Social media is a part of our lives. People usually establish communication with social media .
 Social media teaches us everything .For example ;teaches news words , we follow the
 latest news , we meet new people .
 M4 W1
 It is really fun to use some social media sites for example ;twitter , facebook ,instagram ,
 scorp, snapcaht.
 M4 W1
 News around the world helps us learn .There is the loss of social media if we use more
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 loneliness. Generally the people who have a low self esteem are the people who spend more
 time on social media .The purpose of people using social media is to.
 M4 M4 W1
 Check what others are doing and the increase the culture of gossip .
 M4
 This situation creates personality disorder.
 M4

Figure 11. Comparison of first and revised drafts of student of weak group (W3)

Analysis of W3

Here, the student author from a weak group took the suggestions and used them in her paper. On the other hand, she neglected some reviews. When we look at the revised version of the draft, we can see that the student author wrote her paragraph in a more organized way. Even though 3 of students of all groups suggested that there should be title of the paragraph, the student author made no change on her revision.



Hello

In fact, social media is not useful, but useful by. We found just what we want to know information such as. We can easily establish communications with people. These networks are becoming the modern way to make friends. There is nothing that can substitute for personal interaction. This is perhaps the biggest disadvantage. These networks not only allow communication between friends but allow you to meet new people. Some of the social media facebook, instagram, WhatsApp. Distancing them from each other people. You can learn useful aspects of social media instantly updated news. Social media also takes away from us in a way to communicate with people around the World by announcing the news. I think so should we use social media to become much more useful it.



Hello

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Figure 12. Comparison of first and revised drafts of student of weak group (W4)

Analysis of W4

Comparison shows that student author did not use all the feedbacks that had been provided to her. It can be inferred that student author was not fully concentrated and serious when rewriting her paper.



SOCIAL MEDIA

many people is an age of mobile and online digital. Social media is a network of different living newspaper, magazine according to the social media to publish information more quickly and quickly may be the biggest difference. The impact of social media on society is enormous. The number of countries in the world that provides the communication with social media users is very high. This Internet based technology can be used in different ways. For young people often enter their real selves, moving away from media personalities and different personalities. Of course, there are good aspects of this network enables people to communicate with one another soon the remote and makes life easier. Nowadays, the most used social networks, facebook, twitter, whatsapp, instagram and information sites I'm taking place in social media, I have many accounts to provide remote access to connect with my friends is one of the beautiful side.

SOCIAL MEDIA

G6 M6 W4

G6

Many people are an age of mobile and online digital. Social media is a network of different living newspaper, magazine according to the social media to publish information more quickly and quickly may be the biggest difference. The impact of social media on society is enormous. The number of countries in the world that provides the communication with social media users are very high. This Internet based technology can be used in different ways. For young people often enter their real selves, moving away from media personalities and different personalities. Of course, there are good aspects of this network enables people to communicate with one another soon the remote and makes life easier. Nowadays, the most used social networks; Facebook, Twitter, Whatsapp, Instagram and information sites. I am taking place in social media, I have many accounts to provide remote access to connect with my friends is one of the beautiful side.

G6

G6

G6

G6

Figure 13. Comparison of first and revised drafts of student of weak group (W5)

Analysis of W5

We can say that student author somewhat listened to his friends' suggestions and made corrections on capitalization, grammar and spelling parts. To his peers, student author's text has subject integrity.



Findings from RQ 3

What are the Perceptions of Students Towards the Use of Peer Feedback in Writing?

An interview with four questions was carried out with the students to learn their perceptions about the peer feedback process and its implementation.

Although most of the students were content with commenting on their peers' paper, their attitudes towards receiving feedback were varied. As for looking students' responses, students mentioned that they appreciated to use the peer feedback activity in their classes and found it beneficial for their writing process in terms of realizing in what part (vocabulary, grammar, punctuation/spelling, content, connector and organization) they are good and poor at as illustrated in the following excerpts:

Student M5: "My friends gave me some comments that I didn't write on my essay. I read them and thought that they would help me. It was an opportunity for me to see my mistakes".

Student W4: "I liked this type of feedback, I can say that I saw my mistakes"

Student G6: "It was nice to comment on my friends' papers"

For the fear of offending the peer, the anonymous feedback seems to solve the problem of student reviewers' giving feedback unwillingly. The following excerpt confirms this assumption.

Student G5: "When reading and giving feedback someone's paper whom I don't know, I wasn't worried about discouraging my friends."

This comment shows us that anonymous peer feedback was found less stressful for students since it comforts the students when they provide feedback to their peers, it also helps them give more meaningful comment.

Several of students felt uncomfortable by receiving feedback from anonymous reviewers while some of students' comments support the assumption that anonymous feedback may help student reviewers provide more beneficial comments for student authors and make them feel happy. One student author indicated that:

Student W2: "I think, anonymity in feedbacks was helpful to me and for my peers as well because sometimes the classmates make harsh comments and it is demotivating."

However, some students had negative thoughts about online feedback on its usage and some chose to ignore suggestions as they have uncertainty about peer commenting. In terms of using online program, while most of the students found interesting to exchange feedback on online environment, one student said he found reading and commenting online difficult, and, therefore he was not comfortable criticizing other's writings. In his words:

Student M6: "I only gave positive comments and said 'a good paragraph'. Giving feedback on online program is hard. I am more comfortable and honest when using my pen to find mistakes on paper."

Some other students also found anonymous peer feedback complicated and stated that they questioned themselves during the stages whether they had misunderstood the feedbacks.

Apart from these, only two students preferred the traditional peer feedback, saying that they felt the traditional peer feedback were more easy to organized and not as time consuming as an online anonymous peer feedback.

Chapter Five

Discussion

Introduction

This chapter submits the discussion of research questions in view of data derived from students' assignments that they wrote in the peer feedback process.

Discussion of the Findings

Considering the results of the study, it can be said that among online feedbacks on drafts made by L2 learners, the most often given feedback was on content (94.5%), followed by on organization (93.8%), on punctuation/spelling (85.3%), then on connector (83.3%), grammar (63.6%) and lastly on vocabulary (52.95) as acceptable comments. From this, it can be interpreted that students are good at seeing content mistakes most. However, they still are uncertain about vocabulary, and grammar knowledge. It can also be said that, changes made by students were mostly at micro-level rather than macro-level corrections. This result is supported by the results of a study by Lundstrom and Baker (2009) who found that students made more slight improvement on their writings on global aspects than local aspects. However, the result is in contrast with Tuzi's study (2004) with 20 L2 writers on the impact of e-feedback in an academic writing course. He surprisingly found that "e-feedback had a greater impact on macro-level changes than on micro-level changes" (p. 229).

Regarding the second research question, when we examine the revised papers of students, we can see that most of the students did not take their peers' ideas and used them in their essays. As mentioned, like comments given by student reviewers, few changes made by student authors on their essays were word-level changes. Again this result is not supported by

Tuzi's (2004) study, with the result that "the L2 writers used e-feedback as a tool for larger blocks of text like ideas, examples, introductions, and conclusions rather than smaller elements like grammar, punctuation, or single word changes" (p. 230).

For students' responses regarding the impact of feedback, the present study's results do not show similarity with Tuzi's (2004). In his findings, it was found that many L2 learners stated that "receiving e-feedback from many people helped them focus on the strengths and weaknesses of their writings. Receiving multiple e-feedback encouraged students to re-think their paper and revise more" (p. 230).

It is known that before the implementation of feedback, training of students is important for the success of feedback quality. With the help of teacher guidelines, students can understand how to give feedback better and be encouraged to use it in the class. Therefore, in this study, the training given by the teacher researcher had a positive effect on students' feedbacks. Without it, the students could be more hesitant to give where and how to use feedback to their peers. Supporting the idea, Hu (2005) by implementing peer review with three groups of Chinese ESL student writers, he found that, his training was successful, compared with the other two groups, the group of students who took training welcomed peer review more. He also stated that their peer comments were much better both in quantity and quality. In other study, Evans (2013) highlighted that "Training needs to be on going and developmental, must address student and teacher beliefs about the value and purposes of peer feedback, demonstrate key principles, and be formalized" (p. 94).

Regarding revised papers in the study, when we consider the revision of students, it is seen that while some of the students appreciate and use the feedback on their revised paper, some of them choice to ignore them. Similar with the result, comparing the initial and revised drafts, Guardado and Shi (2007) found that 9 of the 22 students neglected suggestions of peer reviewers and made no change on their revised drafts. In their exploratory study, Ertmer et al.

(2007) investigated students' perceptions on the value of exchanging feedback related to discussion postings in online course. Even though, the students noted that peer feedback reinforced their learning, they reported that instructor's feedback was more influential. This perception is similar to study findings of researchers (Ko & Rossen, 2001; Topping, 1998 cited in Ertmer et al., 2007) who have noted that students often believe that their peers are careless while their assessing each other or that they are not competent enough to provide correct feedback. Similarly, Hu (2005) found in his study that, most of the students have confidence issues about the quality and validity of their and their peers' feedback, feeling unwilling to comment critically and made small number of comments and suggestions.

To Dunlap (2005, p. 20), "the process of reviewing someone else's work can help learners reflect on and articulate their own views and ideas, ultimately improving their own work". Consistent with the present findings, in Ertmer et al.'s study (2007), students noted benefits of feedback referring to anonymous feedback and the feedback that they can receive a score given by two different peers. Also, many students expressed providing peer feedback was helpful for them to both comment critically and improve their online postings. For feedbacks given by multiple groups (good, moderate, and weak) students reported their content that, they had the chance of seeing their strengths and weaknesses by receiving comments from peers who has more/less knowledge of language ability than they have. Parallel to this, Villamil and DeGuerrero (1994 cited in Hu, 2005) claim that students from different level of language proficiency need to interact and collaborate with each other by completing each other lacks.

To summarize, in general feedback process was welcomed and its purpose understood by the students. They think that exchanging feedback is beneficial and interesting classroom activity. Eleven of the students said that they liked both reading their peers' papers and

receiving feedback from them in return. They also mentioned how relaxed they were during the process as they had no idea who was who. At the same time, they were curious about their reviewers. However, some of the students stated their negative feelings about the anonymity and found the activity weird. Also, two of the students were fond of teacher feedback as they see teacher reliable at providing feedbacks rather than peers' provided ones (Zhang, 1995). This means that some students do not see their friends as real assessors. Like, in studies of Leki (1990), Nelson and Murphy (1993), students in this feedback process, may not find their peers' reviews accurate in terms of their mother tongue is different from the language they study at school. In the light of these views, it can be inferred that, students enjoyed the giving feedback. However, they were hesitant and showed indifference to suggestions provided to them.

Chapter Six

Conclusions and Implications

Introduction

The present chapter offers an outline of the study by submitting aim of the study, summary of the methodology and findings followed by conclusions and implications.

Summary of the Study

Aim of the study. The present study intends to seek whether beginner EFL learners help their peers detect and correct the overlooked errors on the language components (vocabulary, grammar, punctuation/spelling, content, connectors and organization) in their writings. To be more specific, this study's main goal is to investigate the impact of anonymous multiple digital peer review on the quality of students' revised texts. Therefore, this study aims to answers following research questions:

1. What are the feedback characteristics of undergraduate EFL learners with regards to their proficiency in the target language?
2. How do undergraduate EFL learners react to the peer feedback that they receive?
3. What are the perceptions of students towards the use of peer feedback in writing?

Summary of the methodology. The present study was designed as a mixed-method one by collecting both qualitative and quantitative data. The qualitative data mainly form the methodological framework of this study by analysing undergraduate students' feedback given by their peers, then the impact of feedback on their revised assignments and using interviews with these student participants to investigate their perceptions towards the use of online anonymous peer feedback. Additionally, to collect quantitative data, the writing rubric was utilized to identify the quality of students' first and revised essays and their scores on the

vocabulary, grammar, punctuation/spelling, content, connectors, and transitions and organization aspects of essay.

Summary of the main findings. The present study focused on three research questions. The first research question aimed to find an answer the learners' feedback characteristics with regards to their proficiency in the target language, while the second research question explored the changes in revised drafts of students after exchanging feedback with their peers. The third research question asked the perceptions of students on peer feedback process.

In order to answer the first research question, samples of students' errors on their assignments, exchanged feedback by groups were examined and the characteristic feedback types were found via examining these assignments. Findings indicated that the students of good and moderate groups performed well in providing feedback on *content*, while the students of weak group performed well in providing feedback on *organization* part.

In order to answer the second research question, the number of given feedback and used feedback on revised drafts were compared. Results indicated that while student authors accepted and edited their errors, they also ignored some of the comments and made no correction on their revised tasks.

For the last research question, to learn the perceptions of students towards the use of peer feedback on writing, the interview was conducted. According to students' responses, most of them were content with commenting on their peers' paper and they appreciated to use the peer feedback activity in their classes. In terms of anonymity, anonymous peer feedback was found less stressful for some students since it comforts them when they provide feedback to their peers. Apart from that, some students had negative thoughts about online feedback on its usage and some chose to ignore suggestions as they have uncertainty about peer commenting. Some students also found anonymous peer feedback complicated and

stated that they questioned themselves during the stages whether they had misunderstood the feedbacks.

Conclusions

The findings of this study offer several results for Turkish EFL learners for providing peer feedback in an online environment. According to results of the study, the following four main conclusions can be drawn under the findings of three research questions.

First, peer feedback seems beneficial regarding the mechanics of paper such as content and organization. In addition, students can be considered knowledgeable enough to detect the problems with the paragraph format and realize the deficiencies on paragraphs in terms of content and coherence.

Second, undergraduate EFL learners could provide feedback good enough yet some of the students received weak or unacceptable peer feedback. This shows that for the student reviewers' writing proficiency, feedback from multiple peers could be necessary.

Third, exchanging feedback make a contribution to students' writing by revising and editing their errors in terms of components namely organization, content and punctuation.

Lastly, most of participants had positive appreciation of using peer feedback activity in their classes and found it beneficial for their writing process in terms of realizing in what part (vocabulary, grammar, punctuation/spelling, content, connector and organization) they are good and poor at. Furthermore, most of the them had positive opinions about using a digital platform to exchange feedback.

Implications

The present study was conducted to investigate the impact of anonymous peer feedback on digital environment. The findings of the present study propose that exchanging feedback among different English level of students improves their writing skills and help

them see and focus on their weaknesses and strengths. Moreover, the current study indicates that most of the students enjoyed the peer feedback process and they have positive attitude towards commenting on online setting. Although this study was conducted with 13 undergraduate EFL learners, still this study may provide some implications for language teachers and learners. First of all, both students and teachers may benefit from online peer feedback activity. As for teachers, the peer feedback sessions may eliminate teachers' works and help them save the time and lessen their burdens during school hours. In addition, students can use online setting in writing classes to improve their writing skills.

The current study presents further viewpoint about peer feedback activity among undergraduate learners. In this respect, the study presents two implications regarding both methodological and pedagogical aspects.

Methodological implications. As this study did not aim to compare the impact of peer and teacher feedback on students' score on assignments, further studies may be carried out with experimental and control groups with larger group of students. In addition to this, this study was carried out with students who have medium - level English proficiency, in fall-spring terms in one year. Therefore, further studies may be conducted with more proficient learners in a longer period of time to see observable changes on students' L2 writing ability.

Since it is online and anonymous, the peer feedback stages of this study were conducted outside of the classroom settings. For further research studies, in order to get better results and maximum student participation, it would be wise for language teachers to run the peer feedback activities in more controlled environments (such as language laboratories).

As a suggestion for further research, this study aimed to find an answer whether beginner EFL learners help their peers detect and correct the overlooked errors on the language components in their writings. To be more specific, it dealt with investigating the impact of anonymous multiple digital peer review on the quality of students' revised texts.

The further studies may explore the effects of providing self and anonymous peer feedback on writing assignments in a digital environment with high school students.

Pedagogical implications. The current study may also provide different perspective to language teachers who wish to integrate online peer feedback into their language teaching. Related to this, before the implementation of the peer feedback in writing classrooms, language teachers ought to keep in their minds that pre-training of students is vital for students' confidence and their staying on process. It is also vital that peer feedback should be carefully organized and observed under control to get maximum effect. In this respect, students needs to be encouraged, guided, and supported by the teachers in case they face with obstacles during the process. More importantly, language teachers ought to explain the advantages, disadvantages, make students realize and understand the main aim of the activity.

In the relevant literature, there are several studies investigating the impact of online tools on students' writing development and encouraging both learners and teachers to use technology in their language classes. As one of the online tools, Turnitin, was utilized in this study. That is to say, the teachers who wish to do online peer feedback sessions may benefit from different online tools or digital settings in their language teaching.

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Appendices

Appendix A: Writing Rubric Used to Grade Pre-test and Post-test (Efe, 2014)

	VOCABULARY	GRAMMAR	PUNCTUATION / SPELLING	CONTENT	CONNECTORS & TRANSITIONS (and, but, so, because, therefore, thus- when-after-after that-however.)	ORGANIZATION
NEEDS IMPROVEMENT	0-1 Vocabulary is not used properly in very simple sentences.	0-4 Numerous Errors in sentence structure	0 Almost no correct punctuation and spelling	0-1 there is nothing written in terms of content and coherence.	0 No use of connectors or unnecessary usage	0-1 There is nothing organized
FAIR	2-3 Limited use of vocabulary they learned/some errors in the meaning	5-9 Several Errors in sentence structure	1-2 Several errors in punctuation and spelling	2-5 content has some problems. Ideas are not coherent.	1-2 Little use of connectors, many problems with the meaning	2-4 has many problems with the paragraph format
GOOD	4-6 Covers most of the vocabulary they learned	10-14 A few errors in sentence structure and a good variety of sentence structures.	3-4 A few errors in punctuation and spelling	6-9 content is mostly appropriate to the topic. Ideas are coherent and sufficient.	3-4 Appropriate use of connectors, few problems with the meaning	5-7 has slight problems with the paragraph format
EXCELLENT	7 Uses high level vocabulary	15 Almost no errors in sentence structure. Wide variety of sentence structures.	5 Almost no errors in punctuation and spelling.	10 content is totally appropriate to the topic. Ideas are coherent and rich with information.	5 Very good and sufficient use of connectors. Connectors are in appropriate place.	8 has everything included in the paragraph format

Appendix B: Interview Questions

INTERVIEW QUESTIONS

1. What do you think about peer feedback activity? Did it have a positive or negative affect on you while writing your assignment?
2. Did anonymity increase your self-confidence while writing your assignment/commenting on your friends' papers?
If yes/no, why?
3. How was the feedback process to you? Did you like the process?
If yes/no, why?
4. What do you think about exchanging feedback on online setting?

Appendix C: The number of provided feedback by the students of three groups

	VOCABULARY									GRAMMAR									PUNCTUATION/SPELLING								
	F1			F2			F3			F1			F2			F3			F1			F2			F3		
	A	U		A	U		A	U		A	U		A	U		A	U		A	U		A	U		A	U	
W1 M8	-	-		-	-		0	1		-	-		-	-		3	0		3	0		3	0		3	0	
W2	3	0		-	-		2	0		2	2		-	-		3	0		2	0		3	0		3	0	
W3	0	2		-	-		-	-		1	0		1	1		4	0		2	0		7	1		7	1	
W4	-	-		-	-		-	-		-	-		0	4		1	0		7	2		5	0		5	0	
W5	-	-		2	0		-	-		1	0		3	1		3	0		1	0		1	1		1	1	
W6	1	0		-	-		-	-		2	1		-	-		7	0		1	0		3	0		3	0	
W7	1	1		-	-		-	-		0	2		2	0		2	0		3	0		1	0		1	0	
M1 G7	-	-		-	-		-	-		4	1		0	1		11	2		8	0		1	2		1	2	
M2	0	1		1	2		-	-		1	1		3	0		1	0		1	0		-	-		-	-	

M3	-	-	-	-	-	1	0	0	1	0	2	0	1	0	-	-
M4	-	-	-	1	0	2	2	0	0	1	-	-	-	-	0	2
M5	-	-	-	2	1	-	-	3	-	0	2	0	2	0	3	0
M6	-	-	-	-	-	3	0	2	1	2	2	1	0	1	1	0
M7	0	1	0	3	-	2	1	2	0	-	1	0	1	1	3	1
G1	0	0	-	-	1	0	1	3	1	1	-	0	2	0	0	1
G2	1	0	1	2	-	0	2	1	2	7	4	1	4	0	4	0
G3	-	-	-	-	-	1	0	2	1	-	-	0	-	-	-	-
G4	-	-	-	-	-	-	-	0	1	0	1	1	1	3	2	0
G5	-	-	1	0	1	0	-	1	1	3	0	1	1	0	-	-
G6	-	-	-	-	-	-	-	-	2	0	-	-	-	-	0	4

Note. **A:** Acceptable **U:** Unacceptable

F1: Feedback from a student of good group **F2:** Feedback from a student of medium group **F3:** Feedback from a student of weak group

Appendix D: The number of provided feedback by the students of three groups

	CONTENT									CONNECTOR									ORGANIZATION										
	F1			F2			F3			F1			F2			F3			F1			F2			F3				
	A	U		A	U		A	U		A	U		A	U		A	U		A	U		A	U		A	U			
W1	-	-	1	0	1	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0	
M8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
W2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
W3	2	0	-	-	1	0	-	-	-	-	1	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
W4	1	0	2	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	0	1	0
W5	-	-	3	0	3	0	-	0	1	-	-	1	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
W6	1	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0
W7	2	3	2	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
M1	1	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
G7	1	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
M2	-	-	-	-	3	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0	1	0
M3	-	-	-	-	1	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0
M4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	0
M5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
M6	-	-	3	0	2	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0	1	1
M7	2	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0	1	0

G1	3	0	3	0	2	0	-	-	-	-	-	-	1	0	-	-	1	0
G2	-	-	-	-	2	0	-	-	-	-	-	-	-	-	2	0	-	-
G3	-	-	4	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
G4	-	-	-	-	2	0	-	-	-	-	-	-	-	-	1	0	1	0
G5	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	1	0
G6	1	0	1	0	-	-	-	-	-	-	-	-	1	0	-	-	-	-

A: Acceptable **U:** Unacceptable

F1: Feedback from a student of good group **F2:** Feedback from a student of medium group **F3:** Feedback from a student of weak group

