# THE ROLE OF USING FACEBOOK IN AN EFL WRITING CONTEXT

# AND STUDENTS' PERCEPTIONS OF IT: A CASE STUDY

**Sena ZEYTİNCİ AKÇAY**

**JUNE 2016**

# THE ROLE OF USING FACEBOOK IN AN EFL WRITING CONTEXT

# AND STUDENTS' PERCEPTIONS OF IT:A CASE STUDY

**A THESIS SUBMITTED TO THE**
**GRADUATE SCHOOL OF EDUCATIONAL SCIENCES**
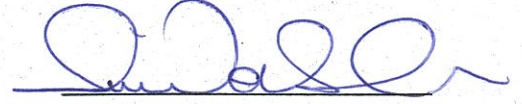**OF**
**BAHÇEŞEHİR UNIVERSITY**

**BY**

**Sena ZEYTİNCİ AKÇAY**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS**
**FOR**
**THE DEGREE OF MASTER OFARTS**
**IN THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**JUNE 2016**

Approval of the Graduate School of Educational Sciences

Assist. Prof. Sinem VATANARTIRAN

Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

Assist. Prof. Aylin TEKINER TOLU

Coordinator

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.
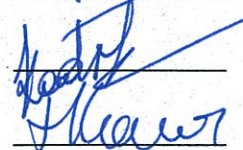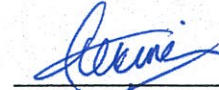
Assist. Prof. Aylin TEKINER TOLU

Supervisor

**Examining Committee Members**

| | | |
|---|---|---|
| Assist. Prof. Aylin TEKİNER TOLU | (BAU, ELT) | |
| Assist. Prof. Kadir KOZAN | (BAU, CEIT) | |
| Dr. Hatime ÇİFTÇİ | (BAU, ELT) | |

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last Name: Sena ZEYTİNCİ AKÇAY

Signature:

# ABSTRACT

THE ROLE OF USING FACEBOOK IN AN EFL WRITING CONTEXT
AND STUDENTS' PERCEPTIONS OF IT: A CASE STUDY

Zeytinci Akçay, Sena

Master's Thesis, Master's Program in English Language Education
Supervisor: Assist. Prof. Aylin Tekiner Tolu

June 2016, 153 Pages

This study was designed to investigate (a) what type of online peer feedback do participants provide in an EFL writing course (b) to what extent do participants use online peer feedback provided by their peers in their revisions (c) how they perceive peer feedback and the use of Facebook as the course platform in a writing class. The participants provided peer feedback on two different tasks using Facebook in online asynchronous environment. The data was collected through interviews, and documents namely students' first and second drafts, course materials provided by the teacher and students, and online peer feedback comments. The data was analyzed qualitatively. Results demonstrated that using Facebook encouraged students to share their ideas and knowledge with their peers, and created collaborative learning environment by making student active agents in the construction of knowledge. Interaction between students created a collaboration which facilitates student' learning process and promotes students to learn better. Before the study students stated that vocabulary and syntax oriented feedback was regarded as the most useful and preferred, however they mostly provided grammar oriented feedback during the study. The result also revealed that students had positive pre and post-perception of using Facebook in their writing course and getting peer feedback. Results demonstrated that they could easily interact and collaborate with their friends on the Facebook course platform with much ease.

Key words: Collaborative Writing, Computer Mediated Peer Feedback, Facebook, EFL writing

# ÖZ

YABANCI DİL OLARAK İNGİLİZCE YAZMA BAĞLAMINDA FACEBOOK

KULLANIMININ ROLÜ VE ÖĞRENCİLERİN BUNA TUTUMLARI: BİR

DURUM ÇALIŞMASI

Zeytinci Akçay, Sena

Yüksek Lisans, İngiliz Dili Eğitimi Yüksek Lisans Programı

Tez Yöneticisi: Yrd. Doç. Dr. Aylin Tekiner Tolu

Haziran 2016, 153 Sayfa

Bu çalışma;(a) yabancı dil olarak İngilizce yazma dersinde öğrencilerin ne tür bilgisayar ortamlı akran bildirimlerinde bulunduklarını(b) öğrencilerin akranları tarafından sağlanan bilgisayar ortamlı geri bildirimleri düzeltmelerinde ne ölçüde kullandıklarını ve (c) örencilerin akran geri bildirimine ve yazma dersinde ders ortamı olarak Facebook kullanımına olan tutumlarını incelemeyi amaçlamıştır. Bu çalışmada öğrenciler iki farklı türde göreve Facebook kullanarak bilgisayar ortamında eşzamansız olarak akran geri bildiriminde bulunmuşlardır. Bu çalışmada veriler; mülakatlar, öğrencilerin ilk ve düzeltilmiş yazıları, öğretmen tarafından sağlanan ders materyalleri ve bilgisayar ortamında akran geribildirim yorumları ile elde edilmiştir. Veriler nitel olarak analiz edilmiştir. Çalışma sonuçları Facebook kullanımının öğrencileri fikir ve bilgilerini akranları ile paylaşımları konusunda cesaretlendirdiğini ve bilgi oluşumunda öğrencilere aktif bir rol yükleyen ortak çalışmaya dayalı öğrenme ortamı oluşturduğunu ortaya çıkarmıştır. Öğrenciler arasındaki etkileşim; öğrencilerin öğrenme süreçlerini kolaylaştıran ve öğrencileri daha iyi öğrenmeye teşvik eden ortak çalışma ortamı yaratmıştır. Çalışma başlamadan önce öğrenciler kelime ve söz dizimine yönelik geri bildirimleri en faydalı ve tercih edilen geri bildirim olarak gördüklerini belirtmişlerdi; ancak çalışma sürecinde öğrenciler en çok dil bilgisine yönelik geri bildirimde bulunmuşlardır. Sonuçlar ayrıca öğrencilerin yazma dersinde Facebook kullanımına ve akran geri

bildirimi alımına karşı olumlu önalgı ve algıları olduğunu ve Facebook ders ortamında akranları ile kolay bir şekilde etkileşim ve ortak çalışma içerisinde olduklarını ortaya çıkarmıştır.

Anahtar kelimeler: Ortak Çalışmaya Dayalı Yazma, Bilgisayar Ortamlı Akran Geribildirimi, Facebook, Yabancı Dil olarak İngilizce Yazma

**To My Beloved Family**

# ACKNOWLEDGEMENTS

# TABLE OF CONTENTS

# LIST OF TABLES

# LIST OF FIGURES

FIGURES

# Chapter 1

## Introduction

Use of web technology has a significant role in today's world and getting more significant day by day. Web technology has experienced a change during the past decade, and the main difference between Web 1.0 and Web 2.0 is that Web 1.0 only enables readers to browse information while Web 2.0 users can generate information and make the web more dynamic (Warschauer & Grimes, 2007). Warschauer and Grimes (2007) also express that, in today's world millions of people use Web 2.0 technology to network, interact, collaborate and entertain via social networking tools, wikis, blogs and multiplayer games. In such extended atmosphere, language teaching and learning with the use of Web 2.0 technology has been gaining an importance for decades. Hence, education and technology should be integrated (Çakır,2006). In order to keep pace with the innovations in technology and to facilitate learning,teachers and researchers have used technology such as social media, micro-blogging, videoconferencing, tape recording, language laboratories and videos in language teaching. By means of using technology in language instruction, learners can be included real life of the people that speak English; through using social networking tools students can interact with people around the world whose native language is English. As one of the roles of teachers is being a facilitator in language learning, it is important to establish an interesting and attractive ways of learning among children.With the advent of new technologies, traditional classroom approach has started to change. Teachers also started to integrate technology into their lesson plans in order to meet the need of using English in students' daily lives.

The application of computers in language instruction has caused the emergence of Computer Assisted Language Learning (CALL). According to Levy's (1997)definition, CALL means "the search for and study of applications on the computer in language teaching and learning." and CALL has been made possible with the invention and the development of computer technology. According to Barr (2013), CALL derived from CAI (Computer-Assisted Instruction) where teachers were supported by computers.Kern and Warschauer (2000) have noted in their study that,as the rapid evolution of technology and researchers' and teachers' exploration requirement for language teaching/learning in networked contexts are parallel. The

parallelism between language learning/teaching and development in technology leads to the implementation of technology in language learning environments. On the other hand, Barr (2013) stated that, while implementing technology in language learning environment, there are numerous things that should be involved. Moreover, Bennett, Barr (2013) revealed that, although computers are taking place in student lives, this does not mean that its adoption is uniform.

Writing proficiency has great importance for students whilelearning a foreign language in school and life-long learningbecause writing is an extension of speaking and listening. Hence students need to write proficient in order to reveal their oral skills as well as their writing skills. Alsamadani (2010) indicates that, writing is a difficult, challenging and complex process for students. According to Raimes (1991), there is a widespread acceptance of the notion that language teachers need to know about how writers produce a written product.According to Flower (1994), writing is not a solitary act and writers act as members of social/cultural group. Therefore, Hayes broadened the Flower and Hayes (1981)'s model of writing by showing given task, audience, and purpose for writing (Grabe, 2001). The notion of process accounts for a task-based collaborative and communicative instruction, and when viewed from this aspect peer feedback has a great importance in EFL writing instruction (Ferris & Hedgcock, 2005).

According to Pol, Berg, Admiraal, Simons (2008), Topping (2000) and Rollinson (2005), peer feedback can be defined as an educational arrangement, in which students comment on their fellow students' work for formative or summative purposes. As Storch (2004) reported, peer feedback builds upon strong theoretical which follows the model of social constructivist view of learning which highlights the importance of context and culture while understanding society occurrence and constructing knowledge pursuant to this understanding (McMahon, 1997); and pedagogical basis which reinstates the concept of communicative approachto the language learning. Canale and Swain (1980, p.2) defines communicative approach as "it is organised on the basis of communicative functions that a given learner or group of learners needs to know and emphasizes the ways in which particular grammatical forms may be used to express these functions appropriately". Storch (2004) also indicates that the integration of peer feedback into writing courses has two important aims. First of all, learners can improve their artefacts by reading fellow students

work and can get the proper editing for their works by making an argument with other learners.

With the increasing use of technology foreducational purposes in language classrooms, teachers started to integrate social media tools into their lessons. Facebook is one of the most popular and most used social networking site (SNS) and students quickly started to use it became the integral part of the "behind the scenes" college experiences ion (Petrović, Petrovic, Jeremic, Milenkovic & Cirovic, 2012). Technology is becoming integrated into the lives of learners thus it doesn't have a minor role in the field of education (Petrović, Petrovic, Jeremic, Milenkovic & Cirovic, 2012). There are many ways to reach students via Information and Communications Technologies (ICT) (Georgescu, 2010; Sarivan, 2011 &Guerra, 2012). In the field of education, following the innovations in SNSs is necessary for teachers (Petrović, Petrovic, Jeremic, Milenkovic & Cirovic, 2012). Petrovic et. al. indicated that, using social networking tools, such as Facebook, improves students' interest in environmental issues and increases their productivity. Millions of users around the world use Facebook every day to search friends, chat, share posts and photos. Its popularity has attracted educators and has directed them to use it in the field of education. According to Pempek, Yermolayeva and Calvert (2009), college students spend nearly 30 minutes on Facebook every day. They spend this time mostly observing content on Facebook and they communicate mostly with people with whom the students had pre-established relationships.

Knowing all of this and motivated by previous studies on Facebook and peer feedback, this study aimed to investigate the role of Computer Assisted Writing via Facebook in terms of students' writing performance and attitudes towards writing courses. This study was designed to investigate how students use Facebook as a medium of learning, how students use the materials provided by the teacher/researcher, how students use online peer feedback and if the integration of Facebook and online peer feedback improve students' perceived writing competency. The other purpose of the study was to understand students' perceptions of using Facebook in their writing classes.

## 1.1 Theoretical Framework

This study was guided by social interactionist theories, namely sociocultural theory and situated learning. Vygotsky's sociocultural theory (1978), which defends that the social interaction has an essential effect on the development of cognition, suggests that interaction and collaboration with other people play an important role in the field of education. According to this theoretical framework, development of learners' cognition is affected by cultural context and social interaction. Vygotsky (1978) expresses the significance of social interaction in the development of the cognition as follows:

> Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first between people (interpsychological) and then inside the child (intropsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals. (p. 57)

According to Vygotsky (1978), sociocultural theory highlights the importance of collaborative learning from the point of giving an opportunity to students to progress in their zone of proximal development (ZPD) which is defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential developmental as determined through problem solving under adult guidance, or in collaboration with more capable peers" (p. 86). Vygotsky (1978) explains that "learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in co-operation with his peers" (p. 90).

Scaffolding can represent the ZPD and, is defined as "a kind of process that enables a child or novice to solve a problem, carry out a task, or achieve a goal which would be beyond his unassisted efforts" (p. 90) by Bruner, Wood and Ross (1976). Guerrero and Villamil (2000) conducted a study concerning the nature of scaffolding and their study reveals that; scaffolding doesn't only happen between a teacher and a student, social interaction makes it possible to occur between peers. In addition, Hartman (2002) clarifies the scaffolding as; besides producing immediate results,

scaffolding instils the skills which are necessary for future independent problem solving.

Wells (2000), states that "knowledge is created and re-created in the discourse between people doing things together" (p. 71).Knowledge building is situated in a certain activity which involves individuals working together to progress towards their "own understanding through the constructive and creative effort involved in saying and in responding to what was said" (Wells 2000, p. 74). According to Lave and Wenger (1991), situated learning theory is a function of the activity, culture and context where it occurs; and a community of practice, which is an interaction of activity, culture and context, is an essential component of learning and has considerable value when considering working with groups. The birth of social technologies and their applications facilitate writing process by generating new knowledge. Liaw (1998) suggested that students using social technologies could write faster and Shang (2007) also indicated that social technologies promote students to improve their writing in terms of grammatical accuracyand syntactic complexity. Blogs and wikis' open review and editing structures make them a suitable tool for collaborative writing (Parker & Chao, 2007). As Wenger (1998, p. 102) states, learners participate in a social and interactional process and "do thing s together, negotiate new meanings, and learn from each other". In this learning context, teachers can not be regarded as the only active agents of learning. Technology is still its infancy; however, it is clear that technology "put to the use of social networks can foster second language and literacy learning that is remarkably rich in social terms"(Ortega, 2009, p. 248).

## 1.2 Statement of the Problem

An overview of the studies on computer-mediated peer response suggests little information about how students use materials and peer feedbackprovided online. Paulus (1999) in her study investigated the types, sources and reasons for revisions of 11 undergraduate international students enrolled in composition course and she found that teacher and peer feedback facilitated the revision process. Studies mostly focuses on how students provide peer feedback rather than how they use and perceive asynchronous computer mediated peer feedback. Ferris and Hedgcock (1998) identified students' feedback as collaborative, prescriptive and interpretive;

and categorized these stances as critical evaluations, critical evaluations and suggestions, critical evaluations and extended suggestions and generic. How students make use of their peers' feedback and which revisions are done needto be understood.

Another gap in literature regards the use of a Social Networking Site (SNS) such as Facebook in a writing class.Previous studies mainly examined the effect of wiki-mediated collaborative writing and use of blogs (Franco, 2008 & Lee, 2010). Blogs allow students to add comment to the content; however, they do not allow students to change the content. Social Networking Sites (SNS) such as Facebook, which may promote student interactions and peer-feedback, need to be investigated.

In addition, it is often the case that foreign language learners show little interest on writing courses and complain about the difficulty of writing an essay or paragraph. Instructors, on the other hand, complain about the lack of time to catch up with the pacing and giving feedback to the students. Frankly, most of the students in my institution always complain about writing courses by expressing that writing courses are boring and they can not motivate themselves to write in English. Integrating social technology and SNSsmay provide a solution to these problems. Social technology and SNSs may allow students many-to-many and time and place independent communication, which may attract students attention to writing courses. Facebook has high popularity among students; this popularity of Facebook may be considered as a way to engage students in writing courses.

## 1.3The Purpose of the Study

The main purpose of this study is to investigate the use of Facebook in a foreign language writing course at a preparatory school at a non-profit foundation university in Turkey. In this course, an online course page was created on Facebook mainly for three reasons: to support students learning with extra materials, in addition to the materials that teacher/researcher studied in class, such as videos and readings posted online, to enhance communication among students and finally to moderate online (asynchronous) peer feedback sessions. This study aims to explore how these procedures are implemented and identify the role of Facebook in achieving these objectives. More specifically, it seeks an answer to if Facebook course platform supports the writing course and online peer feedback. In addition, this study is an

attempt to find out the students' perceptions of peer feedback and using Facebook course platform in terms of their writing skills.

**1.4 Research Questions**

The current study aims to find the answers to the following questions:

1. What type of online peer feedback do participants provide in an EFL writing course?
2. To what extent do participants use online peer feedback provided by their peers in their revisions?
3. How do participants perceive peer feedback and the use of Facebook as the course platform in a writing class?

**1.5 Significance of the Study**

The integration of technology in education has become an essential part of English Language Teaching in recent years (Çakır,2006). Therefore, students and teachers are willing to integrate in the classes. Although the teachers are in the period of infancy in using technology, learners have integrated technology in their lives (Usun,2003).

In the 21$^{st}$ century technology has had a place in education and the use of SNS has increased rapidly among young learners (Godwin-Jones, 2006; Johnson, 2011). Despite the extensive usage of SNSs, the use of them in the education has not been improved completely and requires further research. While the numbers of studies which have investigated the blended learning in the field of language education have been increasing, there is a scarcity of related studies in Turkey. Kırkgöz (2011), Bitlis (2011), Bilgin (2013), and Dinçer (2014) have investigated speaking, vocabulary and overall achievement; however, there is no study found on the use of online provided materials and peer feedback implemented via Facebook. This study aims to make a contribution to the improvement of related studies in Turkey. Consequently, the present study aims to investigate the use of Facebook in writing courses in terms of providing materials, the use of peer feedback and students' perceptions of using Facebook in writing courses.

## Chapter 2

## Review of Literature

This chapter provides a theoretical perspective by reviewing the past and current studies pertinent to this study. In this chapter issues related to second/foreign language learning, approaches to second/foreign language writing, computer-mediated communication including asynchronous technologies, blogging and its application to language learning and application of Facebook in the language learning context are relieved and synthesized with the related studies.

### 2.1 Collaborative Learning

Gokhale (1995) defines collaborative learning as; "an instruction method in which students at various performance levels work together in small groups toward a common goal". Since 1980 with the popularization of collaborative learning; small group collaboration in language classes has being practiced. Dooly (2008) states that although collaborative learning has been called by different names, such as; learning communities, cooperative learning, collective learning, peer learning, peer teaching and team learning; group work is an umbrella term of all. According to Smith and MacGregor (1992), peer writing, peer teaching and discussion groups are the forms of collaborative learning and they also state that "collaborative learning is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together" (p. 11). In collaborative learning students share the responsibility of learning process of each other and are engaged in an intellectual and social discussion (Trimbur, 1989). Therefore, at this point, Warmoth (1998) indicates collaborative learning function as real life laboratory. Goodsell, Maher and Tinto (1992) share the same idea with Trimbur by stating that "collaborative learning reforms classroom learning by changing students from passive recipients of information by an expert teacher to active agents in the construction of knowledge" (p. 7). Furthermore; according to Dooly (2008), collaboration occurs in all process of learning such as; teacher teaching the students, students teaching one another and students teaching the teacher. Learners are not the passive learners receiving the knowledge provided by the teacher; contrary to this they are active by interacting with all the stakeholders in the learning process.

Vygotsky (1978) indicates that, students working collaboratively perform higher in intellectual level when they are compared with the students working individually.

Collaborative learning and technology can be integrated. As many researchers (Godwin-Jones, 2006; Huffaker, 2005; Ray, 2006) report that technological tools are supportive for learning and teaching goals, teachers can benefit from these tools in their classes. According to Garrison and Vaughan (2008) use of wikis are useful digital tools for teaching and using them in the classrooms supports learning and peer collaboration. Moreover, collaboration makes students re-think their opinions by encountering different explanations and interpretations and this interaction generates reformulation of their viewpoints (Bruner, 1985). As in face-to-face group work while making a decision, more confident and loud voiced students may be dominant, however; net-work based collaboration creates more equal atmosphere than face-to-face collaboration (Johnson, Johnson & Holubec, 1993).

## 2.2 Computer Assisted Language Learning (CALL)

According to Barr (2013), Computer Assisted Language Learning (CALL) derives from Computer Assisted Instruction (CAI), however CALL is more student centered. With the development of technology, teachers realized and acknowledged the value of computer applications for learning and teaching. Saettler (2004) states that alterations in technological instrument affect the ways of feeling, thinking and speaking and declaring "Every significant shift in educational values, goals or objectives has led to diverse technologies of instruction" (p. 4). Since the beginning of the 20th century there has been a significant change in technology and this leads instructions to radio, television, computers and the Internet; respectively (Kelly, 2008). While teachers are trying to understand and use a new technology, newer and better version replaces it.

Student-centered tools, which are interactive and individualized and also allow students to work on their own, are important for CALL. Teachers can use CALL to help student to understand better or to strengthen the knowledge learned recently. Warschauer (1998) categorized the history of CALL into three stages: *behaviouristic* CALL, *communicative* CALL and *integrative* CALL.

Behaviouristic CALL, first considered in 1950s and applied in the 1960s and 1970s, can be considered as assisted component of computer-assisted teaching. This form of CALL involved repetitive language drills and was called as drill-and-practice. The computer was perceived as a mechanical tutor, enabled students to study in personal pace and never criticized the students.

Communicative CALL appeared in the late 1970s and early 1980s. Within this period, academic and educational field receded from behaviouristic approaches of language teaching and personal computers started to provide better advantages for learners. Many teachers shifted from cognitive view of communicative instruction to socio-cognitive or collective view. (Warschauer, 1998).Warschauer (1998) states that students were integrated into real environment by project-based, content-based and task-based approaches.

Interactive CALL began to be discussed in the 1990s. While project-based, content-based and content-based approaches were integrating the student into the real environment, they also integrated students into technological tools (Warschauer, 1998). In this stage, computers were perceived as a tool rather than a tutor and teachers perceived as a facilitator. According to Wertsch (1985) theories behind the integrative CALL come from Vygotsky's sociocultural model of language learning which defines that interaction is necessary to create meaning.

## 2.3 Computer Mediated Communication (CMC) and Foreign/Second Language Learning

With the rapid development of technology and computers, educators started to use Computer Mediated Communication (CMC) as a medium of communication not only inside the classroom but also outside the classroom. According to Warschauer (1999) CMC is useful for students in various ways such as; emailing, teacher-student exchange, synchronous classroom discussions. Beauvois (1997) and Kelm (1992) state that writing environment on the Internet creates its own linguistic community which is different from the community in the classroom. Kelm (1992) revealed that students tend to make less code-switching and reflect themselves in second/foreign language with less anxiety.  According to Sullivan and Pratt (1996) the lack of turn taking encourages students to participate in the communication and activities more equally in an online community. Therefore students can generate

more words and more sentences simpler than compared with the face-to-face interaction (Kern, 1995).

The use of CMC gives opportunity to students to make their ideas visible (Beauvois, 1997). This enables students to scaffold each other, as the communication process is slower when compared with the face-to-face communication which students do not have any time for consideration (Beauvois, 1998). Kelm (1992) reveals that online communication is easier than face-to-face communication; and Beauvois (1992) reveals that students are more willing to participate when classes are conducted online. Moreover, technical facilities make online classes convenient. Beauvois (1997) states that students participating communication can go back and review their communication. It can be concluded that CMC creates an interactive environment for language learners.

## 2.4 Collaborative Writing

In the 1980's, dominant role of cognitive model of the writing process was the factor of the relocation of product-oriented writing approach research and instruction by process-oriented writing approach (Flower and Hayes, 1981). Since the 1990s, writing process has been considered as social nature; and Grabe and Kaplan (1996) contributes this statement by expressing that writing is social and contextualized activity. In accordance with Ede and Lunsford (1990), writing done by collaborating with one or more person is called as collaborative writing. According to Storch (2005) sociocultural perspective of learning supports collaborative learning. According to sociocultural theory's learning definition; learning is a socially situated activity and interaction and peer collaboration plays an important role in L2 learning. Collaborative writing is based on Vygotsky's Zone of Proximal Development (ZPD) theory; therewithal scholars explain this type of writing in different perspectives.

Saunders (1989) classifies collaborative writing into four types. The first type is co-writing and in this type peers work collaboratively on every task during the writing process. Second type is co-responding and in this type peers work collaboratively only throughout the revision process. Third type is co-publishing and in this type peers co-publish a collaborative text depending on an individual text. The last type is "helping" and in this type peers help each other throughout the writing

process in a certain manner. According to Farkas (1991) collaborative writing is classified into four different types. The first one is composed of two or more people who are jointly composing the whole text of a document. Co-authoring is an example of this type. Second type is composed of two or more people who are contributing components to a document. Writing different types of a text is an example of this type. Third type is composed of a person(s) who are editing or modifying the text of a person(s). Peer feedback is an example of this type. The last type is composed of one person who is working with a person(s) to draft a text according to the ideas of a person(s). Group brainstorming is an example of this type. Louth, McAllister and McAllister (1993) state that group writing and interactive writing are two types of collaborative writing. In group writing, group members are responsible for the product and during the different stages of the writing process students are involved in an interaction. Co-authoring can be shown as an example of group writing. In interactive writing, while the group members are involved in an interaction with each other during the various stages of the writing process, in the end each member is responsible for his/her own work. Peer feedback can be shown as an example of interactive writing.

Referring to the various definitions of collaborative writing mentioned above, in general collaborative writing can be classified into three groups as follows. In the first group, members work on the different parts of the text with little interaction during the writing process. Saunders's (1989) co-publishing definition complies with this type. In the second group, members are in interaction throughout the writing process in order to form an individual written text. Saunders's co-responding and Louth et al.'s (1993) interactive writing definitions suit to this type. In the third group, members compose a text together and interact during the writing process and finally they form one written text. Saunders's co-writing and Louth et al.'s group writing definitions are examples of this type. In this study, participants interact during the writing process by exchanging ideas to create one individual written text. For this reason, collaborative writing complies with co-responding definition of Saunders.

Researchers conducted studies on collaborative writing both in L1 and L2 contexts and analyzed the features of collaborative writing (Fung, 2010), students' experience on collaborative writing (Storch, 2005), the influence of collaborative

writing on students' writing attitude (Sutherland & Topping, 1999; Louth et al, 1993) and on students' writing performance (Shehadel, 2011; Jafari & Ansari, 2012), and the effect of online collaboration on the final text (Strobl, 2014).

Fung (2010) analyzed the features of collaborative writing. Participants of this study were ESL students who are forming one collaborative writing group. Fung (2010) examined the artefacts of the students created jointly by the group and found that defining features such as, negotiation, interaction, shared mastership, conflict, L1 use and humour occurs during the collaborative writing. Fung (2010) also revealed that, via collaboration and interaction with peers students are able to be successful in knowledge construction, social and writing skill development.

Storch (2005) analyzed collaborative writing with regard to product, process and students' reflection on their experience of collaborative writing. Participants of this study were composed of 23 adult ESL students. In this study five of the participants worked individual and eighteen of them worked in pairs; and both qualitative and quantitative measures were used. Complexity, fluency and accuracy were measured by using quantitative method; and task accomplishment, structure and content of the text were measured by using qualitative method. According to the result of the study; students who worked individually composed longer text, but students who worked in pairs produced more accurate and complex texts. The analysis of the pair dialogues showed that student interacted on various aspects of writing such as; revision, planning and drafting. Finally the interview revealed that most students have positive attitude towards collaborative writing.

Sutherland and Topping (1999) investigated the effects of collaborative writing on creative writing quality and 8-year-old students' attitude towards writing. They conducted the study with an experimental and a control group in each of two classes. In one class same-ability pairs collaborated and in other class different-ability pairs collaborated. Individual writings before and after the project and collaborative writing composed during the study were analyzed. The study revealed that although cross-ability pairs did not score higher in the project, same-ability pairs scored higher in collaborative writing project when compared with the pre-project individual writing. Majority of the students showed positive attitude towards collaborative writing.

Shehadeh (2011) examined the effect of collaborative writing on the quality of students' writing in L2 and the perceptions of the students on collaborative writing in L2. Participants of the study were 38 first-year female EFL learners at a public university in United Arabic Emirates. Control group involved 20 randomly selected students and experimental group was consisted of 18 students, namely 9 pairs and during the study participants completed 12 writing tasks. Pre and post writing tasks completed and the open-ended questions answered by all of the participants. Content, grammar, vocabulary, organization and mechanics of the writings are the parts having evaluated during the study. According to the result of the study content, vocabulary and organization were affected dramatically, while grammar and mechanics were not. The study also revealed that nearly all of the students in experimental group had positive perception towards writing collaboratively.

Strobl (2014) investigated the effect of online collaboration on the final text and carried out a quasi-experimental study by adopting mix-method approach. Participants of this study were 48 Dutch native speaker students from an intact class and they all were at the advanced level of German writing. Strobl divided the class into two groups and during the first session Group 1 wrote synthesis individually online and Group 2 wrote synthesis collaboratively online. In the second session Group 1 paired up and wrote a summary collaboratively online; on the other hand, Group 2 wrote a summary individually online. The study concluded that there was no statistical difference between collaborative and individual writings with regard to accuracy, fluency and complexity. On the other hand, collaborative texts were scored higher with regard to content and organization.

**2.4.1 Online collaborative writing.** Warschauer (1997) claims that collaborative learning can be facilitated by using CMC. With the development of the Internet and the use of CMC in language learning has increased. The use of CMC in language learning has resulted in the emergence of studies that have analysed the effect of integrating CMC with collaborative writing. These studies have been carried out in various language context and levels. In ESL context Lin (2009) conducted an experimental design study investigating the effect of CMC on ESL students' writing process and performance, and Greenfield (2003) conducted a case study investigating ESL students' perception on collaborative writing. In EFL context Liou and Lee (2011) conducted a quasi-experimental study comparing online

collaborative and online individual writing. In FL context Lee (2010) conducted a case study examining the effects of wiki-mediated collaborative writing.

Lin (2009) conducted an experimental study and examined the effect of CMC on ESL students' writing process and performance. In the study peers from various cultural and linguistic backgrounds were integrated and collaborated. Participants of the study were 26 graduate students of the ESL composition class. Participants were randomly assigned to experimental or control group. Data was collected via questionnaires, pre-test and post-test quality of writing sample, reflection journal and interviews. In the study, CMC technology was integrated into face-to-face teaching. The control group was taught face-to-face while experimental group participated in online collaborative writing. Results showed that the experimental group outperformed the control group. Results also revealed that using CMC technology has not only advantages but also disadvantages. According to the study advantages of using CMC technology were reinforcing writing process, spelling and grammar checks, reducing anxiety and facilitating thinking skills; and disadvantages were great amount of time on creating an online community and difficult revisions.

Greenfield (2003) conducted a case study and investigated ESL students' perception on collaborative e-mail exchange. Participants of the study were 10th grade students from intermediate level class in a collage in Hong Kong and 11th grade native speaker in literature class. Data was collected through interviews and surveys. The results showed that, participants enjoyed the collaborative exchange and felt that they made a progress in writing.

Liou and Lee (2011) conducted a quasi-experimental study. The study compared online collaborative and online individual writing and investigated students' perceptions. Participants of the study were 18 college students from an intact class in a national university in Taiwan. In the study, participants completed two tasks individually and collaboratively. During the first task ten of the students worked collaboratively and the rest worked individually. In the second task groups reversed their writing mode. Data was analysed qualitatively and quantitatively; and collected through questionnaire and students' writing products. Results showed that, students working collaboratively wrote more accurate and longer texts. Moreover

students declared that online collaborative task improved their writing and offered them an opportunity to learn from each other.

Lee (2010) conducted a case study and examined the effects of wiki-mediated collaborative writing. Participants of the study were 35 university students studying Spanish at the beginning level. Data was collected through wiki pages, interviews and student surveys. In the study students worked in a group and contributed to the wiki pages over a period of 14 weeks. Results showed that students paid attention on form and they stated that they improved their writing skills with wiki assignments.

## 2.5 Computer Mediated Communication (CMC) and Foreign/Second Language Writing

With the development of the Internet and Computer-Mediated Communication (CMC) language education has been influenced significantly especially in the last thirty years (Hendley, 2000). Herring (1996) describes Computer-Mediated Communication (CMC) as "communication that takes place between human beings via the instrumentality of computers" (p. 1). In the 1980s scholars realized the importance of CMC for language learning in new ways and started to investigate new learning environment with various interests. Ortega (1997) explains that researchers have examined the CMC in three main aspects of communication: what is the output of target language, what is the quality of target language used in CMC interaction and; how is the student participation in CMC environments.

CMC has a positive role on language learning in the contemporary classrooms; however, while implementing CMC into the classroom teachers should consider the two different modes; synchronous which can be explained as real time communication, and asynchronous in which students do not need to be online at the same time.

Warschauer (1997) states that CMC encourages students to learn collaboratively and separates CMS from other communication media claiming that there are five certain features of CMC. These features explained by Warschauer (1997) are as follows.

- CMC has the text-based interaction potential. Text-based interaction mediated by the computer has the interactive power which enables student to collaborate between the group members from all around the world.
- CMC provides opportunity for many-to-many communication. Any or all group members may interact with any or all of the other group members.
- CMC enables students to communicate independently without any time and place restriction. As long as the student has the Internet access, he/she write and get message at any time.
- CMC is easy, rapid, and less expensive way for exchanging ideas. Students at a distance can communicate and exchange their ideas more practically.
- CMC also has hypermedia links. Via this feature, students can publish multimedia documents on the Internet.

In a networked community participation of the members are more equal because students do not need to wait for their turn (Sengupta, 2001). According to Warschauer (1999) in CMC there is minimal teacher intervention; students control the flow of discussion. Large number of studies have been carried out on the use of CMC in language learning and researchers analyzed CMC from different aspects. The most examined issue of the CMC students' attitudes towards CMC writing (Liaw, 1998), benefits of different modes of CMC writing (Perez, 2003) and the effect of CMC on students' writing (Zhang, 2009).

Liaw (1998) investigated the effect of integrated e-mail writing into EFL classrooms. Participants of this study were 52 freshman students from two different classes. Students from different classes were paired up and wrote e-mail messages to each other during the semester. The data was collected through a written survey and group interviews. The study indicated that the use of e-mail influenced students' writing skills positively and help students to write faster and revise the writings better.

Perez (2003) investigated the efficacy of two different modes of CMC on language productivity by using chatroom and e-mail. Participants of the study were 24 college students who are studying Spanish as a foreign language. The data was collected through questionnaire, e-mails and chatroom messages. Every Tuesday students e-mailed the given task to the instructor and participated in a chatroom

session with instructor. The study concluded that, both modes of CMC enriched the students' vocabulary and affected the language production positively. Furthermore, students indicated at the end of the study that both modes formed a nonthreatening atmosphere and lowered the affective filter.

Zhang (2009) examined the use of Mandarin Chinese WebCT discussion board to support writing. Participants of the study were sophomore students from regular Chinese language classroom at Midwestern US University. During the study students interacted on WebCT discussion board and at the end of the study they fulfilled essay writing tasks. The result of the study revealed that students composed longer essays at the end of the study when compared with the essays at the beginning of the study.

To sum up, researches mentioned above revealed that the use of CMC technologies in writing classes affect students writing performance positively.

**2.5.1 CMC tools.** With the introduction of the Internet to the language education CMC is included to the language learning environment. While implementing CMC into the classroom environment synchronous and asynchronous modes should be considered. CMC tool give students opportunity to communicate with other students from the various parts of the world and also encourages students to be autonomous learners (Chapelle, 2001).

*2.5.1.1 Synchronous tools.* Synchronous Computer Mediated Communication (SCMC) is dynamic and student-centred (Sotillo, 2000). Chatrooms, Web sites and instant messaging can be shown as the most prevalent examples where students communicate with each other at the same time from different places. In synchronous discussion, textual meaning construction and intense social interaction are crucial for developing dynamic communities of learners. According to Sotillo (2000) the fast tempo of the synchronous interaction makes communication more informal oral communication. In this mode of interaction, self and peer correction of errors occur (Sotillo, 2000). Students have to type fast in order to form a communication for collaboration, therefore this may create a problem for ESL classes (Hata, 2003).

*2.5.1.2 Asynchronous tools.* Emailing, wikis, blogs and weblogs are most used ways of asynchronous communication. Fu-lan (2006) states that, writing an email in English classes plays an essential role in reducing anxiety and affective filter.

According to Sotillo (2000), students answer other students' and teacher's questions, investigate other students' ideas and clarify their viewpoint. Sotillo (2000) also states that students communicating in asynchronous ways form more complex and longer sentences than students communicating in synchronous ways. Thinking on the expectations of target audiences and having more time can be shown as a reason of this situation. Students using blogs and weblogs connect to other students and communicate with them by commenting on their text written on a certain topic. Students can publish their text by uploading it on the blog page which is accessible from all over the world. This encourages students to work outside the class across space and time. Moreover, all the text formed by the students and the comments written by other students are recorded on the blog page and this give students to analyze retrospectively. (Godwin-Jones, 2003)

## 2.6 Pedagogical Approaches for Foreign/Second Language Writing

Among the four skills of language namely; listening, speaking, reading, and writing; writing can be considered as one of the most important tools for communication in academic and business communities. In language education, writing is a tool for learners to show their feelings and ideas, and can be considered as a thinking process (Chiu, 2006). Writing in native language (L1), second language (L2) and foreign language (FL) is an act of communication, the ability to express thoughts coherently, accurately and fluently; whether it is in form of paper-and-pencil or online; because in virtue of writing people can communicate with others not only in close environment also in distant environment (Olshtain, 2001)

Scholars are trying to teach writing in different ways to the language learners. Since 1960s various pedagogical approaches to the teaching of writing have emerged and the emergence of these approaches has had an impact on the development of writing as a field. Some of these teaching approaches will be discussed as well as their contribution to writing development.

**2.6.1 Product approach.** The Product approach was dominant during the 1970s and 1980s (Santos, 1992). Porto (2001) states that many institutions in Argentina adopted the product approach. Additionally, Casanave (2003) explains that Japan also adopted this method to teach EFL writing. Product approach lays emphasis on the result of the writing process and the form of the text. This approach

represents the traditional teacher-centered teaching approach. The focus of EFL teachers is rhetoric style and language namely; correct form, grammar, vocabulary, spelling, punctuation. Writing well-formed sentences and controlled compositions are the basic tasks of this approach. With the awareness of need for production of extended text, the focus on grammatical structures shifted to the paragraph level. In the writing classrooms adopting this approach, arranging sentences to form a complete paragraph or writing controlled composition are some of the tasks assigned by the teacher (Matsuda, 2003; Kitao & Saeki, 1992). Teacher determines what and how to write and students write in according to the instructions, then student end up with a product being corrected, evaluated and commented by the teacher and students may or may not see their products again. In other words, in this approach students write for their teachers.

Matsuda (2003) indicates that, this term was initially used to clarify the traditional ways of writing. Moreover, Matsuda (2003) also states that this approach was referred as "current traditional rhetoric" and Richard Young (1978) used the term "current traditional rhetoric" instead of product based approach.

Current traditional view is composed sequential phases. The first approach focused on sentence-level structures. In the 1950s, with the grammar translation method translation of sentences and memorization of vocabulary forms some of the tasks in the classrooms. According to Homstad and Thorson (2000), even if the teacher teaches the modern language, teacher-centered classroom and the significance of grammatically accurate products directs teacher to the grammar translation approach. In the 1960s, with the audiolingual method fill in the blanks and drill-and-practice forms some of the tasks in the classrooms. Matsuda (2003) and Silva (1987) state that in this method students were expected to produce linguistic accuracy not to produce for communicative purpose.

Rhetorical structure focuses on various views of writing. According to Kaplan (1966), linguistic and cultural differences between L1 and L2 or FL affect students' writing performance in terms of the logical organization of the paragraph or essay. For this reason teachers should instruct students about rhetorical convention between L1 and L2 or FL. Silva (1987) highlights that students need to practice exercises

including outlining, paragraph elements, sentence sequencing and paragraph completion.

Silva (1987) states that educators are not satisfied with these approaches and adds that "Many felt that neither of these adequately fostered thought or its expression- that controlled composition was largely irrelevant to these goals and that the traditional rhetorical approach's linearity and prescriptivism discouraged original, creative thinking and writing" (p.7).

**2.6.2 Process approach.** In the 1970s and 1980s the interest of the scholars and researchers extended from language functions to the process of writing. Process approach lays emphasis on the act of writing and views writing as process in which ideas are shaped and meanings are formed. Planning, drafting, reading, revising and editing are the components of this approach. This approach focuses on the revising process, audience awareness and writer. Process approach is a social activity which enables students to interact and communicate with others besides being a recursive and creative process (Matsuda, 2003; Kitao & Saeki, 1992). Therefore, in the writing classrooms adopting this approach, teachers should create an atmosphere by providing sufficient time and minimal interference in which students can communicate with each other meaningfully and purposefully, namely write collaboratively in order to develop strategies for outlining, drafting, revising and editing. Process approach shifted writing from one drafting to multiple drafting, emphasized the importance of audience consideration and recursive nature of writing (Ferris & Hedgcock, 1998). Process based approach is composed of prewriting exercises, teacher and peer feedback, multiple redrafting cycles and interactions with teacher or peers (Susser, 1993; Ortega, 1997). Prewriting, drafting, revising, editing and publishing are the general stages of process writing approach (Silva, 1987). Table 1 shows the general stages of writing approach.

Table 1.
*General Stages of the Process Approach*

| Prewriting | Emerging thought are generated through talking, drawing, brainstorming, reading, note-taking, free-associating, and questions in order to generate ideas and find topics |
|---|---|
| Drafting | This is rough, exploratory piece of writing in which ideas are organized and written up into a coherent draft: this stage of |

| | |
|---|---|
| | writing should not be evaluated, but supported. Topics and concepts are generated through "quick writes": free writing: graphic organizers: journals: learning logs. |
| Revising | This includes looking at the work though a different perspective- through another reader, a peer-response group, and oneself by rereading and considering other people's questions and comments. Responses at this stage typically focus on meaning, not correctness. Activities include conferencing; getting feedback; sharing work; responding to comments, suggestions, reflecting on own writing (meta-writing). A variety of responses (as opposed to just the teacher's) promotes awareness of a diverse audience, which helps make the writing more complex and interesting. |
| Editing | Students have teacher conferencing sessions, and/or form peer editing groups in which they do proof reading; spell checking; sentence structure, grammar, punctuation, vocabulary corrections; and modifying and rearranging ideas. Teachers can also provide focused mini-lessons based on students errors in specific areas such as punctuation, mechanics and grammar. |
| Publishing | In this stage students share their final versions of writing with others. |

Adapted from Silva (1987)

The editing stage includes peer and teacher feedback which are crucial parts of ESL writing instruction (Ferris, 2003; Carson, 2001). Feedback activates the linguistic competence of learners and develops language awareness; therefore fosters self-discovery in the learning process (Makino, 1993). Peer feedback also contributes to the collaboration by giving opportunity to students to intervene other students' products. According to DeGuerrero and Villamil (2000), students tend to give feedback about grammar, mechanics and spelling, rather than addressing to meaning; even so giving feedback fosters collaboration and improves students' writing. In order to help students to give meaningful and effective feedback, teachers should train students about giving feedback by practicing on advising, suggesting, questioning, giving critiques and praising (Tuzi, 2004; Paulus, 1999).

According to Santos (1992), writing is a social act depending on socioconstructivist notion and social nature of learning. With the interaction between

students, students gain self-esteem and self-confidence and they start to tolerate different opinions (Romney, 2000; Carson & Nelson, 1994).

**2.6.3 Post-process approach.** Post-process approach is not a complete rejection of process approach; it is the continuation of this process. Trimbur (1994) defines post-process as a post cognitive and culturally and socially situated activity in L1 writing. Matsuda (2003) states that, "[P]ost-process might be more productively defined as the rejection of the dominance of process at the expense of other aspects of writing and writing instruction" (p. 78-79). In this way, by adding a "social turn" (Trimbur, 1994, p. 109) to the process writing researches; post-process approach can be perceived as further development. McComiskey (2000) shares the same idea by stating that "a rejection of the process movement, but rather [presents] its extension into the social world of discourse" (p. 53). According to Atkinson (2003), then focus of process writing is writer's individuality. The most important limitation is that in the process approach readers are passive recipients existing apart from the discourse (Reiff, 2002). Reiff (2002) also states that writing is composed of multiple audiences from different professionals and disciplinary context. According to Reiff (2002), writers should participate in and observe "community actions which would expose them to the public, situated nature of discourse and their conflicting interpretations within communities" (p. 108). Post-process approach emphasizes that writing is an interpretative act with multiple readers from various professionals.

**2.6.4 Genre approach.** According to Hyland (2003), process approach fails to demonstrate students that the linguistic and cultural resources which are required to be involved in critical texts. Swales (1990)defines genre as "a class of communicative events, the members of which share some set of communicative purposes" (p. 58). In the genre approach, the language knowledge is included in a social purpose, and the focus shifts from writer to reader. In the classes adopting this approach, in order to develop students' writing ability in certain genre teachers should provide lots of examples of that genre. Badger and White (2000) indicate that student needs to be previously exposed to several samples of the genre, so that they can create a new text in that genre.

## 2.7 Peer Feedback

Peer feedback became popular in 1980s with regard to process writing and collaborative learning. Zamel (1983) declared that composing in second language is "non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning" (p. 170). According to Silva (2001), writing in ESL is more difficult when compared to writing in L1. Krapels (1990) suggested that in order to ease this difficulty, students should be encouraged to be in collaboration. This collaboration can be in the shape of individual writing supported by peer feedback as well as in the process of cooperative effort (Ferris, 2003). Storch (2002) and Liu and Sadler (2003) agree that collaboration encourages students to read the texts as evaluators, elaborators, commentators and pertinent readers. De Gaaf, Jauregi and Nieuwenhuijsen (2002) state that this collaboration encourages students to read the text from various levels of competency and perspectives.

Storch (2002) mentioned the dynamics of peer feedback. Participants of the study were 33 ESL class students at university. In the study, patterns of interactions of the participants were analyzed to clarify the roles, contribution and involvement of each learner to the process of interaction. The study describes four different patterns of interaction: dominant/dominant, dominant/passive, collaborative and expert/novice. Each pattern was described with two indexes: mutuality and equality. Mutuality refers to the level of engagement of each participant and equality refers to the degree of control over the interaction. Students employ a high division of labour and cannot reach consensus when they adopt dominant/dominant patterns of interaction; and this cause low level of mutuality. When students adopt dominant/passive patterns of interaction, the dominant participant act in an authoritarian way and appropriate the task while the other participant act in a passive way; and this results in less negotiation. Mutuality and equality level in this pattern of interaction are quite low. Students adopting collaborative pattern of interaction work in "joint problem space" (p. 128) and offer alternative opinions. Mutuality and equality level of this pattern of interaction are fairly high. In the expert/novice interaction; the expert participant undertakes the task and promotes the novice participant to contribute to the collaborative process. This pattern of interaction results in lower equality and higher mutuality level. Storch (2002) stated that in

collaborative and expert/novice patterns of interaction students transfer more knowledge.

**2.7.1 Computer mediated peer feedback.** Since computers became widely available in writing classes in 1980s, researchers started to investigate how they were effective in students' writing processes. While giving and receiving face-to-face peer feedback students can encounter some problems that can make them feel uncomfortable and discouraged (Hyland, 2003). Computers can offer some of these solutions.

Using computers while providing feedback in the writing process enhance the communication in synchronous and asynchronous, enables the sharing of writings and the discussion about the writings. Researchers have discussed the advantages of computer mediated feedback in social and pedagogical contexts. From the view of social context of computer mediated feedback, it may handle some of the problems of face-to-face feedback. Spitzer (1990) stated that readers in the network do not focus on correcting other students' papers, they search for specific information. By this way, students may focus on the real audiences' needs, the need for revision and the revising activities rather than the surface issues of writing (Spitzer, 1990). When viewing computer mediated feedback from the pedagogical context, Spitzer (1990) revealed that students are empowered in writing process and this is fundamental in creating skilled and knowledgeable writers. Moreover, according to Cooper and Selfe (1990) computer mediated peer feedback helps students question the opinions and learn how knowledge forms. Cooper and Selfe (1990) declared that "Teachers and students can learn to listen to multiple voices and learn the importance of different truths" (p. 851).

Numerous studies have been conducted on computer mediated peer feedback. Franco (2008) conducted a case study and investigated whether students' writing skills would be improved through wiki mediated peer correction. Participants of the study were 18 students at a private language school in Brazil. Data was collected through the writings and comments of the students posted on the online network, namely wiki. Both qualitative and quantitative methods were used while analyzing the data. Results of the study revealed that, students enhanced their social skills with regard to communicating rather than competing. Results also showed that

combination of the wiki and collaborative learning maximizes the writing opportunities and provides students with many benefits in developing their writing skills.

## 2.8 Blogs

This study was conducted on Facebook, which is social networking site but also can be used as micro-blogging tool; in this section blogs will be investigated. In the last decade, one of the newest form computer mediated communication technology, namely blogs, has emerged. Blogs emerged in the mid 1990s as online journals (Campbell, 2003) or dairies (Erben, Ban & Castaneda, 2009) where other people can easily follow entries chronologically (Thorne & Payne, 2005). Blogs are web pages that people can easily edit (Zawilinski, 2009), upload videos, pictures and write texts (Boling, Zawilinski, Barton & Nierlich, 2008). Blogs are used for many purposes such as business (Keller & Miller, 2006), marketing (Keller & Miller, 2006), political (Trammel, Williams, Postelnicu & Landraville, 2006) and educational (Ellison & Wu, 2008). Because of their user friendliness and being a platform that everybody express their ideas easily, blogs have increased from 1000 in mid-2000 to over a half million in mid-2002 (Paquet, 2003). Blogger.com, Webs.com, WebQuest.com, Userland.com and Wordpress.com are some of the blogging services that people may use for free or with little price.

Many terms are used in the field of blogs such as, bloggers, blogging and blogosphere. People who have blogs and post entries are called as bloggers; and these people are generally read other blogs and in contact with other bloggers in their community (Huang, 2007). The process that bloggers post their entries, express their ideas, give and receive reflection is called as blogging. According to Rezaee and Oladi (2008) blogging can be perceived as journaling. Schmidt (2007) describes the term blogosphere as an interconnected network formed through exploring other blogs and commenting on them. According to Huang (2007) blogosphere is a term which involves links, blogs, bloggers and blogging. In order to understand whether blogs are proper and advantageous in language learning environment many studies have been conducted.

**2.8.1Blogs in education.**With increasing attention towards the blog, the application of blogs in education has been increased recently. Campbell (2003a) suggests that, as students can work individually and in groups the use blogging is beneficial for building classroom community. Moreover; Campbell (2003a) declares that students can share their ideas with other class members individually or the entire class, the teacher and with the reader outside the classroom. Therefore students also have outside readers and take advantage of their ideas and reviews. When the student post an idea on the blog other students post a comment and this create an on-going discussion which enables students communicate with people all over the world who are interested in similar topics. Kennedy (2003) suggests that this interactive feature of blogs enables teacher to create a collaborative learning atmosphere outside the classroom boundaries.

According to Campbell (2003a) there are three different practical use of blogging in the language classes: tutor blog, learner blog and class blog. Tutor blogs are managed by the teacher, and enables students and parent to find course information, assignments and assessments, etc. (Stanley, 2005). de Alneida Soares (2008) states that blogs promote learner autonomy by enabling students to get extra resources according to their own needs and interests. Learner blogs are managed by the learners by updating their ideas on the blog. Posts on the learner blogs archived, this also makes them to be used as online portfolio by learners and teachers. Class blogs are managed by both learners and teachers collaboratively. Campbell (2003a) states that teachers may upload assignments and extra resources and students may upload files, post links and write messages; moreover people around the world can join these blogs through the Internet connection and thus these blogs create interaction between the class members and people all around the world. Through such interaction learners not only practice their language skills but also share their feelings, ideas and cultures (de Alneida Soares, 2008).

Many studies have been conducted on the use of blogs in education; Nelson ad Fernheimer (2003) examined the importance of the use of blogs in the process writing approach, Jones (2006) examined the students' and perceptions on the use of blogs in writing classes, Armstrong and Retterer (2008) examined the effect of using blog upon students.

According to Nelson and Fernheimer (2003), blogs are effective tools for process and collaborative writing projects. Students may post their observations and utilise the posts uploaded by other students. Students also share their works, negotiate with other students, namely readers and make necessary changes according to the collective feedback from readers. Jones (2006) conducted an action research to examine the students' and perceptions on the use of blogs in writing classes. Data was collected from interviews, questionnaires, surveys and students reflective journals. Participants of the study were five students, over the age of 18, and they provided feedback, edited, revised and published their writing assignments through using blog. The results of the study showed that blogging helped students to solve some essential issues about confidence and trust in peer feedback, and most of the students showed a positive response to the use of blogs in writing classes. Armstrong and Retterer (2008) examined the effect of using blog upon students. Participants of the study were 16 intermediate level Spanish learners. By the end of the semester participants wrote through the blogs. The results of the study showed that students felt more comfortable and confident while they were writing in Spanish.

## 2.9 Social Media

In 1994-1995 with the foundation of Geocities, the first web-based social networking site, social media term became apparent (Goble, 2012). Then in 1997 Sixdegrees.com and AOL instant messaging, in 2002 Friendster, in 2003 MySpace and LinkedIn, in 2004 Facebook and 2006 Twitter were launched (Goble, 2012). Social networking and social media can be used interchangeably. Kaplan and Haenlein (2010) describe the social networking sites as :

> Social networking sites are applications that enable users to contact by creating personal information profilers, inviting friends and colleagues to have access to those profiles, and sending e-mails and instant messages between each other. These personal profiles can include any type of information, including photos, video, audio files, and blogs. (p. 63)

People, namely users, create large communities to share ideas, conversations and personal messages to interact with other people. According to the definition of social network sites of Boyd and Ellison (2008) through web-based services people can "(1) construct a public or semi-public profile within a bounded system, (2)

articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system". ( p. 211)

**2.9.1 Facebook.** Facebook was established in 2004 by Mark Zuckerberg when he was a sophomore student at Harvard University. The popularity of Facebook around the world has increased expeditiously since its foundation and at present Facebook is the third most used website in the world and second most used website in Turkey (Alexa, 2016). Every day, Facebook users share millions of photos, messages and videos. Students who are enrolling colleges and universities are fluent in the use of social media, and these tools have become a part of their daily lives. Educators and researchers have been considering the implementation of these tools into the language classrooms, and this integration may ling students' immediate reality and learning (Aubry, 2009; Mills, 2011). Numerous studies have been conducted and examined different aspects of the use of Facebook in language learning.

In her study, Medley (2010), compared written communication discourse on Facebook between international students from Asian countries and American students. The study was designed using multiple-case study approach and analyzed both qualitatively and quantitatively. Results showed that Asian student were more willing to discuss their language competencies with native peers. Moreover; Facebook served as a bridge between Asian and American students regarding cultural and linguistic differences. Results also indicated that students who are timid and cannot find opportunity to contribute to the lesson in the classroom participate on Facebook actively. Feeling of belonging to a group which every member of it has the equal opportunities.

Shih (2011) investigated the effect of integrating Facebook and peer assessment into college English writing class instruction through a blended teaching approach. During the one-third of semester classroom instruction and two-thirds of a semester blended teaching approach was applied. Participants of the study were 23 English majoring freshmen students at a technological university in Taiwan. Data was collected through pre-test of English writing skills, self-developed survey questionnaire and in-depth student interviews. Quantitative and qualitative

approaches were used for analyzing. The results indicated that using Facebook as a tool for peer assessment can be interesting and effective for college level English writing classes. Moreover; students can improve their writing skills and knowledge through both in-class instruction and cooperative learning on Facebook. Finally, integrating Facebook into English writing classes remarkably increased students' motivation and interest.

# Chapter 3

## Methodology

The main purpose of this study is to investigate the use of Facebook in a foreign language writing course at a preparatory school. More specifically, it seeks an answer to if Facebook course platform supports the writing course and online peer feedback. In addition, this study is an attempt to find out the students' perceptions of peer feedback and using Facebook course platform in terms of their writing skills. Therefore, this study aims to find the answers to the following questions:

1. What type of online peer feedback do participants provide in an EFL writing course?
2. To what extent do participants use online peer feedback provided by their peers in their revisions?
3. How do participants perceive peer feedback and the use of Facebook as the course platform in a writing class?

The methodology which was used to find answers of research questions is revealed in this chapter. The first section gives the detailed description of the research design and its rationale. The followingexplains the participants and the setting where the study was carried out. The next section presents the data collection instruments and procedures. The last section clarifies the data analysis.

## 3.1 Research Design

According to Kothari (2004), qualitative approach to research is pertinent to subjective assessment of opinions, behaviour and attitudes. The quantitative approach to research is concerned with the generation of data in quantitative form which is based on rigorous quantitative analysis in a rigid and formal fashion (Kothari, 2004). Scott and Usher (2011) state one of the main difference between the qualitative and quantitative studies as; "quantitative researchers work in artificial settings such as laboratories or construct artificial situations to examine human behaviour; qualitative researchers work in real-life settings" (p. 97). Flick (2009), explains the four essential features of qualitative research which make it differentfrom quantitative research as follows:

The essential features of qualitative research are the correct choice of appropriate methods and theories; the recognition and analysis of different perspectives; the researchers' reflections on their research as part of the process of knowledge production; and the variety of approaches and methods. (p.14)

According to Denzin and Lincoln (2005), ethnography, grounded theory, participatory research, qualitative case study, clinical research and life and narrative approaches are identified as six strategies of qualitative research. These types of strategies differ in a small way by Merriam's strategies. According to Merriam's (2009) six types of qualitative research are mentioned as: qualitative case study, phenomenology, critical qualitative research, ethnography, narrative analysis and grounded theory. Although these strategies are classified under the umbrella term of "qualitative", when it is considered the sample selection, data collection and analysis and write up they have different focus. Figure 1 presents the Merriam's (2009) six types of qualitative research.
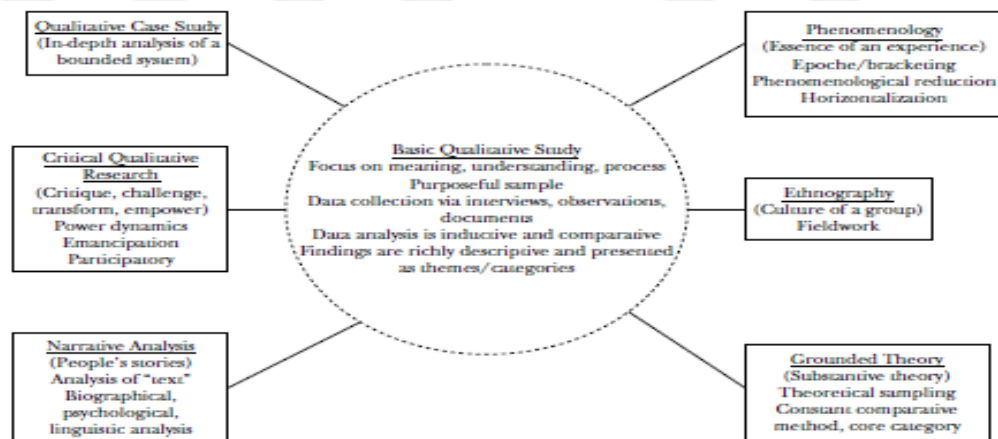


Adopted from Merriam (2009)

*Figure 1*. Six types of qualitative research

Moreover, qualitative research gives researchers an opportunity to "analyse the various factors which motivate people to behave in a particular manner or which make people like or dislike a particular thing" (Kothari, 2004, p. 3). The object of

this study was predicated on the participants' opinions, attitudes and behaviours; in this respect, the qualitative approach was adopted in this study.

In terms of the design, the researcher usedthe case study methodology to collect and analyze data. In case study, researchers study in depth rather than widespread. Kothari (2004) explains the case study as follows:

Case study method is a form of qualitative analysis where in careful and complete observation of an individual or a situation or an institution is done; efforts are made to study each and every aspect of the concerning unit in minute details and then from case data generalisations and inferences are drawn. (p. 113)

As Merriam (2009) states, "Unlike experimental, survey, or historical research, case study does not claim any particular methods for data or collection data analysis" (p. 42). Kothari (2004) goes along with Merriam by expressing that, the case study gives the researcher the opportunity to use more than one research methods, such as; questionnaires, in depth interviews, study reports of individuals, letters and documents. Regarding this, in this study different methods namely interviews, documents namely artefacts, which are first and second drafts of students' writings and the course materials provided by the teacher, and online feedback of student are used for collecting data.

Merriam (2009) characterizes the case study as being descriptive, particularistic and heuristic. Descriptive case studies include many variables and identify the interaction between variables over a period of time. Particularistic case studies focus on a specific program, event, situation and phenomenon. Heuristic case studies illuminate the readers' understanding of phenomenon under study and these case studies can extend the readers' experience, bring about the discovery of new meaning and confirm what is known. Regarding these, this study is particularistic and heuristic.

According to Merriam (2009) there are two main types of sampling as follows; probability and nonprobability sampling. Merriam (2009) defines the probability sampling as, "Probability sampling allows the investigator to generalize results of the study from the sample to the population from which it was drawn" (p. 77). According

to Merriam (2009) "Non-probability sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned" (p. 77). In this study, therefore, non-probability sampling was used. Merriam (2009) mentions five types of non-probability sampling:

1. a typical sampling reflects the average situation, instance or person of the phenomenon of interest;

2. a unique sampling is based on atypical, unique attributes or occurrences of the phenomenon of interest;

3. maximum variation sampling identifies and seeks out the widest possible range of the characteristics of interest;

4. convenience sampling selects a sample based on money, time, location availability of sites or respondents;

5. snowball sampling includes locating a few key participants who meet the criteria for participation in the study and these participants refer you to other participants.

In this study convenience sampling strategy is used to select the participants. Balcıoğlu and Kocaman (2013) define the convenience sampling strategy as "a non-probability sampling technique when subjects are selected because of their convenient accessibility and proximity to the researcher" (p. 360). According to Balcıoğlu and Kocaman (2013), time and cost constrains can be stated as a reason for using this strategy. In this study, convenience sampling was used because of the convenience of gathering data as the teacher/researcher and the participants were in the same institution.

According to Lincoln and Guba (2013), credibility matches up the internal validity and indicates the establishing confidence in the interpretation and findings of the qualitative study. Lincoln and Guba (2013) state the techniques for assuring the credibility as; prolonged engagement, persistent observation triangulation of sources, methods, theories, and researchers, peer debriefing, negative case analysis,

referential adequacy, and member checks. In this study triangulation of methods namely interviews, documents and online feedback of students were used.

## 3.2 Setting

The study was conducted in English Language Preparatory Program at a non-profit foundation university in a metropolitan city of Turkey. The program consisted of four English Proficiency levels (A1, A2, B1, B2) according to the common European Framework. During a-year-program students have grammar, reading, writing, listening and speaking courses in all levels. In order to graduate from the program and to start their departments, where the medium of instruction is English, students have to fulfil the semesters and have 70 out of 100 at a total Grade Point Average (GPA) at the end of the year.

## 3.3 Participants

In this study, 10 preparatory class students; 6 male and 4 female; who are required to study a one-year preparatory program at a foundation university participated. Participants are students of Architecture, Applied English and Translation, International Relations, International Trade and Finance, Psychology and Civil Engineering Departments; however they are studying at a preparatory program of a foundation university in the Spring semester of 2015-2016 academic year. The students are studying grammar, reading, writing, listening and speaking at a preparatory program. They completed the elementary level at the first semester and reached the pre-intermediate level. However, in order to complete the preparatory program successfully it is necessary for them to register for the four-week summer school. Their ages range from 18 to 23 years old *(M=19.3;SD=1.56)*. Taking the ethical consideration of the study all participants volunteered to participate in the study and they were all explained the purpose and the scope of the study. I asked students and gave them 2 days to consider whether they would like to participate in this study or not. I also informed them about the freedom to withdraw from this study and this would not affect their course grade. I also made it clear for students that even if they decided to withdraw from the study they had to complete two tasks as these tasks were part of their class activities. In order to find out students' English background knowledge, in pre-interview students were asked how long they hadbeen

learning English. Results revealed that students had been learning English for 6 years on average *(M=9.1;SD=4.79)*. The result is illustrated in Table 2;

Table 2.*Gender of the Participants and Duration that Students have been Learning English*

| Student | Gender | Duration that they have been learning English |
| --- | --- | --- |
| Student 1 | Male | 8 years |
| Student 2 | Male | 8 years |
| Student 3 | Male | 8 years |
| Student 4 | Female | 8 years |
| Student 5 | Male | 15 years |
| Student 6 | Male | Since the beginning of this academic year |
| Student 7 | Female | 8 years |
| Student 8 | Female | 8 years |
| Student 9 | Female | Since she was four years old |
| Student 10 | Male | 8 years |

**3.4Data Collection Instruments**

In this study interviews (pre and post), data documents namely artefacts (first and second drafts of students' writings and the course materials provided by the teacher) and online peer feedback written by students were used for collecting data.

**3.4.1Interviews.**Interviews refer to pre-interview (for semi-structured pre-interview questions, see Appendix A)and post-interview (for semi-structured post-interview questions, see Appendix B) which were prepared by the researcher and revised by the supervisor. Interview questions were designed to be semi-structured and open ended.Since the purpose of the interviews was not to observe participants' level of English, students were given a chance to decide on the interview language. All of the students decided on Turkish. Interviews were carried out face to face and individually in the teacher's office. Pre-interview took approximately 10 minutes *(M=10.9;SD=2.02)* for each participant, post-interview lasted 15 minutes *(M=14.1;*

*SD=1.96)* approximately for each participant. Both of the interviews were audio recorded.

**3.4.2Documents.** In this study documents refer to the artefacts, which are first and second drafts of students' writings and the course materials provided by the teacher and the students. Teacher/Researcher posted the course materials (see Appendix C)on the Facebook course platform. Students/participants wrote their first drafts, if they needed they used the materials posted on the Facebook, and postedthem on the Facebook course platform. After getting peer feedback students/participants wrote their second drafts and posted them on Facebook (for samples of the students' first and second drafts see Appendix D)

**3.4.3Online peerfeedback.**Online peer feedback refers to the comments written by the student on their peers' writings which were posted on Facebook.Students/Participants provided online feedback by commenting on the Facebook course platform.

**3.5 Data Collection Procedures**

After analysing literature and research related to the topic, appropriate research questions were designed and revised based on the supervisor's feedback. After the institution approved the necessary permissions to conduct the study in the institution, students were informed about the study. In this study, data were collected through semi-structured pre and post interviews, students' artefacts and online peer feedback. During the study, students were required to complete two tasks. To complete each task students were required to produce first drafts, provide feedback to their peers, revise their first drafts and produce second drafts.

Procedures were as follows:

Week 1

- Students were provided with training on peer feedback with guidelines, discussions and handouts (see Appendix E).

- Students were introduced to providing feedback for their peers' paragraphs. Materials prepared by the teacher/researcher were used.

- Facebook course platform, which can be explained as Facebook group, was created by the teacher/researcher. Screenshot of the Facebook group is shown in Figure 2.



*Figure 2*.Screenshot of the Facebook group

- Facebook course platform, which can be explained as Facebook group, was introduced to the students.

- Students who do not have a Facebook account were asked to create one.

- As the Facebook course platform was a secret group, students were added to the group by the teacher/researcher.

Week 2

- Pre-interview schedules were arranged with the students and face to face interviews were implemented individually. The pre-interview was transcribed and analysed.
- Students were introduced how to write an effective advantage paragraph with the prepared materials by teacher/researcher.
- Extra materials which were prepared considering the students' needs and these materials were posted on Facebook by the teacher/researcher.

- Students were asked to use Facebook course platform to complete the assignment related to the given topic below. Students were given threedays outside of class to complete the assignment and they shared their assignments on the Facebook course platform with their peers.

  **Assignment:** Write an advantage paragraph for the given prompt and share with your peers through Facebook.

  "Some people use their own cars; however other people prefer to use public transportation for certain reasons. For you, what are the advantages of using public transportation?"

- After the students posted their paragraph on Facebook, students were given two days to provide feedback on their peers' paragraphs via Facebook.

- After students provided feedback on their peers' paragraphs via Facebook, students were given two days to revise their paragraphs considering the peer feedback provided the comment button of Facebook.

Week 3

- Students were introduced how to write an effective comparison paragraph with the prepared materials by teacher/researcher.

- Extra materials which were prepared considering the students' needs and these materials were posted on Facebook by the teacher/researcher.

- Students were asked to use Facebook course platform to complete the assignment related to the given topic below. Students were given three days outside of class to complete the assignment and they shared their assignments on the Facebook course platform with their peers.

  **Assignment:** Write a comparison paragraph for the given prompt and share with your peers through Facebook.

  "Facebook and Twitter are the two most popular social network sites in the world. They are different from each other from various aspects; however for you, what are their similar parts?"

- After the students posted their paragraph on Facebook, students were given two days to provide feedback on their peers' paragraphs via Facebook.
- After students provided feedback on their peers' paragraphs via Facebook, students were given two days to revise their paragraphs considering the peer feedback provided the comment button of Facebook.

Week 4

- Post-interview schedules were arranged with the students and face to face interviews were implemented individually. The pre-interview was transcribed and analysed.
- Students' artefacts, namely first and second drafts and written feedback documents on Facebook were analysed.

Some participants werevery shy and were not confident enough to speak English. In order to reduce participants' anxiety and make them more relaxed, students are given a chance to select the interview language namely Turkish or English. By doing this, it is aimed to steer participants to focus on answering questions rather than focusing on English.

## 3.6 Data Analysis

The main sources of the data include (a) students' responses to the pre-interview and post-interview, (b) students' first and second drafts, (c) students' online peer feedback. These data were analyzed qualitatively to answer the four research questions.

Table 3

*Data Sources and Data Analysis Methods*

| Research Question | Data Collection Tool | Data Analysis |
|---|---|---|
| What type of online peer feedback do participants provide in an EFL writing | Pre-interview | Content Analysis |
| | Post-interview | Inter - Coder |

| | | |
|---|---|---|
| course? | Online Peer Feedback | Constant Comparison |
| To what extent do participants use online peer feedback provided by their peers in their revisions? | Pre-interview | Content Analysis |
| | Post-interview | Inter - Coder |
| | First and second draft of the students | Constant Comparison |
| | Online Peer Feedback | |
| How do participants perceive peer feedback and the use of Facebook as the course platform in a writing class? | Pre-interview | Content Analysis |
| | Post-interview | Inter - Coder |
| | Course materials provided by the teacher | Constant Comparison |

The first set of data was collected through semi-structured pre-interview and post-interview responses. The data were analyzed qualitatively by the researcher. Some participants were very shy and were not confident enough to speak English. In order to reduce participants' anxiety and make them more relaxed, students were given a chance to select the interview language namely Turkish or English. By doing this, it was aimed to steer participants to focus on answering questions rather than focusing on English. The interviews were conducted in Turkish. The interviews were audio-recorded, transcribed and translated into English by the researcher/teacher. After the responses of the students were transcribed, translated, read line by line carefully and analyzed by the researcher.Data from the participants' responses in the interviews were analyzed using the constant comparative method (Glaser & Strauss, 1967). In accordance with the constant comparative method the transcripts of the interviews were read to become familiar with their content. The researcher highlighted the emergingimportant words, phrases and sentences which were the expressions of idea. In order to refrain from the influence of analytical biases; after analyzing the pre and post interview transcripts, a person who was at the same level of the researcher analyzed the pre and post interview transcripts. At the beginning of this process the researcher provided the transcripts of the interviews to the second

reader. The second reader separately read the transcripts line by line, analyzed and she also highlighted the important expressions. After I and the second reader completed the analysis of the transcripts we compared our results. The result of the analysis showed that there was a consistency between the two readers, which suggested the theme analysis was reliable. Finally, the transcripts were controlled by the advisor who is knowledgeable in the areas of research methodology and content analysis.

The second set of data was collected through the documents. Documents refer to the artefacts, which are first and second drafts of students' writings and the course materials provided by the teacher and the students. The data from the participants' artefacts were analyzed using constant comparative method (Glaser & Strauss, 1967). I read in depth and analyzed the students' first and second drafts. In order to ensure the quality of the analysis students' artefacts analyzed by the second reader who is also a graduate student in the same program with me.She read and analyzed the students' first and second drafts and how students made use of the materials provided online by the teacher. I and the second reader read and analyzed the documents independently. After the analysis of the documents we came together and compared our results, there was a consistency between our analyses. Finally, my advisor controlled the two analyses and we were also consistent with my advisor.

The third set of data was collected through the online feedback of the students. Online peer feedback refers to the comments written by the students on their peers' writing which were posted on Facebook. The data were analyzed qualitativelyby the researcher. Some of the comments posted by the students were English and some of them were in Turkish (in order to make students/participants more relaxed and prevent the effect of anxiety students, students were given a chance to select their language namely Turkish or English). The comments of the students were read carefully and categorized using constant comparative method. Rather than using existing categories I read students' feedback comments in depth and previous studies on feedbac and developed a rubric which includes a priori feedback categories and types based on Miao, Badger and Zhen's (2006) study. (seeTable 4). During the study, complimentary category emerged based on the data that emerged from this study after the analysis of students' comments.

Table 4

*Categories for Feedback Analysis*

| Category | Type |
|---|---|
| Form-oriented feedback | <ul><li>Grammar</li><li>Vocabulary</li><li>Spelling</li><li>Connector</li><li>Syntax</li></ul> |
| Meaning-oriented feedback | <ul><li>Relevance of ideas</li><li>Title</li><li>Length</li><li>Viewpoints</li><li>Examples</li></ul> |
| Complimentary | Use of emoticons and any kind of complimentary words, phrases, sentences |

In order to refrain from the influence of research biases; after analyzing the pre and post interview transcripts, a person who is also a graduate student in the same program with me evaluated the categories developed by the researcher. I provided my Facebook account password to the second reader as the class's Facebook platform was a secret group. By using my account she logged in the group and analyzed the students' feedbacks which were provided by commenting on the posted paragraphs. I also supplied the second reader my rubric for categorization of feedback, she also categorized and coded the students' feedback then we came together and compared our results. The inter-coder reliability for each categorization was calculated with Holsti's (1969) formula $\frac{2m}{n1+n2}$ in which *m* is the number of agreed codes and *n1* and *n2* are the coding decisions made by each coder. The inter-coder reliability scales are excellent (>80), good (>60), moderate (40~60), and low (<40) in general. An overall agreement of 97% was achieved. In the case in which we disagree on one feedback of the student we discussed until achieving consensus. I categorized that feedback as grammar-oriented and she categorized it as spelling-oriented. Finally we agreed on that it should be in the spelling-oriented feedback

categorization. At the end of the both categorization process, my advisor controlled and we also consistent with my advisor.

## 3.7 Trustworthiness

In order to enhance the rigor of the qualitative inquiry, Lincoln and Guba (1985) discussed four criteria for trustworthiness: credibility, dependability, transferability and conformability. Credibility indicates the confidence in the "accuracy" of the data and of the implementation of the data. Dependability indicates the appropriateness and the quality of the inquiry process of data collection, data analysis and conclusion. Transferability indicates the extent to which the findings of the inquiry can be applied in other contexts. Conformability indicates the degree in which the findings of a study are shaped by the data collected not the researcher bias or interests (Lincoln & Guba, 1985).

The credibility of the study was enhanced by triangulation of data. The triangulated data sources include; pre-interview, post-interview, students' online peer feedback and students' artefacts. After I analyzed and coded the interviews and students' feedback, inter-coder analyzed and coded them independently. We compared both analyses and came together to discuss on the decisions in order to reach a consensus. Finally, my advisor checked all the documents and we achieved consensus. I conducted member checking, a procedure to check the "reconstruction of the emic perspective by having field participants review statements in the researchers' repost for accuracy and completeness" (Gall, Gall, & Borg, 2005, p. 551). Dependability of the study was enhanced by triangulation of data sources (students' feedback, students' artefacts and interviews) and member-checking. Member check was done individual students after each of the task ended. The transferability of the study was enhanced by the rich and thick description of the setting, participants, methods and the research design. These were provided with a writing style of "honest and straightforward... authentic... so as to achieve verisimilitude, a style of writing that draws readers so closely into subjects' worlds that can be palpably felt" (Gall, Gall, & Borg, 2005, p. 474). The conformability was enhanced by the triangulation of data sources.

## 3.8 Limitations

Although the present study was carefully designed it has a few limitations that should be considered while interpreting the results. First, participants were only ten students, as the teacher/researcher was teaching only one class and the institution only permitted to conduct the study in with her class. Thereby the availability of the students, convenience sampling was used in this study and this limited the number of the students. The generalization of the findings of the study to other context is limited. Second, for the same reason, institutional permission, in this study control group could not be included and the students' perceptions and advancements could not be compared with another class. Third, in the study because of the limited time, participants needed to write an advantage and a comparison paragraphs. However, participants demonstrate different performances if they required to write different types of paragraphs. Additionally, in the present study only one feedback training session was hold, this might not be enough for students to feel themselves competent for providing feedback. In that sense, this might have an influence on not having meaning-oriented feedback. As the researcher was also the teacher of the participants, researcher bias might come into play in this study. In order to minimize the influence of researcher bias, triangulation of sources was used and the data of the sources were analyzed by inter-coder and the advisor in addition to the researcher. Finally, as this study was my first research the order of some interview questions might direct students to respond in an intended way, so interview questions might be re-ordered. Therefore findings of the study should be interpreted with regard to these limitations.

**Chapter 4**

**Results**

This chapter provides the findings of qualitative data analysis. Pre-interview results, Post- interview results, online peer feedback results, students' artefacts and materials provided by the teacher were analysed.

## 4.1 Results Related to the Research Question 1

Research Question 1.What type of online peer feedback do participants provide in an EFL writing course? In order to respond this research question data was obtained from (a)transcripts of the semi-structured pre-interview(b) transcripts of the semi-structured post-interviewand (c) participants' feedback comments on Facebook

In the pre-interview students were asked what kind of advice they gave to their peers in general. Students' responses showed that syntax was their focus of attention. Five students stated that they advised their peers on the syntactic error of their peers' sentences. They commented:

*S2- I advice if I notice something wrong with the sentence structure. Instead of accusing her/him of the mistake, I advice to revise it together. I don't like to refer to the ideas of my friends.*

*S4 – Sometimes I warn my friends about their mistakes. Sometimes their sentences seem very complicated. They write too detailed and complicated. I think it is too much.*

*S8 – I advice generally about the form of statements.*

*S9 – I advice. If I know a better sentence form.*

*S10- Actually I don't want to make any suggestion in order not to hurt anybody but I do it when they urge me. For example I say "This part of the sentence is not clear, I could not get it".*

However, Student 2, Student 3, Student 6 and Student 10 also mentioned that they did not comment on their peers' errors directly. They stated that, in order not to hurt their friends they mostly provide constructive feedback without ridiculing.

Vocabulary was stated by two students as the focus of advice; they gave their peers in general during the lessons. These students stated:

*S5- I advise them about the use of vocabulary which is not very common.*

*S7- I suggest some words which are more proper than theirs.*

Only Student 1 indicated that he focused on the idea of his peers. He stated that he advised to his friend rather than correcting him/her. He said: *"Of course I advise my friends. If I have different ideas I said. I mostly advised about ideas. I don't correct directly I said you can do by this way. If he overlooks something I direct him".*

Grammar point was the only one student's focus of attention and Student 3 explained that; *"Of course I advice, but not with the purpose of fun. I commented on grammatical errors for example she said 'I'm going to home' and I said don't use 'to'".*

Student 6 was different from the others and he stated that he examined his peers' products from the point of vocabulary, grammar, and syntax; however he did not say anything to them; he only made congratulatory comments. He said; *"I investigate their paragraphs from many points, but I do not say anything to them. I think about it on my own. I compliment them rather than advising them".*

Pre-interview responses of the students to the questions about the most useful type of feedback and their focus of attention in providing feedback revealed that syntax and vocabulary were the main focus of the students in providing and getting feedback. Students also mentioned grammar and idea oriented advice as useful and provided to their peers. One of the students stated that he preferred honest advice and the same student indicated in the interview that he did not want to advise to his friends in order not to hurt them; however, he added that if they had compelled him, he would have focused on syntax.

In order to find the areas which students focused on while providing feedback to their peers on Facebook platform, the post-interview conducted. When the responses of the participants were analyzed, it was concluded that all of the students said that they provided form-related feedback rather than meaning-related feedback. While all of the students stated that they focused on form-related mistakes, three of them also added that they focused on both form-related and meaning-related mistakes. Seven students stated that they focused on grammar-oriented mistakes while providing

feedback to their peers on Facebook. Four students confessed that they do not feel competent enough to give feedback on vocabulary and said: *"I do not have enough vocabulary knowledge so I did not provide vocabulary oriented feedback".* These students' responses revealed that students did not provide feedback in the area that they did not feel competent enough. Three out of seven students who provided grammar oriented feedback also mentioned that they did not like commenting on their peers' ideas. Direct quotations of these participants are below:

*S2 – I don't like commenting on their ideas, I commented on grammar mistakes of my friends.*

*S4 – I don' have enough vocabulary knowledge so I focused on grammar mistakes. I commented when I realized the missing part of them. I said and we learn together.*

*S5 – I only commented on grammar mistakes. I can only notice them.*

*S6 – I focused on grammar and punctuation. I do not say anything about ideas and I also do not have enough vocabulary knowledge.*

*S7 – I generally commented on grammar mistakes rather than ideas. I cannot understand the idea he wanted to mention, so focused on grammar.*

*S8 – I commented on grammar mistakes. I don't know many different words; I don't feel that I can comment on vocabulary.*

*S10 – I don't feel confident about vocabulary knowledge, so I focused on grammar.*

Three out of ten students mentioned that they focused on both form-related and meaning-related mistakes. From the point of form-related mistakes their centre of attention was spelling mistakes. The same three students also stated that while providing feedback to their peers, they focused on meaning related mistakes as well. They stated that while providing meaning-related feedback their attention was on the unity of the paragraph. Responses of the students are below:

*S1- Spelling and punctuation and also the general idea of the paragraph.*

*S3 – I generally focused whether their topic sentences was attractive. I focused on the unity of the paragraph and whether it is boring or not. Whether he is off-topic or not while writing the paragraph.*

*S9 – Generally I checked if any of them is off topic. As we learnt new paragraph forms, I focused on all types of paragraphs. I checked vocabulary spelling. I checked the vocabularies in case I can suggest something which is better.*

Responses of the students to the related question in the pre-interview revealed that students found vocabulary and syntax oriented feedback most useful. Three of the students indicated vocabulary oriented feedback most useful, and other three students considered of the syntax oriented feedback most useful. Grammar oriented feedback was found useful by only two students. When the responses of the students to the related question in the post-interview were analysed, it was concluded that seven out of ten students said that they provided grammar oriented feedback to their peers. Only three students stated that they provided both spelling oriented and meaning-related feedback to their friends. It was concluded that while providing feedback students' attention was inconsistent with their idea about the most useful feedback areas. (see Figure 3)
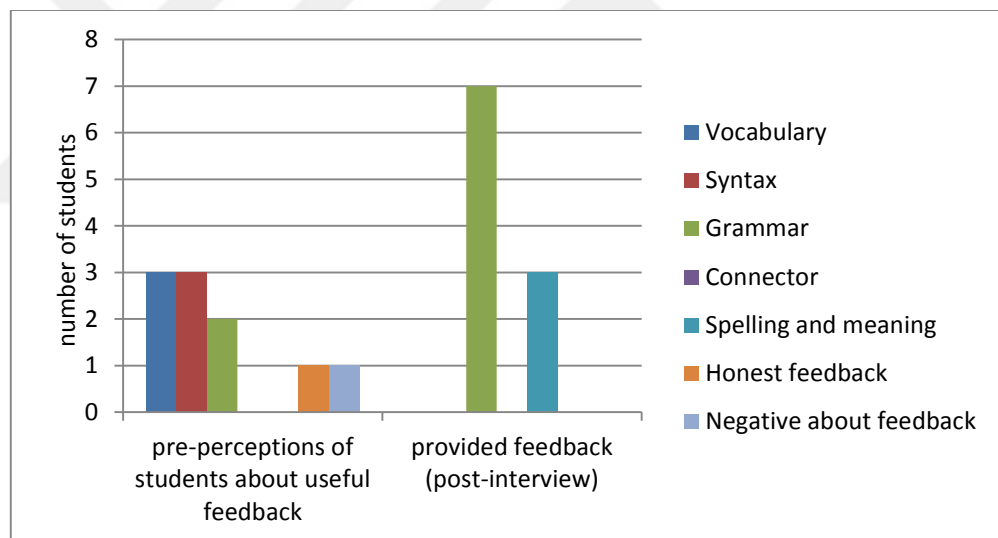


*Figure 3.*Distribution of feedback according to the interviews.

The distribution of the number of students' feedback on different categories and the changes made by the participants on their drafts were calculated for each task, Task 1 and Task 2 independently and students' responses to the semi-structured pre-interview and post-interview were analyzed.

*Task 1*

In the Task 1 students were required to write an advantage paragraph on the topic of "Some people use their own cars; however other people prefer to use public

49

transportation for certain reasons. For you, what are the advantages of using public transportation?". Students posted their paragraphs on the Facebook course platform and their peers provided feedback on the paragraphs by using the "comment" button. Participants provided a total of 24 feedback to their peers' first drafts; 10 of this feedback was just complimentary, 7 feedback was grammar oriented, 6 feedback was spelling oriented and only 1 feedback was provided on the use of connector. When Students' complimentary comments were analyzed it was concluded that using Facebook in writing classes promotes a sociocultural perspective of learning by creating a social atmosphere where students interact in a positive way. Figure 4 represents the complimentary comments which also include emoticons posted on the Facebook course platform by the students.
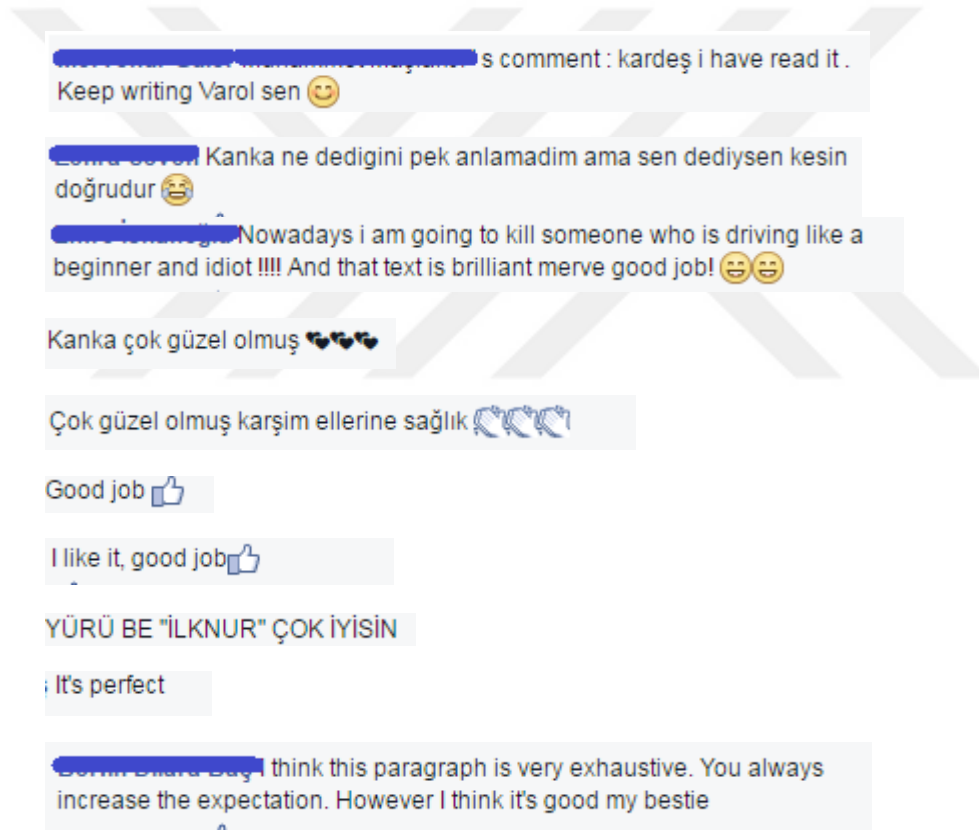


*Figure 4.* Complimentary comments of the participants.

In Task 1 students mainly focused on providing form-related feedback rather than meaning-related feedback. During the semi-structured pre-interview students were asked what kind of feedback they thought most useful, their responses revealed that students preferred to obtain vocabulary and syntax oriented feedback as they regarded these kinds of feedback as the most useful. During the semi-structured post-interview students were asked what areas they focused on while providing feedback

to their peers' paragraphs, their responses to this question clearly revealed that students provided grammar oriented feedback to their friends. Analysis of peer feedback also supported that students mostly provided grammar oriented feedback in their comments.Students' first drafts and feedback they received are given in Table 5.

Table 5
*The Areas that the Participants Focused on while Providing Feedback in Task 1*

| Focus of attention | First Draft | Peer Feedback |
|---|---|---|
| | Do you need hurry up? | Baba do you need TO hurry up? Prepositionlara dikkat , nice writing out there |
| | if you want to go somewhere, | Mormine hani if you want to go somewhere yazmışsın ya canım orada bi to daha olmalı mı |
| | Another important advantage of using public transportation is environmental benefits. | Ilkaycim Public transportation is environmental benefits ' de is değil has olacak ya da onun yerine is that yazan daha dogru olur |
| Grammar | transportation is easily than this | Sonda But public ile başlayan yerde comparative yapmak istemissin than ile ama easily yazmissin orasi easier olucakk |
| | for go to destination | For using them e dikkat :)) |
| | lives | 'Lives' |
| | metrobus and minibus's are | Arkadaşım metrobus and minibus's demişsin ama ne demek istemişsin çoğul yapmak istiyorsan minibuses demen lazım saygılar |
| | ADVANTAGES OF USİNG PUBLİC TRANSPORTATİONS | İngilicede "İ" yok |
| Spelling | Transprotation | Transportation |
| | a var license | Var licence değil, car licence kardesim |
| | Homeover | Homeover değil however |
| | The last but not least, public transportations are really cheaper then the cars. | "The last but not least, public transportation is really cheaper than* using a car." / Cheaper than olucak yalniz o |

| | If | There are no big İ letter in english my friend , well done   /  İf değil "If" |
|---|---|---|
| Connector | As a result, I think we should choose public transportation because it's helpful, easier, useful and cheaper. | James kanka conclusion daki i think kısmı advantages paragraftan sanki biraz opinion paragrafa kaçmış |

*Task 2*

In Task 2 students were required to write a comparison paragraph on the topic of "Facebook and Twitter are the two most popular social network sites in the world. They are different from each other from various aspects; however for you, what are their similar parts?". Students posted their paragraphs on the Facebook course platform and their peers provided feedback on the paragraphs by using the "comment" button. Participant provided a total of 17 feedback to their peers' first drafts. Seven of this feedback was just complimentary, 7 feedback was grammar oriented, 2 feedback was vocabulary oriented and 1 feedback was syntax oriented. Figure 5 represents the complimentary comments which also include emoticons posted on the Facebook course platform.



Its nice, new ideas and important details:) good job

Fazla akademik düzeyde mükemmel bi paragraf

Beğendim lan harbi

Nutkum tutuldu

i Good job

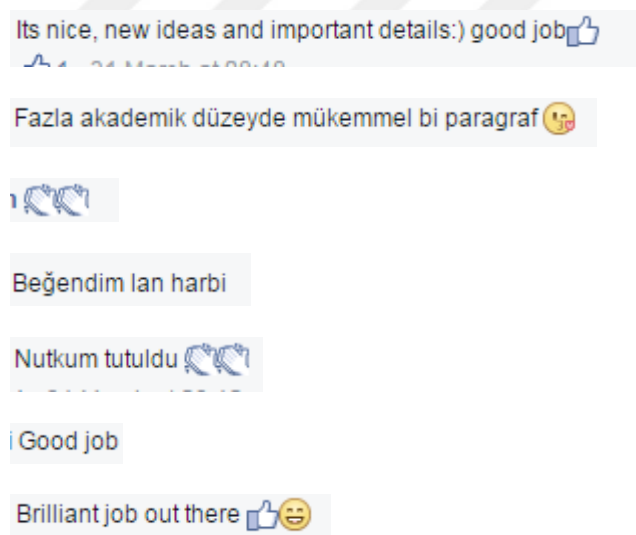Brilliant job out there

*Figure 5*. Complimentary comments of the participants.

In Task 2, students, similar to the Task 1, mainly focused on providing form-related feedback rather than meaning-related feedback. During the semi-structured post-interview, students were asked what areas they focused on while providing feedback to their peers' paragraphs. Their responses to this question clearly revealed

that students provided grammar-oriented feedback to their friends. Students' written peer feedback also showed that they mostly provided grammar-oriented feedback. Students' first drafts, feedback they received, and the second draft after their revision are given in Table 6.

Table 6

*The Areas that the Participants Focused on while Providing Feedback in Task 2*

| Focus of attention | First Draft | Peer Feedback |
| --- | --- | --- |
| | Thats are | Thats are degil these are olacak kardesim dikkat edelim |
| | Blue color have | Blue color has olcak canım birde |
| | numerous informations | 'Information' sayılamaz bir şey olduğu için çoğul anlamı katmak için 's' koymamak lazım imiş illa ek koymak istiyorum arkadaşım diyorsan 'news' diyebilirmişsin 'the news' ile farkını anlatmama gerek yok sanıyorum |
| | People has | People have *olacak |
| | ability of learn | Ability of lardan sonra fiil -ing alır lütfen böyle basit hatalar yapmayalım!! |
| | in many way | 'in many ways' |
| Grammar | make a new friends | Make a new friends de 'a' yok |
| | in another | in each other olarak kullanırdım ben, another yerine. |
| Vocabulary | social networking | Networking sites olması gerekiyor |
| | Secondly, you will write ideas or what are you thinking or you | Secondly kısmında ki 'what are you thinking' değil de 'what you are |

53

| | will share photos and videos. | thinking' olmalı Birde en sonda 'most of user' yerine 'most of the users' olmali |
|---|---|---|
| Syntax | | |

Although students stated in the pre-interview that they found vocabulary and syntax oriented feedback most useful, the analysis of the post-interview revealed that students stated that they mostly provided grammar-oriented feedback. It was concluded that while providing feedback students' attention was inconsistent with their idea about the most useful feedback areas. The analysis of written comments revealed that students mostly focused on grammar by providing 14 grammar oriented feedback, followed by 6 spelling, 2 vocabulary, 1 syntax and 1 connector. This result was in accord with the post interview responses of the students; while contradicting with the pre-interview responses of the students. (see Figure 6)
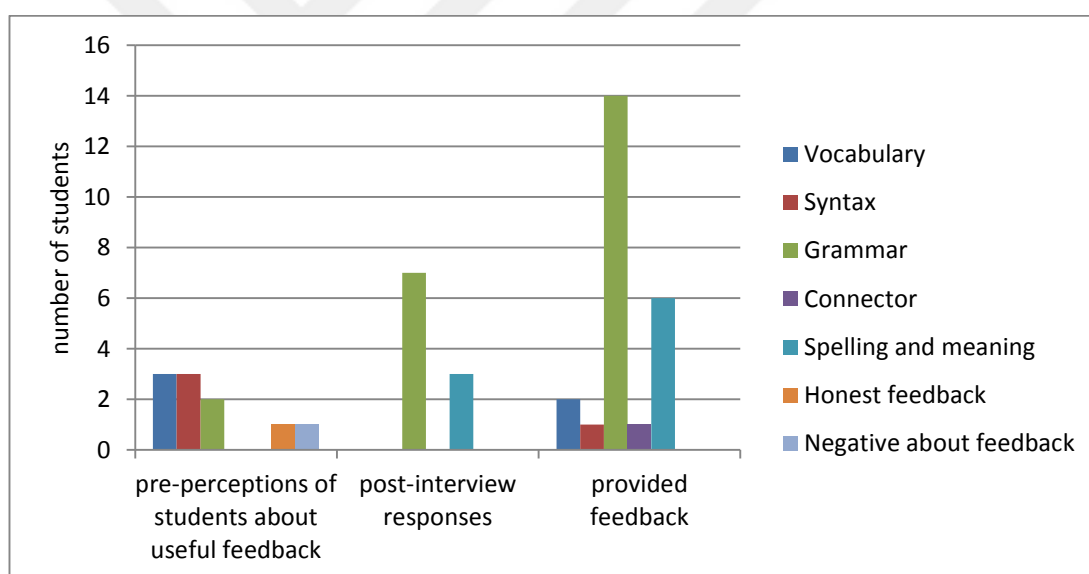


*Figure 6.*Distribution of feedback according to the interview responses and Facebook comments.

## 4.2 Results Related to the Research Question 2

Research Question 2. To what extent do participants use online peer feedback provided by their peers in their revisions? To respond this research question data was obtained from a) comparison of participants' first and second drafts, b) participants' feedback comments on Facebook and c) transcripts of the semi-structured pre and post interviews.

54

During the semi-structured pre-interview the participants were asked what kind of feedback they think is the most useful for themselves. Responses of the participants to this question revealed that 8 out of 10 students found form-oriented feedback which includes grammar, vocabulary and syntax most useful. While vocabulary and syntax oriented feedback are found the most useful kinds of feedback by three students respectively, as can be seen below, two students indicated that grammar oriented feedback is the most useful. Responses of the students are as follows:

*Focus of vocabulary*

> *S3 – My friends suggest me to focus on writing, read books, study phrases. So if they introduce me a new vocabulary that will be perfect. But I am a bit cavalier about speaking. I like it more. Because of my job, I am accustomed to it.*

> *S5 – If they help me on vocabulary, I would be very happy.*

> *S6 – I have difficulty on vocabulary learning. That would be great, if they help me on it.*

*Focus of syntax*

> *S2 – It would be very efficient to show how to make a right sentence but I don't want to hurt anybody. It is better to say that the structure of this sentence is wrong and this is the correct.*

> *S7 – They can help me for my mistakes to make a sentence. I think that they can help me to make more effective sentences.*

> *S8 – It is better to say that something like; this sentence could be better like this. It is better to say something more clear.*

*Focus of grammar*

> *S1- The ones about the grammar.*

> *S4- They should tell me my mistakes about tenses but shouldn't criticise my sentences as they are simple. They should ignore it.*

One student did not categorize the feedback type and he stated that the most useful feedback is "honest" feedback. In the pre-interview he said *"Realist comments are useful. If they say what I would like to hear, it doesn't have sense".*

One student was of the opinion that the peer feedback is not useful because she believes that other students' lack of necessary knowledge and stated *"My level is not*

*at the same level with my friends. When somebody exaggerate my little mistakes who has knowledge less than me, this makes me upset. However somebody like my teacher who has knowledge criticises me, it is better. So friend comments are not very effective according to me".*

*Task 1*

In the Task 1 students were required to write an advantage paragraph on the topic of "Some people use their own cars; however other people prefer to use public transportation for certain reasons. For you, what are the advantages of using public transportation?". Students posted their paragraphs on the Facebook course platform and their peers provided feedback on the paragraphs by using the "comment" button.

In the Task 1 students mainly focused on providing form-related feedback rather than meaning-related feedback. During the semi-structured pre-interview students were asked what kind of feedback they thought most useful, their responses revealed that students preferred to obtain vocabulary and syntax oriented feedback as they regarded these kinds of feedback as the most useful. During the semi-structured post-interview students were asked what areas they focused on while providing feedback to their peers' paragraphs, their responses to this question clearly revealed that students provided grammar oriented feedback to their friends. Analysis of peer feedback also supported that students mostly provided grammar oriented feedback in their comments.Students' first drafts, feedback they received, and the second draft after their revision are given in Table 7.

Table 7

*The Areas that the Participants Focused on while Providing Feedback in Task 1*

| Focus of attention | First Draft | Peer Feedback | Second Draft |
|---|---|---|---|
| | Do you need hurry up? | Baba do you need TO hurry up? Prepositionlara dikkat , nice writing out there | Do you need to hurry up? |
| | if you want to go somewhere, | Mormine hani if you want to go somewhere yazmışsın ya canım orada bi to daha olmalı mı | if you want to go to somewhere, |
| | Another important advantage of using public | Ilkaycim Public transportation is environmental benefits ' de is | (no revision) Another important |

56

| | | | |
|---|---|---|---|
| Grammar | transportation is environmental benefits. | değil has olacak ya da onun yerine is that yazan daha dogru olur | advantage of using public transportation is environmental benefits. |
| | transportation is easily than this | Sonda But public ile başlayan yerde comparative yapmak istemissin than ile ama easily yazmissin orasi easier olucakk | (no revision) transportation is easily than this |
| | for go to destination | For using them e dikkat :)) | (no revision) for go to destination |
| | lives | 'Lives' | (no revision) Lives |
| | metrobus and minibus's are | Arkadaşım metrobus and minibus's demişsin ama ne demek istemişsin çoğul yapmak istiyorsan minibuses demen lazım saygılar | (no revision) metrobus and minibus's are |
| | ADVANTAGES OF USİNG PUBLİC TRANSPORTATİONs Transprotation a var license | İngilicede "İ" yok Transportation Var licence değil, car licence kardesim | ADVANTAGES OF USING PUBLIC TRANSPORTATIONS Transportation a car license |
| Spelling | Homeover The last but not least, public transportations are really cheaper then the cars. İf | Homeover değil however "The last but not least, public transportation is really cheaper than* using a car." / Cheaper than olucak yalniz o There are no big İ letter in english my friend , well done / İf değil "If" | However The last but not least, public transportation is really cheaper than the cars. (no revision) İf |
| Connector | As a result, I think we should choose public transportation because it's helpful, easier, useful and cheaper. | James kanka conclusion daki i think kısmı advantages paragraftan sanki biraz opinion paragrafa kaçmış | As a result, we should choose public transportation because it is helpful, easier, useful and cheaper. |

In order to analyze how students used the ideas provided by their peers; students' first and second drafts were compared by taking into consideration the peer feedback on Facebook. In Task 1 students mostly provided form related feedback. In

this category grammar was the most common type of feedback. Two out of seven grammar type feedback was on prepositions. Students who wrote the paragraph considered their peers' feedback and revised their errors accordingly. One feedback focused on the use of "be"; however, the student who made the error did not revise it and kept it the same in the second draft. Another focus was the use of comparative and superlative of adjectives. This feedback was also not considered and the student did not revise it. One feedback was pertinent to the use of gerunds and infinitives, and there was no revision. Two feedback was provided regarding the use singular and plural words, and neither of the feedback was regarded. In total, 7feedback was provided regarding the grammar errors, 2 out of 7 feedback was revised and the rest was not changed. When considering spelling oriented feedback, 6 comments were posted on Facebook and 5 errors were revised by the students who wrote the paragraphs. Only one feedback focused on the use of connectors and that comment was considered and the necessary revision was made by the writer of the paragraph.

*Task 2*

In Task 2 students were required to write a comparison paragraph on the topic of "Facebook and Twitter are the two most popular social network sites in the world. They are different from each other from various aspects; however for you, what are their similar parts?". Students posted their paragraphs on the Facebook course platform and their peers provided feedback on the paragraphs by using the "comment" button.

In Task 2, students, similar to the Task 1, mainly focused on providing form-related feedback rather than meaning-related feedback. During the semi-structured post-interview, students were asked what areas they focused on while providing feedback to their peers' paragraphs. Their responses to this question clearly revealed that students provided grammar-oriented feedback to their friends. Students' written peer feedback also showed that they mostly provided grammar-oriented feedback. Students' first drafts, feedback they received, and the second draft after their revision are given in Table 8.

Table 8

*The Areas that the Participants Focused on while Providing Feedback in Task 2*

| Focus of attention | First Draft | Peer Feedback | Second Draft |
|---|---|---|---|
| | Thats are | Thats are degil these are olacak kardesim dikkat edelim | These are |
| | Blue color have | Blue color has olcak canım birde | Blue color has |
| | numerous informations | 'Information' sayılamaz bir şey olduğu içün çoğul anlamı katmak için 's' koymamak lazım imiş illa ek koymak istiyorum arkadaşım diyorsan 'news' diyebilirmişsin 'the news' ile farkını anlatmama gerek yok sanıyorum | numerous information |
| Grammar | People has | People have *olacak | People have |
| | ability of learn | Ability of lardan sonra fiil -ing alır lütfen böyle basit hatalar yapmayalım!! | ability of learning |
| | in many way | 'in many ways' | in many ways |
| | make a new friends | Make a new friends de 'a' yok | make new friends |
| | in another | in each other olarak kullanırdım ben, another yerine. | (no revision) in another |
| Vocabulary | social networking | Networking sites olması gerekiyor | social networking sites |
| | Secondly, you will | Secondly kısmında ki | Secondly, you will write |

| Syntax | write ideas or what are you thinking or you will share photos and videos. | 'what are you thinking' değil de 'what you are thinking' olmalı Birde en sonda 'most of user' yerine 'most of the users' olmali | ideas or what you are thinking or you will share photos and videos. |
|--------|--------|--------|--------|

In order to analyze how students used the ideas provided by their peers; students' first and second drafts were compared by taking into consideration the peer feedback on Facebook. In Task 2, students mostly provided feedback on form-related changes and the most common feedback type was grammar. Four out of seven grammar oriented feedback was regarding the use of singular and plural words. All of the feedback on this type was considered and necessary changes were done by the students in their revisions. Two feedback focused on subject-verb agreement and the revisions were done. Only one feedback was provided on the use of gerunds and infinitives, and this was considered during the revision. In total, 7feedback was provided regarding the grammar, and all of them were revised by the students. There were 2 vocabulary-oriented feedback, and one of them was considered in the revision. The other comment was not considered and the phrase was not revised, it was kept the same in the second draft of the student. Only one feedback focused on syntax; that comment was considered and the necessary revision was made.

Unlike Task 1 where the grammar-oriented peer feedback was mostly disregarded; almost all of the grammar and spelling feedback were considered in the revisions in Task 2. It was concluded that what students did in peer feedback session was inconsistent with their pre-perceptions. The result was in accord with the post-interview responses of the students; while contradicting with the pre-interview responses. In Task 1 grammar oriented feedback was not considered and revised; unlike in Task 2 students mostly considered peer feedback and revised their paragraphs.

## 4.3 Results Related to the Research Question 3

Research Question 3. How do participants perceive peer feedback and the use of Facebook as the course platform in a writing class? In order to respond this

question data was collected through pre-interview and post-interview. Semi-structured pre-interview and post-interview were analyzed in depth and responses of the students were categorized according to the students' perceptions on using Facebook in writing courses and students' perceptions on getting peer feedback from their friends. The analysis of student's responses with respect to their perceptions on using Facebook in writing courses produced four categories which were entitled as (a) collaborative feature of Facebook, (b) motivational features of Facebook (c) writing competency and use of Facebook, and (d) the future use of Facebook in courses.

Pre-interview results showed that seven students had Facebook account and 3 students would create an account for the study. All of the students stated that they did not use Facebook in a classroom for learning previously; this study were the first experience for all of them. During the pre-interview students were asked what they thought about using Facebook in writing classes. All of the students stated positive opinions about Facebook integrated course. They believed that using Facebook platform in English writing classes bring them a lot of benefits. Sample responses of the students were as follows:

*S2- I think this may encourage me to write in English.*

*S3- I think this will be productive. When we're out of the classroom and be at home it is difficult to communicate however due to Facebook platform everybody can communicate better.*

*S4 – For me this will be efficient because doing something on Facebook is more enjoyable for me. In this century we are really interested in social media, even elderly people are interested in it. Facebook is attractive for me.*

*S5 – I think it will be good.*

*S6 – For me it is good and positive activity.*

*S8 – It's logical. We will see our paragraphs so it is good.*

*S9 – We can interfere our mistakes, my friends can see my mistake and interfere to me. This will be useful activity for us, so I think it will be useful.*

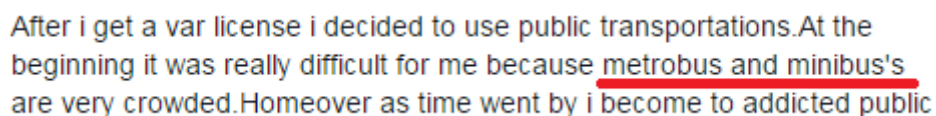*S10 – This will be pretty good activity, I think it will be useful.*

When the responses of the students analyzed, it can be inferred that before the study, students had positive pre-perceptions about using Facebook in writing classes.

The most common words used by the students while responding the question were 'useful' and 'good'; they also used the terms expressing positive opinions about Facebook such as; 'attractive', 'efficient', 'encourage', 'productive', 'positive', 'enjoyable', 'communicate better', 'interested in social media' and 'logical'.

**4.3.1 Students' perceptions on collaborative feature of Facebook in writing classes.** During the semi-structured post-interview students were asked whether they used the platform except for commenting and sharing. Six students stated that they did nothing except sharing and commenting on their peers' paragraphs. Students indicated that they used Facebook platform in order to help their peers. Student 2, Student 4, Student 8, Student 10 stated that they shared pictures and videos after realizing their peers' errors in the paragraphs. They shared two pictures, one was about plural forms of nouns and the other was about gerunds and infinitives. They shared two videos, one was about singular and plural forms of nouns and the other was about comparative and superlative forms of adjectives. Students mentioned that they shared these materials about their peers' errors on topics that were mentioned. Students' errors, students' comments on these errors, students' post-interview responses and materials provided by the students were analyzed.

During the writing process students detected and corrected errors of their peers by commenting on the Facebook platform. Four of these students not only commented about the errors made by their friends they also shared materials to scaffold their peers.

The first student realized the error of singular and plural use in the paragraph written by his friend to complete the Task 1. The paragraph excerpt including the error was shown below in Figure 7.



After i get a var license i decided to use public transportations.At the beginning it was really difficult for me because metrobus and minibus's are very crowded.Homeover as time went by i become to addicted public

*Figure 7.*A student error of singular and plural use.

Upon realizing this error Student X commented on the Facebook platform under this paragraph. The comment of Student X was presented below.

After commenting on the error, Student X posted a photo about the general rules of singular and plural forms of words. The posted material was shown below in Figure 8.

| Nouns | Plural | Examples |
|---|---|---|
| Most nouns | add *s* | book, books; cup, cups; sprout, sprouts |
| Most nouns that end in *ch, sh, s, x,* or *z* | add *es* | box, boxes; bus, buses; prize, prizes |
| Most nouns that end in a vowel and *y* | add *s* | boy, boys; day, days; key, keys |
| Most nouns that end in a consonant and *y* | *y* becomes *ies* | baby, babies; country, countries; spy, spies |
| Most nouns that end in *f* or *fe* | *f* or *fe* becomes *ves* | elf, elves; loaf, loaves; thief, thieves |
| Most nouns that end in *o* | add *s* | kangaroo, kangaroos; piano, pianos; video, videos |
| Certain nouns that end in a consonant and *o* | add *es* | hero, heroes; potato, potatoes; volcano, volcanoes |

👍 Like    💬 Comment

*Figure 8.* A shared photo about singular and plural forms of words

During the semi-structured post interview Student X responded the question about whether he/she used the Facebook platform except for commenting and sharing he responded as *"A is good at grammar but I think it she didn't notice it so I shared a photo (Figure 5) to remind her the rules of singular and plural forms of the words. I hope it was useful for her".*

The second student realized the error about the use of gerunds and infinitives in the paragraph written by his friend to complete the Task 2. The paragraph excerpt which was including the error was shown below in Figure 9.

someone.Finally,people have the ability of learn the current issues.Because users always post the issues they currently have.As a

*Figure 9.* A student error of gerunds and infinitives use

Upon realizing this error Student Y commented on the Facebook platform under this paragraph. The comment of Student Y was presented below.



After commenting on the error, Student Y posted a photo about the general rules of gerunds and infinitives. The posted material was shown below in Figure 10.

## GERUNDS AND INFINITIVES

| Verb + Gerund | Verb +Preposition +Gerund | Be +Adjective +Preposition +Gerund | Verb + Infinitive | Verb +Inifinitive or Gerund |
|---|---|---|---|---|
| acknowledge | adapt to | be accustomed to | agree | attempt |
| admit | adjust to | be afraid of | aim | begin |
| advise | agree (with) on | be angry about | afford | can/can't bear |
| anticipate | apologize for | be ashamed of | appear | can/can't stand |
| appreciate | approve of | be capable of | arrange | cease |
| avoid | argue about | be certain about | ask | continue |
| consider | ask about | be concerned with | care | forget |
| defend | believe in | be critical of | choose | go on |
| defer | blame for | be discouraged from | claim | hate |
| delay | care about | be enthusiastic about | consent | like |
| deny | complain about | be familiar with | dare | love |
| detest | consist of | be famous for | decide | neglect |
| discuss | decided on | be fond of | decline | prefer |
| dislike | depend on | be glad about | demand | regret |
| endure | disapprove of | be good at | deserve | propose |
| enjoy | discourage from | be happy about | desire | remember |
| escape | engage in | be interested in | expect | see |
| excuse | forgive for | be known for | fail | start |
| feel like | give up | be nervous about | guarantee | stop |
| finish | help with | be perfect for | happen | try |
| go | inquire about | be proud of | hope | |
| imagine | insist on | be responsible for | intend | |
| involve | interfere with | be sad about | know | |
| keep | keep on | be successful in | learn | |
| mention | look forward to | be suitable for | manage | |
| mind (object to) | object to | be tired of | need | |
| miss | participate in | be tolerant of | offer | |
| need (passive) | persist in | be upset about | plan | |
| omit | plan on | be used to | pledge | |

*Figure 10.* A shared photo about gerunds and infinitives

During the semi-structured post interview Student Y responded the question about whether he/she used the Facebook platform except for commenting and sharing he responded as *"I shared something about gerunds and infinitives (Figure 7). It is a quite hard topic. My friend made a mistake so I thought that others may*

*need this material. Moreover one of my friends shared a material on Facebook and I liked it and wanted to share as well."*

The third student realized the error about the singular and plural forms of the words in the paragraph written by his friend to complete the Task 2. Another student made the same kind of error in Task 1 and one of the students provided a material on this topic. The paragraph excerpt which was including the error was shown below in Figure 11.

Facebook and Twitter are alike in many ways.The main similarity is sharings.People can reach numerous informations about current issues instantly via Facebook and Twitter.Also,they can share this information the

*Figure 11.* A student error of singular plural use

Upon realizing the same kind of error Student W commented on the Facebook platform under this paragraph. The comment of Student W was presented below.

'Information' sayılamaz bir şey olduğu için çoğul anlamı katmak için 's' koymamak lazım imiş illa ek koymak istiyorum arkadaşım diyorsan 'news' diyebilirmişsin 'the news' ile farkını anlatmama gerek yok sanıyorum

After commenting on the error, Student W posted a video about the general the singular and plural use and stated that she shared a video in order to be clear enough for every student. The posted material was shown below in Figure 12.
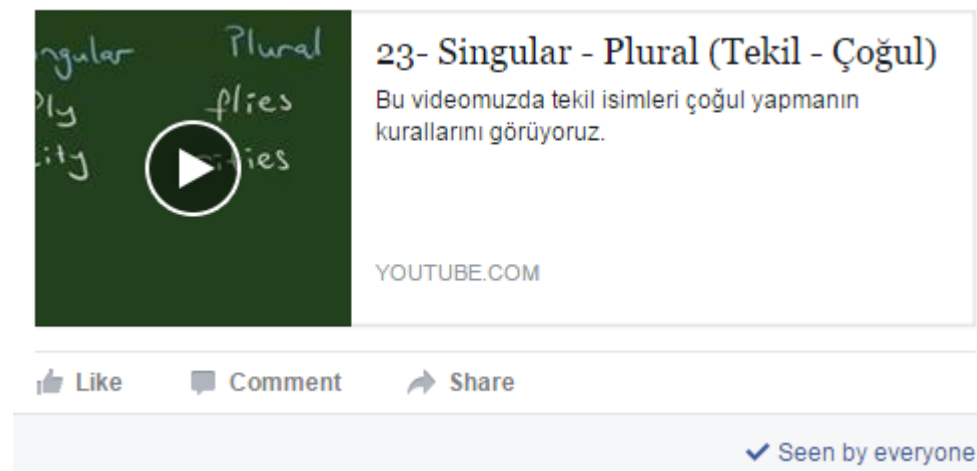
23- Singular - Plural (Tekil - Çoğul)
Bu videomuzda tekil isimleri çoğul yapmanın kurallarını görüyoruz.

YOUTUBE.COM

👍 Like    💬 Comment    ➡ Share

✔ Seen by everyone

*Figure 12.* Visual of the shared video about singular and plural forms of words

During the semi-structured post interview Student W responded the question about whether he/she used the Facebook platform except for commenting and sharing he responded as *"B made a revision at C's paragraph about singular and plural forms of words and shared a photo(Figure 5) about it. Nevertheless he also made a similar mistake. So I shared a video Figure 9 to clarify that topic."*

The last student realized the error about the comparative and superlative forms of adjectives in the paragraph written by his friend to complete the Task 1. The paragraph excerpt which was including the error was shown below in Figure 13.

transportations have many safety measure.. The last but not least, public transportations are really more cheaper then the cars. You can arrive wherever you want, with just little bit money. All in all, public

*Figure 13.* A student error of comparative and superlative use

Upon realizing the same kind of error Student Z commented on the Facebook platform under this paragraph. The comment of Student Z was presented below.

"The last but not least, public transportation is really cheaper than* using a car."

After commenting on the error, Student Z posted a video about the comparative and superlative form of adjectives and shared a video. The posted material was shown below in Figure 14.



*Figure 14.*visual of the shared video about comparative and superlative form of adjectives

During the semi-structured post interview Student W responded the question about whether he/she used the Facebook platform except for commenting and

sharing he responded as *"I noticed that one of my friends had problem on the topic of "Comparatives" and commented on it. Besides I shared a video (Figure 11) which shows general rules for subject revision. I think it was good."*

In terms of the collaborative feature of using Facebook in writing classes students' post-interview results showed that, students who responded positively (8) were more than students who responded negatively (2). Students stated that they could easily interact and collaborate with their friends on the Facebook course platform easily. Students emphasized that they use Facebook everywhere and every time and this time-and-place independence facilitates their collaboration even outside the classroom. Seven students stated that they did not feel lonely and they could easily write collaboratively with their friends via Facebook course platform, sample responses of the students are shown below:

*S4 – We can see and comment on our friends' paragraphs on the Facebook platform, when we're in the classroom we do not have this chance. We cannot see all paragraphs in the classroom. However, Facebook is always with us, and we can see and comment on the paragraphs everywhere and every time.*

*S6 - We not only see our friends' errors we only see and make use of their true sentences. We can learn from their sentences, as well.*

*S7 – We can collaborate with our friends we showed our errors and revised sentences together. We can support our friends by commenting and sharing extra materials.*

*S9 – Woking on Facebook and writing with our friends is very fruitful, because we can learn both from our mistakes and from our friend's mistakes.*

Two students mentioned that they did not feel comfortable while writing collaboratively with their friends and they preferred writing individually. Their responses are presented below:

*S5 – I prefer studying individually.*

*S8 – Studying individually is better for me, I can learn well when I study by myself. Ideas get confused when people study collaboratively.*

Only one student gave neutral response and he expressed that writing both collaboratively and individually had positive and negative aspects, he summarized his feelings in the following way:

*S1 –Working collaboratively on Facebook is good, because we can see different ideas. On the other hand this restricts our point of view.*

When participants' responses and sharings were analyzed, it can be concluded that students had very fruitful experiences while using Facebook during the writing process in their writing courses and they used Facebook in writing classes to share extra material for the purpose of scaffolding their peers. During the pre-interview students who shared extra materials responded to the question, asking what they thought about using Facebook in writing classes, in a positive way by using favourable terms such as "encourage, attractive, logical and useful". In parallel with their responses they made a contribution to the group by sharing extra materials; their sharings and the responses in the post-interview also supported their responses for the related question in the pre-interview. In this study results also may indicate that the use of Facebook in writing courses can promote self-directed learning and learner autonomy by encouraging them to share ideas and knowledge with their friends. The findings also suggested that using Facebook platform for posting, commenting, and sharing extra materials enhances student interaction; thereby promotes the collaborative exchange and learning.It can be concluded from the students' responses that by means of Facebook, students easily read their peers' paragraphs and comment on them and this facilitates interaction during communication.

**4.3.2 Students' perceptions on motivational features of Facebook in writing classes.** During the pre-interview students were asked what they thought about using Facebook in writing classes. All of the students stated positive opinions about Facebook integrated course. They believed that using Facebook platform in English writing classes would bring them a lot of benefits. Responses of the students are as follows;

*S1-Facebook is the most used social media tool, for example Twitter has character limitation.*

*S2- I think this may encourage me to write in English.*

*S3- I think this will be productive. When we're out of the classroom and be at home it is difficult to communicate however due to Facebook platform everybody can communicate better.*

*S4 – For me this will be efficient because doing something on Facebook is more enjoyable for me. In this century we are really interested in social media, even elderly people are interested in it. Facebook is attractive for me.*

*S5 – I think it will be good.*

*S6 – For me it is good and positive activity.*

*S7 – I think this will help us while we are writing. Normally we can only see our own products, when we see our friends' products we can improve our writing and I thing commenting on our friends' mistakes writing skill will improve.*

*S8 – It's logical. We will see our paragraphs so it is good.*

*S9 – We can interfere our mistakes, my friends can see my mistake and interfere to me. This will be useful activity for us, so I think it will be useful.*

*S10 – This will be pretty good activity, I think it will be useful.*

When the responses of the students analyzed, it can be inferred that before the study had begun, students had positive perceptions about using Facebook in writing classes. Although three out of ten students did not have a Facebook account at the beginning of the study when the pre-interview was conducted, they also had positive opinions about using Facebook platform in their English writing classes. These students signed up Facebook and participated in the study. Findings can be grouped into three categories: positive about assistance, positive about attractiveness, and positive about in general. The categories and the related statements are shown in Table 9.

Table 9
*Students' Pre-perceptions on Using Facebook in Writing Classes*

| Category | Indicative words |
| --- | --- |
| Positive about assistance | improve writing, productive, efficient, help, useful |
| Positive about attractiveness | encourage, communicate better, enjoyable, attractive, interested in social media |
| Positive about in general | good, logical, positive |

Students' post-interview responses showed that, the majority of the students felt more motivated while writing, commenting and revising on the Facebook course platform. Students explained that they felt more encouraged when their peer commented on their paragraphs on the Facebook platform. One student said *"I really liked writing on the Facebook platform; my friends valued my paragraph and commented on it, this improved my self-confidence and encouraged me to write".* Students also mentioned that writing via Facebook lessened their anxiety level and motivated them to write in English. Some examples are as follows;

*S1 – At the beginning I thought that writing and posting on Facebook would be difficult, because I did not use Facebook for an academic purpose. However I realized that, it was easy and I did not feel that I was doing my homework. I feel that I was surfing on the Internet.*

*S2 – I attended this class with the lateral transfer, and at the beginning I did not feel comfortable and hesitate to make an error. Our generation is technological generation we cannot interact and communicate face-to-face, however Facebook course platform made me feel more comfortable while commenting on my friends' paragraphs. Now my interaction with the class is really well.*

*S6 – My generation is not used to write by using pen-and-paper, so writing by using pen-and-paper make us feel stressed. For this reason, writing online make me feel less anxious.*

One of the students stated that using Facebook in writing classes increased his interest in writing in English and improved his writing competency. He said *"I realized that I could write in English. Therefore, I can integrate my literary side with my English.*Another student indicated that user-friendly aspects of Facebook make her like to write in English as she commented that *"Writing and posting on the Facebook course platform is really easy and fast. Facebook is always with me on my phone".*

It can be concluded that, students felt more relaxed when they were writing on Facebook, and using Facebook course platform decreased their anxiety. Responses of the students also revealed that online collaborative writing helped to promote their interpersonal relationships. These positive feelings promoted them to keep writing in English.

**4.3.3 Students' perceptions on writing competency and use of Facebook.** In order to reveal the perceptions of students on the use of Facebook with regard to their writing competency, students' pre-interview and post-interview responses, students' first drafts and materials provided by the teacher/researcher were analyzed. The results showed that, students perceived writing competency increased after the Facebook treatment.

In this study students completed two tasks. The first task is writing an advantage paragraph on the topic of "Some people use their own cars; however other people prefer to use public transportation for certain reasons. For you, what are the advantages of using public transportation?". The second task is writing a comparison paragraph on the topic of "Facebook and Twitter are the two most popular social network sites in the world. They are different from each other from various aspects; however for you, what are their similar parts?". Students were assigned to write a paragraph and post it on Facebook course platform. Each task consisted of producing a draft, providing feedback, revising and posting the second draft on the Facebook. The researcher/teacher tried not to dominate the online interactions. She "Liked" all the students' posts and she also posted materials on the Facebook course platform. Materials were visuals namely videos and photos(Figure 15), sample paragraphs and connectors (Figure 16)related to the topic and the paragraph type that students were responsible for. In order to facilitate students' writing process for each task three sample paragraphs were provided by the teacher. Based on the pre-interview results, the teacher/researcher provided students with targeted materials to facilitate their writing process.



*Figure 15.* A sample video material provided by the teacher

*Figure 15.*A sample visual material provided by the teacher
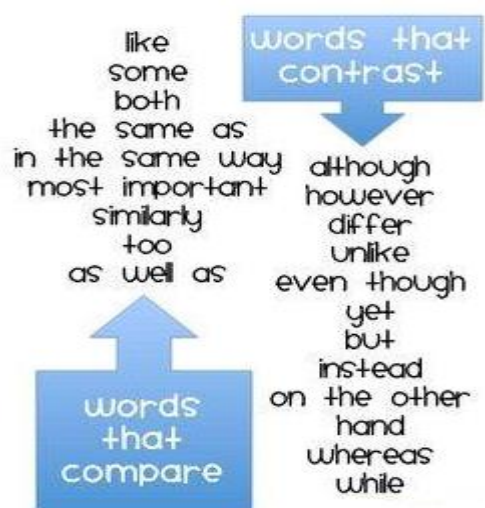


*Figure 16.* A sample info graphic on connectors provided by the teacher

In order to complete Task 1 students wrote an "advantage paragraph" on the topic of "Some people use their own cars; however other people prefer to use public transportation for certain reasons. For you, what are the advantages of using public transportation?". In order to complete Task 2 students wrote a comparison paragraph on the topic of "Facebook and Twitter are the two most popular social network sites in the world. They are different from each other from various aspects; however for you, what are their similar parts?". In general students were satisfied with the topics and they found relevant to the course content. Students stated in the post-interview that they benefited from certain materials that were provided by the teacher to facilitate their writing process. These materials were categorized as (a) pictures and

videos, (b) connectors and (c) sample essays. Records from the students revealed that students became more involved in the process of writing with the help of materials posted by the teacher.

1. Pictures & Videos

After analyzing the students' interviews and first drafts it was revealed that students mostly benefited from visual materials; namely pictures and videos. Seven students stated that these materials facilitated their brainstorming process and gave them various ideas.

*S1 – I just checked the pictures to get an idea.*

*S4 – I did the second task on the way of school at the bus. It was quite crowded. I checked the pictures which our teacher shared and wrote. It was pretty easy.*

*S5 – To tell the truth I checked the photos and did brainstorming.*

*S6 – I wrote public transportation paragraph easily and I generally have difficulty in writing, however materials really make me feel relaxed and lessen my anxiety.*

*S7 – As I explained I had difficulty on searching but with the pictures and videos which were provided by our teacher ease my work and make me feel relaxed.*

*S8 – I profited from the images a lot. They gave me good ideas, and I wrote easily.*

*S10 – Second topic quite forced me but lately I remember to check the materials. The images helped me a lot to create an idea. I can confess that I could write by the help of those materials.*

In addition, students also mentioned that teachers' materials eliminated their stress and supported the whole writing process. Students mentioned in their responses that they felt more comfortable while creating idea and during the writing process. The terms; such as "reduce my stress, relax" indicated that these materials also supported students' affective process in writing a paragraph. The teacher posted the following visuals:

*Figure 17.* Sample materials provided by the teacher

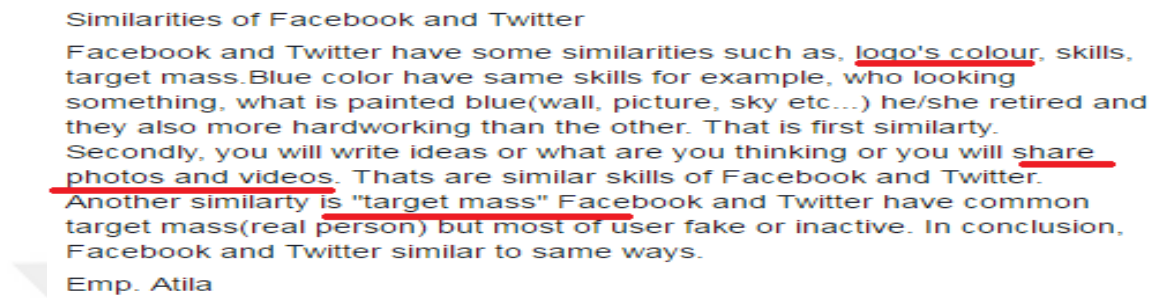These were used by one of the students in his paragraph which is shown in Figure 18



*Figure 18.* A sample paragraph of students

2. Connectors

In the pre-interview S2 and S3 stated that they had a difficulty in finding right connectors, vocabularies and phrases and in the post-interview students were asked whether they found the materials provided by the teacher via Facebook helpful for them while writing a paragraph. They responded this question in parallel with their responses in the pre-interview and stated that they benefited from materials in terms of connectors. Two of the students said:

*S2 – I had difficulties on conjunctives and solved this problem by the help of materials which our teacher shared.*

*S3 – I examined all materials. I really liked the materials especially about phrases and connectors.*

During the pre-interview S2 and S3 stated that they have a problem about using connectors and indicated:

*S2 – Difficult, I have a problem about connectors. For me, there is no easy point in writing.*

*S3 – It is easy to write if you also think in English; however I have a difficulty in finding phrases and different connectors.*

One sample paragraph and the provided material about connectors are shown in Figure 19.



The following are some useful expressions for this type of composition.

one of the advantages/disadvantages of... is

there are advantages/disadvantages to...

the (main) advantage/disadvantage of.... is...

the (main) drawback/problem with ... is

a further advantage (of)/problem(with) . .. is...

ADVANTAGES OF PUBLİC TRANSPORTATİONS

After i get a var license i decided to use public transportations.At the beginning it was really difficult for me because metrobus and minibus's are very crowded.Homeover as time went by i become to addicted public transportation and see benefical reasons in my life.The main advantage is public transportation's cheapness.İf you get a car on your own you must pay car's payments,oil and gas.İt means 20 liras a day but if you use public transportation you just pay 3 liras a day.Further important advantage of using public transportation is a easiness.İn istanbul everyday is a crowded than another day , it means traffic all day in week.İf you just use your own car you have to join and cope with traffic.But public transportation is easily than this.You just use your transportation card and get easily arrive where you want.Finally public transportation is safety because drivers are professional and they know what do they do every opportunities.To sum up public transportation to make their lives easier.

*Figure 19.* A sample of students' paragraphs and a sample of material provided by the teacher

3. Sample Essays

Only S9 mentioned that she investigated the sample paragraphs and said *"I didn't have a big problem, example paragraphs were very useful for me. The more examples we see, the better it is."*S9 also stated that she studied and benefited from sample paragraphs related to the paragraph type that were assigned to the students and said, *"They were good. You provided us more than one sample. We could turn back to the points that we couldn't understand, so it was good".* When students were asked why they did not use sample paragraphs posted on the Facebook platform by the teacher; they alleged in general that reading the paragraphs was time consuming. Students mentioned that they preferred making use of visuals to reading the sample paragraphs provided by the teacher.

During the semi-structured post-interview students were asked whether they found all the materials provided by the teacher/researcher via Facebook helpful for them while writing a paragraph. All of the students found the materials helpful for their writing process. Seven out of ten students stated that they benefited from materials which were provided to help students while writing their paragraphs. Students indicated that materials helped them to generate ideas especially in

brainstorming, find supporting ideas easily, be creative, do better brainstorming and categorize ideas. Some example direct quotations are below;

*S1 – Materials are very useful, help me to see the directions which I haven't seen. Especially at brainstorming, they are very useful.*

*S4 – Yes, of course. Gives us ideas and supports us, especially for brainstorming and supporting ideas.*

*S5 – It was very efficient for me. I don't like writing; I don't do my homework because I have difficulty on classifying the topic.*

*S6 – Yes, all of them are useful. I profit from the ideas while writing. It was broadened my mind.*

*S7 – Yes, because I have difficulty on searching but it is very important. The materials which were shared by our teacher presented good examples to us.*

*S8 – Yes, the materials gave us good ideas.*

*S10 – The First topic was not very hard as I had knowledge about it but I had difficulty on the second one. I didn't have an idea. I wrote it by benefiting from the examples of our teacher. Thanks.*

In order to find students' perception on their writing competency during the pre-interview students were asked how they rated their writing competency. The average point that they gave themselves was 3; and the highest point was 4. Five students explained the reason why they did not feel competent enough in writing in English as; creating an idea is very difficult. Their answers were as follows:

*S5- Let's say 3,5-4 point. I have aproblem about creating idea*
*S6 – 2-3 because even in Turkish, I can't write proper paragraphs. I cannot create ideas.*
*S7 – I am about 2-3. I don't think that I am successful. Brainstorming is very difficult for me.*
*S8 – When I look up the dictionary, it is 3, when I don't, it is 2. Besides, I can't feel sure of myself as I can't create ideas.*
*S10 – I think it is 4. If I feel sure and find enough supporting ideas easily, I can give 5 points.*

Three students explained their lack of competency with their lack of vocabulary (verb, adjective, connector) knowledge, by giving these responses:

*S1- 3,5 points I write neither mid-level nor bad. Phrasal verbs trouble me.*
*S2- Probably 2. I can't feel sure of myself.*

*S3 – 3. I prefer speaking, writing seems more formal. I feel as if I can't find the proper word but speaking is more informal, more comfortable.*
*S4 – 1-2.I cannot make a sentence. I can't feel sure of myself. Everybody make long sentences, when I make short ones, I fell like they are very simple. Those sentences cannot satisfy me. I am in trouble with conjunctives.*

Only one student cannot see her/himself competent enough for writing in English because of her/his lack of grammar knowledge.

*S9 – Actually I am good but because of my grammar mistakes I gave myself 3,5.It is because of my grammar mistakes.*

Another question aimed to reveal the areas that students have most difficulty. During the semi-structured pre-interview students were asked whether writing in English was difficult, and what areas were difficult.  Three categories were emerged from the responses: (a) brainstorming, (b) vocabulary, (c) connectors.

Five students responded that the most difficult part of writing in English was creating an idea. They had problems in finding supporting ideas for the given topic. According to the results topic choice affected the students to engage in the writing task.  Their answers were as follows:

*S5- It depends on the topic. If the topic is difficult and I cannot handle it I can't write easily.*

*S6 – I don't have difficulty when I express myself. If I have knowledge about the topic writing is easy. I have difficulty on creating ideas.*

*S7 – If a person knows what to write, writing is not difficult and it finishes quickly. However, at the beginning I have difficulty arranging how to start writing and what to mention. I don' know how to limit and develop the topic.*

*S8 – - Actually it is difficult. I feel that as if I couldn't make a sentence. Also I have difficulty on creating ideas.*

*S10 – If it is one of the topics that I am good at, it can be easy. I can make sentences and connect them well. But if the topic doesn't attract me, nothing to do, it is difficult.*

Four students said the problem about writing in English was vocabulary. Three out of four students mentioned that they liked writing in English; however they had a difficulty in finding the right vocabulary. In the pre-interview they indicated:

*S1 – Finding the right words while translating the idea into English is the only difficult part of writing in English.*

*S3 – If I think in English and write, writing is easier; however sometimes I have difficulty in finding the appropriate phrase or various connectors.*

*S4 – It is difficult. I need to know many words, when you don't know many words, writing is difficult. I cannot find the right word. I think that I am good at grammar; I don't have any difficulty on it*

*S9 – It is easier than talking. I can think and write in English at the same time. However, I can't do it while speaking. Sometimes cannot remember the spelling of words.*

Only one student mentioned the problem about while using certain connectors. S2 reported: *"It is difficult; I have a problem about connectors. There is no easy point."*

During the post-interview students were asked how they rated their writing competency. The average point that they gave themselves was 4*(M=3.9; SD=0.73)*; the highest point was 5 and the lowest point was 3. In the pre-interview no student gave him/herself 5 points. Nine out of ten students stated that using Facebook course platform in writing classes helped them to improve their writing competency. Only one student said using Facebook in writing classes did not improve his writing and explained *"Using Facebook did not contribute to my writing competency, because my friends did not comment on my paragraphs"*. That student got only 2 complimentary comments and, he did not get any form or meaning-oriented feedback from his peers. This might affect his perception on writing competency and using Facebook. The comparison of pre-interview and post-interview distribution of points highlighted that students gave themselves higher points after the Facebook treatment. Students' pre-interview result average was 2.9, post-interview result average was 3.9. See Table 10.

Table 10
*Distribution of Students' Writing Competency*

| Points | Pre-interview | Post-interview |
| --- | --- | --- |
| 5 points | | 2 students |
| 4 points | 1 student | 5 students |
| 3 points | 7 students | 3 students |

| | | |
|---|---|---|
| 2 points | 2 students | |
| 1 point | | |
| Average point | 3 points | 4 points |

Majority of the students mentioned in the post-interview that collaborative writing via Facebook scaffolded their writing competency. They explained that Facebook comments, seeing their friends' paragraphs, and samples helped them to revise their paragraphs better. Some examples of students' responses are presented below:

*S1 – seeing lots of examples helped me to revise my paragraph.*

*S2 – Materials are permanent and we can look and make use of them whenever we want.*

*S3 – I tended to talk much but now I think completely different. Seeing my friends' paragraphs and errors, and getting feedback really improved my writing competency.*

*S4 – On the Facebook course platform I can learn from feedback on my errors, I also see and learn from feedback on my friends' paragraphs.*

*S6 – I think I am more successful on the Facebook course platform.*

*S7 – I realized that I made simple errors and I tried to be more careful about spelling and punctuation.*

**4.3.4 Students' perceptions on the future use of Facebook in courses.** In terms of the future use of Facebook in writing classes students' post-interview responses were analyzed. The results showed that, all of the students enjoyed using Facebook in their writing classes. They stated that they wanted to keep using Facebook in their writing classes and in their other courses as well. During the semi-structured post-interview, students were asked if they wanted to continue writing classes on Facebook. All of the students commented that they wanted to continue their writing course on the Facebook course platform. Examples of students' responses are shown below:

*S1 – I want. I did not feel like I was writing a paragraph, it was just like surfing on the Internet and chatting with my friends.*

*S3 –Absolutely. By means of Facebook platform we can interact with our friends.*

*S4 – Yes I want, I liked it.*

*S6 – Yes, I wanted to continue. I always check my Facebook account and so I can always interact with my friends in English. My English knowledge will not get worse.*

*S7 – I want. By using Facebook course platform I write outside the classroom.*

Students also mentioned that they wanted to use Facebook in their other courses. They expressed that Facebook is user–friendly and they do not have to enrol on any extra site or blog in order to share their paragraphs and comment on their friends' paragraphs. They also indicated that they all have Facebook account(three of the students created their accounts for this study) and they have Facebook application on their mobile phones. Therefore when a notification came from the course platform, they could immediately check and comment. All of the students stated that they prefer online platforms rather than pen-and-paper courses; and they added that they enjoyed and wanted to keep using Facebook course platform in their writing courses.

**4.3.5 Students' perceptions on peer feedback.** Students' perceptions of peer feedback before the Facebook experience were investigated through pre-interview. During the pre-interview eight out of ten students stated that they feel good when they get feedback from their peers. Students indicated that they had positive perception on peer feedback by using the terms such as; 'feel good', 'feel happy', 'feel better'and 'improve my writing', Sample excerpts of the students are below:

*S3 –I feel really good. Negative and positive all kinds of advices make me feel good. I can evaluate myself and realize that how I am seen from other people's side.*

*S4 – I feel happy when my friends show my error to me, because I want to correct my errors.*

*S7 – I feel better. I like the idea that my friends want to help me. Moreover, with their advices I can improve myself and correct my errors.*

*S9 – I think this will help us while we are writing. Normally we can only see our own products, when we see our friends' products we can improve our writing and I think commenting on our friends' mistakes writing skill will improve.*

One of the students stated that the manner of the student who provides feedback can affect how he/she feel. He explained that *"If my friend commented in a good and constructive manner I feel good; however if he comments are cavalierly, I get angry"*.

Another student mentioned that she feels good when she gets feedback from a person who has a higher level of knowledge. She commented that *"When a person with high level of grammar and vocabulary knowledge provided a complimentary feedback to me; I feel myself valuable."*

Pre-interview responses revealed that all of the students have positive perception on the peer feedback. Two students stated that they feel positive in general; however the manner or the knowledge level of the students providing feedback may affect them in a negative way.

To find if Facebook peer feedback experience affected their perceptions or not, the post interview responses were analysed. Nine students stated that they felt positive when they got feedback. They used the terms such as 'valuable', 'relaxed', 'feel better' and 'fine' to express their feelings.

> *S3 – When I'm talking with my teacher I feel anxious and nervous, but talking with friend about my errors did not make me anxious. I felt relaxed.*
>
> *S7- I feel myself better. Especially I like that my friends help me. Then I relax as it will take me beyond, my friends will help me on the things that I don't know because I think that I can develop myself better.*
>
> *S9 – I feel myself valuable. In order to evaluate and comment they read my paragraphs, this made me feel good.*

Only one student stayed neutral about getting feedback and he explained that *"I did not get feedback from my friends, so I could not say anything about it"*.

With the purpose of finding whether the peer feedback was useful for the students while revising their first drafts during the semi-structured post-interview students were asked whether they found their peers' feedback useful for revising their paragraphs. How feedback helped them? The analysis of the participants' responses indicated that 9 out of 10 students found peer feedback useful for revising their

paragraphs. Students mentioned that they used peer feedback as a scaffold to help their linguistic development, they gained awareness; they had the common idea that "it helps me realize my mistakes and correct them". One of the students upon getting feedback wrote on the Facebook as a comment that "I investigated and learned that you are right about my mistake, thanks a lot." These students also mentioned that getting peer feedback was also a motivator for them; students used "delighted, feel happy, useful, affect in a positive way" phrases to indicate that they were motivated when they received peer feedback.

*S1 – They helped me on the points which I couldn't notice, especially on phrases. They helped me on phrasal verb mistakes. I can see my mistake and also my friends' mistakes.*

*S2 – I made simple spelling mistakes and revised them. I realised that I should be more careful.*

*S3 – Generally yes. I am one of the best students in the class, generally I helped them, my friends only liked my paragraph on Facebook and this affected me in a positive way. However; I also learn something while helping to my friends. I think that it is a very useful platform at all aspects.*

*S4 – I think so. It helped me to see my mistakes and correct them.*

*S5 – Yes it helped. I made a mistake about the use of connector, one of my friends commented on it and I immediately corrected it.*

*S7 – Yes, they helped me. They told me my vocabulary and grammar mistakes. Moreover they suggested to me that if I could use different vocabularies in some places, it could be better. That was very useful for me.*

*S8 – They generally complemented me, they liked my paragraph very much. Therefore, I felt happy*

*S9 – Of course it was useful as they helped me on spelling and using correct vocabularies.*

*S10 – everybody liked my paragraph very much, they couldn't find any mistake. I was delighted.*

Only one student who received only two comments as feedback stated that he did not find peer feedback and explained the reason by stating; *"I did not find it useful, because I did not get feedback".*

Results revealed that students posted flattering comments on the Facebook course platform while expressing their affective support to their peers. During the writing process posting a paragraph, commenting on the paragraphs, revising the paragraphs created an interactive learning area. According to Vygotsky's sociocultural model of language learning interaction between students brings collaboration which promotes scaffolding in language learning.

## Chapter 5

## Conclusions and Discussion

This chapter provides the discussion, implications and recommendations for the future research.

### 5.1 Conclusion

This research was designed to find answers to the following research questions;

1. What type of online peer feedback do participants provide in an EFL writing course?

2. To what extent do participants use online peer feedback provided by their peers in their revisions?

3. How do participants perceive peer feedback and the use of Facebook as the course platform in a writing class?

Concerning the first research question, the analysis of the students' artefacts, feedback comments on Facebook and transcripts of the semi-structured interviews indicated that students mostly provide form-oriented feedback, this result confirmed the result of the previous study by DeGuerroro and Villamil (2000). While vocabulary and syntax oriented feedback was regarded as the most useful and preferred, students mostly provided grammar oriented feedback. This result corroborates the findings of Lee's study on wikis. (2010) and DeGuerrero and Villamil's study which was conducted with 2 college students (2000).

During Task 1 participants provided a total of 24 feedback to their peers' first drafts; 10 of this feedback was just complimentary. In Task 1 students mostly provide feedback by focusing on form-related changes and the most common feedback was grammar oriented.During Task 7 feedback was provided regarding the grammar errors, 6 feedback was spelling oriented, and only 1 feedback focused on the use of connectors. During Task 2 participants provided a total of 17feedback to their peers' first drafts; 7 of this feedback was just complimentary, 7 feedback was grammar oriented, 2 feedback was vocabulary oriented and 1 feedback was syntax

oriented. Similar to Task 1, during Task 2 participants mainly provided grammar-oriented.

Concerning the second research question, more revisions were done during the Task 2 compared to Task 1. In Task 1 in total, 7feedback was provided regarding the grammar errors, 2 out of 7 feedback was revised and the rest was not changed. When considering spelling oriented feedback, 6 comments were posted on Facebook and 5 errors were revised by the students who wrote the paragraphs. Feedback on the use of connectors was considered and the necessary revision made.

In Task 2 in total, 7 feedback was provided regarding the grammar errors, 6 out of 7 was revised. On the Facebook course platform only 2 comments were vocabulary related while syntactic errors obtained 1 comment. All feedback on vocabulary and syntax was considered. Unlike Task 1 where the grammar-oriented peer feedback was mostly disregarded; almost all of the grammar and spelling feedback were considered in the revisions in Task 2. It was concluded that what students did in peer feedback session was inconsistent with their pre-perceptions. The result was in accord with the post-interview responses of the students; while contradicting with the pre-interview responses.

In Task 1 grammar oriented feedback was not considered and revised just like in Shehadeh's (2011) experimental study conducted with first year university students in the United Arab Emirates; unlike Task 2 students mostly considered and revised.There were differences in Task 1 and Task 2, this could be because during the Task 1 students were still adjusting themselves to this new learning platform.

As for the third research question, post-interview responses indicated that students felt more encouraged when their peer commented on their paragraphs on the Facebook platform. It was concluded that majority of the students felt more motivated while writing, commenting and revising on the Facebook course platform.Seven students stated that they did not feel lonely and they could easily write collaboratively with their friends via Facebook course platform.Students also mentioned that writing via Facebook lessen their anxiety level and motivated them to write in English, this result supports the finding of Kelm's (1992) result. The results also might show that materials provided by the teacher/researcher scaffolded students to be more integrated in the process of writing. Materials provided by the teacher

eliminated students' stress and supported the students' affective process and the whole writing process. Materials also promoted generating ideas especially in brainstorming, finding supporting ideas easily, being creative, and categorizing ideas. These are the most challenging areas which students stated in the pre-interview. In this sense, materials on Facebook eliminated these challenges and served as a motivator. All of the students found the materials facilitator for their writing process, yet, only one student benefited from sample paragraphs provided by the teacher. When the other students asked why they did not use them, it was revealed that sample paragraphs were regarded as time consuming. In addition, students preferred visuals. Another important result of the study was that; materials provided by the teacher eliminated students' stress, supported writing process and lowered the affective filter.

In terms of writing competency pre-interview and post-interview responses of the students were compared and analyzed, the responses of the students indicated that students' perceived writing competency improved at the end of the study. This result was in parallel to previous studies of Greenfield (2003), Lin (2009), Liou and Lee (2011). Majority of the students mentioned in the post-interview that, collaborative writing via Facebook scaffolded their writing competency. They explained that Facebook comments, and seeing their friends' paragraphs, and samples helped them to revise their paragraphs better.

Students mentioned that they wanted to use Facebook in their other courses. They expressed that Facebook is user–friendly and they do not have to enrol on any extra site or blog in order to share their paragraphs and comment on their friends' paragraphs. They also indicated that, Facebook was available on their mobile phones; therefore when a notification came from the course platform, they could immediately check and commented. All of the students stated that they prefer online platforms rather than pen-and-paper courses; and they added that they enjoyed and wanted to keep using Facebook course platform in their writing courses.

Responses showed that students liked interacting with their friends. It can be also inferred that interaction between students creates a collaboration which facilitates student' learning process and promotes students to learn better.

Concerning the first research question, using Facebook for the educational purpose was the first experience for all of the students; and before the study all of the students stated positive opinions about Facebook integrated course the most common words used by the students while responding the question were 'useful' and 'good'; they also used the terms expressing positive opinions about Facebook such as; 'attractive', 'efficient', 'encourage', 'productive', 'positive', 'enjoyable', 'communicate better', 'interested in social media' and 'logical'. Students also believed that using Facebook platform in English writing classes would bring them a lot of benefits. This result also was claimed by Campbell (2003) in the study on the use of weblogs in ESL classes. Students indicated that they used the Facebook course platform to comment on their peers' paragraphs, to share extra materials in order to facilitate their peers' writing process and to study the materials posted by the teacher.. These results corroborate the findings of Boling, Zawilinski, Barton, Nierlich (2008), Kennedy (2003) and Campbell (2003). This study showed that, Facebook served as an appropriate platform for the writing course. Results revealed that through the user friendliness of Facebook; such as, easy to access, time and place independence, students shared extra materials for the purpose of scaffolding their peers' writing.

In class, teaching and learning generally occur in one-way delivery of knowledge from teacher to students; however, the use of social media gives an opportunity to students to build and share their knowledge with the other members of the community. In the study the teacher/researcher did not want to dominate the online interactions, students decided on what to share and how to share. This showed that the use of Facebook in writing courses promotes self-directed learning and learner autonomy, which was also revealed by Warschauer (1999) and Chapelle (2001). Results also showed that using Facebook encouraged students to share their ideas and knowledge to their friends; therefore created collaborative learning environment by making student active agents in the construction of knowledge. This result might be parallel with Goodsell, Maher and Tinto's study (1992). The interaction between students changed the role of the computers from tutor to student-centered tool which was described by the Warschauer (1998). Therefore, using Facebook enabled collaborative learning supported by sociocultural perspective of learning based on Vygotsky's Zone of Proximal Development theory.

The findings also suggested that posting, commenting, and sharing extra material enhanced students' interaction; that interaction between students creates a collaboration which facilitates student' learning process and promotes students to learn better, which was also concluded by Greenfield (2003). The results indicated that, students used the Facebook course platform with the purpose of going back and reviewing the past comments, materials and their friends' paragraphs, just like the Beauvois's (1997) Thorne and Payne's (2005) and Godwin-Jones's (2003) studies. Additionally, while students providing complimentary feedback to their peers, they created a different kind of discourse which was different from the language they used in the classroom. Students used informal, hedging, emoticons, questions and politeness strategies while interacting on the Facebook course platform; students added that they did not feel like doing a homework, they feel like surfing on the Internet. This result corroborates the Beauvois's (1997) and Kelm's (1992) findings on synchronous computer networks.

Students' complimentary comments sheds lights on the online discourse features of peer interactions promote a sociocultural perspective of learning by creating an atmosphere where students interact in a positive way. By means of this interaction students gain self-esteem and self-confidence, as supported by the findings of Romney (2000), Carson and Nelson (1994) conducted with students from collectivist cultures such as Japan and China.

Finally, the result of the pre-interview and post-interview revealed that students had positive pre-perception and post-perceptions of using Facebook in their writing courses and getting peer feedback. Students stated that they could easily interact and collaborate with their friends on the Facebook course platform easily. Students emphasized that they use Facebook everywhere and every time and this time-and-place independence facilitates their collaboration even outside the classroom.

## 5.2 Implications

Based on the results of the study, it can be concluded that computer-mediated peer feedback which was provided via Facebook course platform might be used in English as foreign language writing classes. Blog-supported collaborative writing decreases students' anxiety while increasing students' writing competency,

88

especially in the areas of grammar and spelling. Blog-supported writing via Facebook platform seemed to scaffold students while they are writing and students were satisfied with online collaborative writing and would like to study all writing courses similarly. In the light of these results, it could be concluded that blended learning/teaching is efficient and convenient for writing courses in English Language Preparatory Programs and teachers might be recommended to implement blended method in their classes.

Concerning the results, it is important that before the study teachers should hold feedback and blog training sessions to make it clear for all students how to provide feedback and how to use blog. In this study, students only provided form-oriented and complimentary feedback rather than providing any meaning-oriented feedback to their peers.Based on this situation students may need more detailed and informative feedback training to be competent enough to provide feedback in various areas. Students can be guided to explore different feedback areas to facilitate their providing feedback and writing paragraphs process which bring students to a conscious level of learning from each other.

As this present study was conducted to explore the role of using Facebook in a writing course in English, Facebook was regarded as an asynchronous tool in the study. The results of the study indicated that use of because of the features of CMC such as; time-and-place independence, distance interaction, and many-to-many interaction.Based on the results of the study, teachers are recommended to employ Facebook in writing activities.

Finally, the possible negative role of the Internet should be regarded. Students could be influenced negatively and distracted while studying on the Internet. In order to prevent this probability teacher could post visuals or comment on the students' sharing onthe platform. This may increase the participation of the students by awaken their interest.

## 5.3 Recommendations for Future Research

This Present study has several recommendations for the future researches. Firstly, this study examined to what extent students use online peer feedback in their revisions, further research can examine how students provide peer feedback. The

participants' use of emoticons and code switching while they are commenting on the platform can be an interesting area of research in the field of written feedback. In this study students completed two collaborative writing tasks; these two tasks may not provide sufficient data. Researchers are recommended to conduct longitudinal study to obtain sufficient results. Because of the institutional limitation, control group could not be included in this study, so the results of the study could not be compared. Therefore, it is recommended to conduct similar study with both experimental and control groups.

In this study, the researcher was also the teacher of the participants, and students/participants might feel themselves to show positive reaction to their teacher so researcher bias might be influential. Therefore, in order to prevent researcher bias, future researchers are recommended to conduct study with the participants who are not familiar with the researcher. Additionally, in this study one training session on providing feedback to their peers' paragraphs was hold. One session may not be sufficient for students to provide efficient feedback to their peers, as students do not have enough experience in peer feedback and using blogs for the purpose of language learning. Students provided only form-oriented feedback and complimentary feedback, they did not provide any feedback based on meaning-oriented. Therefore, researchers are suggested to hold more detailed and informative training sessions both on providing feedback and using blogs.

In the present study, in order not to dominate the students' online interactions teacher did not comment on students' paragraphs, teacher only 'like' students' paragraphs posted on the Facebook to show that she saw their posts. However; during the post-interview some students reported that they also would like to receive a teacher feedback in addition to peer feedback. In the further researches, it is suggested to include teacher feedback and compare teacher and peer feedback with regard to revisions. Finally, researchers are recommended to order interview questions very attentive so that the questions will not direct students to respond in an intended way.

# References

Alexa. (2016, March). *The top 500 sites on the web: Global*. from: http://www.alexa.com/topsites/global

Alsamadani, H. A. (2010). The relationship between Saudi EFL students' writing competence, L1 writing proficiency, and self-regulation. *European Journal of SocialSciences, 16(1),* 53-63.

Armstrong, K.,&Retterer, O. (2008). Blogging as L2 writing: A case study. *AACE Journal, 16(3),* 233-251.

Atkinson, D. (2003). L2 writing in the post–process era: Introduction. *Journal of Second Language Writing, 12(1),* 3–15.

Aurby, J. M. (2009). *Motivation and instructor's self-disclosure using Facebook in a French online course context,*(Doctoral Thesis) Department of Secondary Education College of Education And Department of World Languages College of Arts and Sciences University of South Florida.

Badger, R. & White, G. (2000). A process genre approach to teaching writing. *ELT Journal 54(2),* 153-160.

Balcioğlu, L.,&Kocaman, O. (2013). An assessment of teacher training programs in public and private university foreign languages department preparatory schools and the instructors' perception and relevance. *Procedia - Social andBehavioral Sciences, 106,* 356 – 370.

Barr, D. (2013). Embedding technology in translation teaching: evaluativeconsiderations for courseware integration.*Computer Assisted Language Learning*, *26(4),* pp.295 –310.

Beauvois, M. H. (1992). Computer-assisted classroom discussion in the foreign language classroom: Conversation in slow motion. *Foreign LanguageAnnals, 25(5),* 455-464.

Beauvois, M. H. (1997). High-tech, high-touch: From discussion to composition in the networked classroom. *Computer Assisted Language Learning, 10(1),* 57-69.

Beauvois, M. H. (1998). Conversations in slow motion: Computermediated communication in the foreign language classroom. *Canadian ModernLanguage Review, 54(2),* 198-217

Bilgin, H. (2013). *Students' CALLing: Blended language learning for students.* In B. Council, Blended Learning in English Language Teaching:Course Design and Implementation (pp. 207-211). London.

Bitlis, Ö. (2011). *A blended learning environment in relation to learner autonomy,* (Doctoral dissertation, Bilkent University).

Boling, E., Castek, J., Zawilinski, L., Barton, K., &Nierlich, T. (2008). Collaborative literacy: blogs and internet projects. *The Reading Teacher, 61(6),* 504-506.

Boyd, D.,& Ellison, N. (2007). Social network sites: Definition, history, and scholarship. *Journalof Computer-Mediated Communication, 13(1),* 210-230.

Bruner, J. (1985). *Vygotsky: An historical and conceptual perspective.* In J. V. Wetsch (Ed.), Culture, communication, and cognition: Vygotskian perspectives (pp. 21–34). London: Cambridge University Press.

Campbell, A. P. (2003). Weblogs for use with ESL classes. *The Internet TESL Journal, 9(2).* Retrieved 08 March, 2016, from http://iteslj.org/Techniques/Campbell-Weblogs.html

Campbell, A. P. (2003a). *The experience of computer supported cooperative learning using weblogs in the university classroom: A phenomenological case study.* (Unpublished thesis). The University of Sheffield, Sheffield, England.

Canale, M. & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics, 1(1),* 1-46.

Carson, J. G. (2001). *Second language writing and second language acquisition.* In T. Silva & P. K. Matsuda (Eds.), On second language writing (pp. 191–199). Mahwah, NJ: Lawrence Erlbaum.

Carson, J. G.,& Nelson, G. L. (1994). Writing groups: Cross-cultural issues. *Journal of Second Language Writing, 3(1),* 17–30.

Casanave, C. P. (2003). Looking ahead to more sociopolitically–oriented case study research in L2 writing scholarship (But should it be called "post–process"?). *Journal of Second Language Writing, 12(1),* 85–102.

Chapelle, C. A. (2001). *Computer applications in second language acquisition: Foundations for teaching, testing and research.* Cambridge: CUP.

Chiu, C.Y. (2006). *The effects of the cooperative evaluation and group rewards with writing &evaluation – Cooperative online learning (WE-COOL) system on senior high school students' English writing achievement and attitudes*. (Unpublished doctoral dissertation). National Chiayi University, Chiayi, Taiwan.

Cooper, M.,&Selfe, C. L. (1990). Computer conferences and learning: Authority, resistance and internal persuasive discourse. *College English, 52(8),* 847-869.

Çakır, İ. (2006). The use of video as an audio-visual material in foreign language teaching classroom. *The Turkish Online Journal of Educational Technology, 5(4).*

deAlneidaSoares, D. (2008). Understanding class blogs as a tool for language development. *Language Teaching Research, 12(4),* 517-533.

De Graaf, R., Jauregi, K., &Nieuwenhuijsen, D. (2002). *Collaborative learning in a virtual writing environment.* In A. Mendez Vilas and J. A. Mesa Gonzales, I. Solo de Zaldivar (Eds.), Educational Technology: International conference on ICTs inEducation, 2002 (pp. 302-306). Badajoz, Spain.

DeGuerrero, M. C. M.,&Villamil, O. S. (2000). Activating the ZPD: Mutual caffolding in L2 peer revision. *Modern Language Journal, 84(1),* 51–68.

Denzin , N. K. , & Lincoln , Y. S. ( 2005 ). *The Sage handbook of qualitative research* (3rd ed.). Thousand Oaks, CA : Sage .

Dinçer, E. (2014) *The effects of media and technology enhanced vocabulary teaching in foreign language classroom*. (Master's Thesis)

Dooly, M. (2008). *Constructing knowledge together. In M. Dooly (ed.). Telecollaborative language learning. A guidebook to moderating intercultural collaboration online.* Bern: Peter Lang.

Ede, L. S.,& Lunsford, A. A. (1990). *Singular texts/plural authors: Perspectives on collaborative writing.* Carbondale: Southern Illinois University Press.

Ellison, N. B.,& Wu, Y. (2008). Blogging in the classroom: A preliminary exploration of student attitudes and impact on comprehension. *Journal of Educational Multimedia andHypermedia, 17(1),* 99-122.

Erben, T., Ban, R., & Castaneda, M. (2009). *Teaching English language learners through technology.* NY: Taylor & Francis.

Farkas, D. K. (1991). *Collaborative writing, software development, and the universe of collaborative activity.* In M. M. Lay & W. M. Karis (Eds.), Collaborative writing inindustry: Investigations in theory and practice (pp. 13-30). Amityville, NY: Baywood Publishing Co.

Ferris D.,&Hedgcock J. S. (1998). *Teaching ESL composition. Mahwah*, NJ: Lawrence Erlbaum Associates.

Ferris, D. (2003). *Response to student writing: Implications for second language students*. Mahwah, NJ: Lawrence Erlbaum.

Ferris, D.,&Hedgecock, J. (2005). *Teaching ESL composition: Purposes, process, and practice (2nd ed.).* Mahwah, NJ: Lawrence Erlbaum.

Flick, U. (2009). *An introduction to qualitative research*, London: Sage.

Flower, L. (1994). *The construction of negotiated meaning: A social cognitive theory of writing.* Carbondale: Southern Illinois University Press.

Flower, L.,& Hayes, J. (1981). A cognitive process theory of writing. *College Composition and Communication, 32,* 365–387.

Franco, C. D. P. (2008). Using wiki-based peer-correction to develop writing skills of Brazilian EFL learners. *Novitas-ROYAL, 2(1),* 49-59.

Fu-lan, L. (2006). Using computer-mediated-communication to overcome the anxiety in ESL writing. *US-China Foreign Language, 4(11),* 97-101.

Fung, Y. M. (2010). Collaborative writing features. *RELC Journal, 41(1),* 18-30.

Gall, J., Gall, M.D., & Borg, W. T. (2005). *Applying educational research (5th ed.).* Boston, Pearson Education.

Garrison, D. R.,& Vaughan, N. (2008). *Blended learning in higher education: Framework, principles, and guidelines.* San Fransisco: Jossey-Bass.

Georgescu, C-A. (2010). Using blogs in foreign language teaching in Petroleum Gas University of Ploiesti Bulletin. *Educational Sciences Series, 62(1A),* 186-191.

Glaser, B. G.,& Strauss, A. L. (1967). *The discovery of grounded theory. Strategies for qualitative research.* Chicago, IL: Aldine Publishing Company.

Goble, G. (2012). *The history of social networking*. Retrieved in 01 March, 2016 from http://www.digitaltrends.com/features/the-history-of-social-networking/

Godwin-Jones, R. (2003). Emerging technologies-blogs and wikis: environments for on-line collaboration. *Language Learning & Technology, 7(2),* 12-16. Retrieved in 15 February, 2016, from http://llt.msu.edu/vol7num2/emerging/

Godwin-Jones, R. (2006). Tag clouds in the blogosphere: Electronic literacy and social networking. *Language Learning & Technology, 10(2),* 8-15.

Gokhale, A.A. (1995). Collaborative learning enhances critical thinking. J*ournal of Technology Education, 7(1).* Retrieved from http://scholar.lib.vt.edu/ejournals/JTE/jtev7n1/ gokhale.jte-v7n1.html

Goodsell, A., Maher, M., & Tinto, V. (1992). *Collaborative learning: A source book for higher education*. University Park, PA: National Center on Postsecondary Teaching, Learning,and Assessment.

Grabe, W. (2001). Notes toward a theory of second language writing. In T. Silva & P. K. Matsuda (Eds.), *On second language writing (pp. 39–57).* Mahwah, NJ: Lawrence Erlbaum.

Grabe, W.,& Kaplan, R. B. (1996). *Theory and practice of writing: An applied linguistic perspective.* London: Longman.

Greenfield, R. (2003). Collaborative e-mail exchange for teaching secondary ESL: A case study in Hong Kong. *Language Learning & Technology, 7(1),* 46-70.

Guerra, Luis (2012*). Digital networks in language learning: Instant messaging and the practice and acquisition of writing skills in Pixel* (ed) ICT for Language Learning, Conference Proceedings, Padova: libreriauniversitaria.it, Webster s.r.l., pp. 161-164

Guerrero, M.C.M&Villamil, O.S. (2000). Activating the ZPD: Mutual scaffolding in L2 peer revision. *The Modern Language Journal, 84(1),* 51-68.

Hartman, H. (2002). *Scaffolding& cooperative learning. Human learning and instruction,*(pp. 23-69). New York: City College of City University New York.

Hata, M. (2003). Literature review: Using computer-mediated communication in second language classrooms. *Osaka KeidaiRonshu, 54(3),* 115-25.

Hendley, V. (2000). 30 years of higher education. *AAHE Bulletin, 52(7),* 3–8.

Herring, S. C. (Ed.). (1996). *Computer-mediated communication: Linguistic, social and cross-cultural perspectives.* Pragmatics and Beyond series. Amsterdam: John Benjamins. 324 pp

Holsti, O. (1969). *Content analysis for social sciences and humanities*. Reading, MA: Addison-Wesley.

Homstad, T.,& Thorson, H. (2000). *Writing across languages*. In G. Bräuer (Ed.), Advantages in foreign language and second language pedagogy series (Vol. 1). Stamford, CT: Ablex Publishing Corp.

Huang, S. J. (2007). *Learner perceptions of using blogs in English learning.* Unpublished (master's thesis) Chaoyang University of Technology, Taichung, Taiwan.

Huffaker, D. (2005). The educated blogger: Using weblogs to promote literacy in the classroom. *AACE Journal, 13(2),* 91-98.

Hyland, K. (2003). *Second language writing*. UK: Cambridge University Press.

Jafari, N.,& Ansari, D. N. (2012). The effect of collaboration on Iranian EFL learners' writing accuracy. *International Education Studies, 5(2),* 125-131.

Johnson, D. W., R. T. Johnson, and E. J. Holubec. (1993) *Circles of learning: Cooperation in the classroom.* 4th edition. Edina, MN: Interaction Book.

Johnson, K. A. (2011). The effect of Twitter posts on students' perceptions of instructor credibility. *Learning, Media and Technology, 36(1),* 21-38.

Jones, S. J. (2006*). Blogging and ESL writing: A case study of how students responded to the use of weblogs as a pedagogical tool for the writing process approach in a community college ESL writing class*. (Unpublished doctoral dissertation), University of Texas, Austin.

Kaplan, A. M.,&Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. *Business Horizons, 53(1),* 59-68.

Kaplan, R. B. (1966). Cultural thought patterns in intercultural education. *Language Learning, 16,* 1–20.

Keller, T.,& Miller, B. M. (2006). Organizational blogs and the human voice: Relational strategies and relational outcomes. *Journal of Computer-Mediated Communication, 11(2),* 395-414.

Kelly, M. J. (2008). *The impact of weblogs on the affective states and academic writing of L2 undergraduates*. (Unpublished doctoral dissertation), University of Virginia, Virginia.

Kelm, O. R. (1992). The use of synchronous computer networks in second language instruction: a preliminary report. *Foreign Language Annals, 25*, 44-454.

Kennedy, K. (2003). *Writing with web logs*. Retrieved 05 March, 2016, from: http://www.techlearning.com/db_area/archives/TL/2003/02/blogs.php

Kern, R. &Warschauer, M. (2000). T*heory and practice of network-based language teaching*. In M. Warschauer& R. Kern (Eds.), Network-based language teaching: Concepts and practice (pp. 1-19).Cambridge: Cambridge University Press.

Kern, R. G. (1995). Restructuring classroom interaction with networked computers: Effects on quantity and characteristics of language production. *Modern Language Journal, 79(4),* 457-476.

Kırkgöz, Y. (2011). A blended learning study on implementing video recorded speaking tasks in task-based classroom instruction. *Turkish Online Journal of Educational Technology,10(4)*

Kitao, S. K.,& Saeki, N. (1992). Process and social aspects of writing: Theory and classroom application. *Annual Reports of Studies, 33(1),* 86-102.

Kothari, C.R. (2004) *Research methodology: Methods and techniques*. New Delhi: New Age International.

Krapels, A. R. (1990). *An overview of second language writing process research*. In B. Kroll (Ed.), Second Language Writing (pp. 37-56). Cambridge: Cambridge University Press.

Lave, J.,& Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York: Cambridge University Press.

Lee, L. (2010). Exploring wiki-mediated collaborative writing: A case study in an elementary Spanish course. *CALICO Journal, 27(2),* 260-276.

Levy, M. (1997). *Computer-assisted language learning: Context and conceptualization*. Oxford: Oxford University Press.

Liaw, M.-L. (1998). Using electronic mail for English as a foreign language instruction. *System,26,* 335-351.

Lin, S.-M. (2009). *How computer-mediated communication affects ELL students' writing processes and writing performance.*(Unpublished doctoral dissertation), University of Oklahoma, Norman.

Lincoln, Y. S., Guba, E. G. (2013). *The Constructivist Credo*. Walnut Creek, CA: Left Coast Press.

Lincoln, Y.,& Guba, E. (1985). *Naturalistic inquiry.* New York: Sage.

Liou, H.- C.,& Lee, S.-L. (2011). How wiki-based writing influences college students' collaborative and individual composing products, processes, and learners; perceptions. *International Journal of Computer-Assisted Language Learning and Teaching, 1(1),* 45-61.

Liu, J, & Sadler, R. W. (2003). The effect and affect of peer review in electronic versus traditional modes on L2 writing. *Journal of English for Academic Purposes 2,* 193-227.

Louth, R., McAllister, C., & McAllister, H. A. (1993). The effects of collaborative writing techniques on freshman writing and attitudes. *Journal of Experimental Education, 61(3),* 215-224.

Makino, T. (1993). Learner self-correction in EFL written compositions. *ELT Journal, 47(4),* 337–341.

Matsuda, P. K. (2003). *Second language writing in the twentieth century: A situated historical perspective.* In B. Kroll (Ed.), Exploring the dynamics of second language writing (pp.15-34). NY: Cambridge University Press.

Matsuda, P. K. (2003a). Process and post-process: A discursive history. *Journal of Second Language Writing, 12(1),* 65–83.

McComiskey, B. (2000). *Teaching composition as a social process*. Utah State University Press: Logan, Utah.

McMahon, M. (1997, December). *Social constructivism and the world wide web – A paradigm for learning.* Paper presented at the ASCILITE conference. Perth, Australia.

Medley, R. (2010). *Redefining call: Social networking as a vehicle for cross-cultural communication.* Retrieved from ProQuest Digital Dissertations. (AAT 1475978).

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation.* San Francisco: Jossey-Bas

Miao, Y.,Badger, R. & Zhen, Y. (2006). A comparative study of peer and teacher feedback in a Chinese EFL writing class. *Journal of Second Language Writing, 15(3),* 179-200

Mills, N. (2011). Situated learning through social networking communities: The ability of joint enterprise, mutual engagement, and a shared repertoire. *CALICO Journal,28(2),* 345-368.

Nelson, T.,&Fernheimer, J. (2003). *Welcome to the blogosphere: Using weblogs to create classroom community.* Computer Writing and Research Lab, White Paper Series: #030822-1, 1 15.

Olshtain, E. (2001). Functional tasks for mastering the mechanics of writing and going just beyond. In Celce-Murcia, M. (Eds.), *Teaching English as a second or foreign language* (pp.207-217). US: Heinle&Heinle.

Ortega, L. (1997). Processes and outcomes in networked classroom interaction: Defining the research agenda for L2 computer assisted classroom discussion. *LanguageLearning and Technology, 1(1),* 82-93.

Ortega, L. (2009). *Understanding second language acquisition.* London, UK: Hodder Education

Paquet, S. (2003). *Personal knowledge publishing and its uses in research.* Knowledge Board, 10 January, Retrieved 18 February, 2016 from http://www.knowledgeboard.com/cgibin/item.cgi?id=96934&d=744&h=746&f=745

Parker, K. R.,& Chao, J. T. (2007). Wiki as a teaching tool. *Interdisciplinary Journal of Knowledge and Learning Objects, 3,* 57–72.

Paulus, T. M. (1999). The effect of peer and teacher feedback on student writing. *Journal of Second Language Writing, 8(3)*, 265-289.

Pempek, T. A., Yermolayeva, Y. A., & Calvert, S. L. (2009). College students' social networking experiences on facebook. *Journal of Applied Developmental Psychology,30(3),* 227-238.

Perez, L. C. (2003). Foreign language productivity in synchronous versus asynchronous computer-mediated communication. *CALICO Journal, 21(1),* 89-104.

Petrović, N., Petrovic, D., Jeremic,V., Milenkovic, N., Cirovic, M (2012). Possible educational use of Facebook in higher environmental education, *ICICTE 2012 Proceedings*,335-362 Retrieved 25 March, 2016, from: http://www.icicte.org/Proceedings2012/Papers/09-1-Petrovic.pdf

Pol, J. Berg, B. A. M., Admiraal, W. F. and Simons, P. J. R. (2008).The nature, reception and use of online peer feedback in higher education. *Journal of Computer and Education, 51,* 1804-1817.

Porto, M. (2001). Cooperative writing response groups and self-evaluation. *ELT Journal, 55(1),* 38–46.

Raimes, A. (1991). Emerging traditions in the teaching of writing. *TESOL Quarterly, 25(3),* 407-430.

Ray, J. (2006). *Blogosphere: The educational use of blogs* (aka Edublogs). Kappa Delta Pi Record, 175-177.

Reiff, M. J. (2002). Teaching audience post-process: Recognizing the complexity of audiences in disciplinary contexts. *The WAC Journal, 13.* Retrieved 15 March, 2016, from http://wac.colostate.edu/journal/vol13/

Rezaee, A. A.,&Oladi, S. (2008). The effect of blogging on language learners' improvement in social interactions and writing proficiency. *Iranian Journal of Language Studies, 2(1),* 73-88.

Rollinson, P. (2005). Using peer feedback in the ESL writing class. *ELT Journal, 59 (9),* 23-30.

Romney, J. C. (2000). Collaborative learning in a translation class. *The Canadian Modern Language Review, 54(1),* 48–67.

Saettler, P. (2004). *The evolution of American educational technology.* Infomation Age Publishing Inc. Book retrieved on May 3, 2011, from: http://books.google.com/books?id=s1ThX561Z58C&printsec=frontcover&dq= The+Evolution+of+American+Educational+Technology#PPP1,M1

Santos, T. (1992). Ideology in composition: L1 and ESL. *Journal of Second Language Writing, 1(1),* 1–15.

Sarivan,L.(2011).*Homo zappiens challenges language education*, http://www.pixelonline. org/ICT4LL2011/common/download/Paper_pdf/ILT67-342-FP-Sarivan-ICT4LL2011.pdf.

Saunders, W. M. (1989). Collaborative writing tasks and peer interaction. *International Journal of Educational Research, 13(1),* 101-112.

Schmidt, J. (2007). Blogging practice: An analytical framework. *Journal of Computer Mediated Communication, 12,* 1409-1427.

Scott, D.,& Usher, R. (2011). *Researching education: Data methods and theory in educational inquiry*. London: Continuum.

Sengupta, S. (2001). Exchanging ideas with peers in networked-based classrooms: An aid or a pain? *Language Learning and Technology, 5(1),* 103- 134.

Shang, H.-F. (2007). An exploratory study of e-mail application on FL writing performance. *Computer Assisted Language Learning, 20(1),* 79-96.

Shehadeh, A. (2011). Effects and student perceptions of collaborative writing in L2. *Journal of Second Language Writing, 20,* 286-305.

Shih, R. (2011). Can Web 2.0 technology assist college students in learning English writing? Integrating Facebook and peer assessment with blended learning. *Australasian Journal of Educational Technology, 27(5),* 829-845.

Silva, T. (1987). *ESL Composition: An historical perspective.* Paper presented at the annual meeting of the Conference of College Composition and Communication Atlanta, GA.

Silva, T. (2001). *Toward an understanding of the distinct nature of L2 writing*. In T. Silva & P. K. Matsuda (Eds.), Landmark essays on ESL writing (pp. 191-208). Mahwah, NJ: Lawrence Erlbaum Associates.

Smith, B.,& MacGregor, J. (1992). *What is collaborative learning*?. In A. Goodsell., M. Maher.,& V. Tinto (Eds), Collaborative learning: A source book for higher education. University Park, PA: National Center on Postsecondary Teaching, Learning, and Assessment.

Sotillo, M. S. (2000). Discourse functions and syntactic complexity in synchronous and asynchronous communication. *Language Learning and Technology 4(1),* 82-119.

Spitzer, M. (1990). *Local and global networking: Implications for the future*. In D. Holdstein& C. Selfe (Eds.), Computers and writing: Theory, research,practice (186-207). New York, NY: MLA.

Stanley, G.. (2005). *Blogging for ELT*. Retrieved 16 February, 2016, from http://www.teachingenglish.org.uk/think/articles/blogging-elt

Storch, N. (2002). Patterns of interaction in ESL pair work. *Language Learning 52(1),* 119-158.

Storch, N. (2004). Writing: Product, process, and students' reflections. *Journal of Second Language Writing, 14(3),*153 – 173

Storch, N. (2005). Collaborative writing: Product, process, and students' reflections. *Journal of Second Language Writing, 14,* 153-173.

Strobl, C. (2014). Affordance of Web 2.0 technologies for collaborative advanced writing in a foreign language. *CALICO Journal, 31(1),* 1-18.

Sullivan, N.,& Pratt, E. (1996). A comparative study of two ESL writing environments: A computer-assisted classroom and a traditional oral classroom. *System, 29,* 491-501.

Susser, B. (1993). Networks and project work: alternative pedagogies for writing with computers. *Computers and Composition, 10(3),* 63–89.

Sutherland, J. A.,& Topping, K. J. (1999). Collaborative creative writing in eight-year-olds: Comparing cross-ability fixed role and same-ability reciprocal role pairing. *Journal ofResearch in Reading, 22(2),* 154-179.

Swales, J. M. (Ed.). (1990). *Genre analysis: English in academic and research setting*. New York: Cambridge University Press.

Thorne, S. L.,& Payne, J. S. (2005). Evolutionary trajectories, Internet-mediated expression, and language education. *CALICO Journal, 22(3),* 371-379.

Topping, K. J. (2000) *Peer assisted learning: A practical guide for teachers*. Cambridge, MA: Brookline Books.

Trammell, K. D., Williams, A. P., Postelnicu, M., &Landreville, K. D. (2006). Evolution of online campaigning: Increasing interactivity in candidate Web sites and blogs through text and technical features. *Mass Communication and Society, 9(1),* 21-44.

Trimbur, J. (1989). Consensus and difference in collaborative learning. *College English, 51(6),* 602- 616.

Trimbur, J. (1994). Taking the social turn: Teaching writing post-process. *College Composition and Communication 45,* 108-18.

Tuzi, F. (2004). The Impact of e-feedback on the revisions of L2 writers in an academic writing course. *Computers and Composition, 21(2),* 217–235.

Usun, S. (2003). Educational use of Internet in the world and Turkey (a comparative review). *Turkish Online Journal of Distance Education-TOJDE, 4(3).*

Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.

Warmoth, A. (1998) *Education and the collaborative construction of social reality.* Working Draft, Department of Psychology, Sonoma State University. Retrieved from http://www.sonoma.edu/users/w/warmotha/awcollaborative.html

Warschauer, M. (1997). Computer-mediated collaborative learning: Theory and practice. *The Modern Language Journal, 81(4),* 470-481.

Warschauer, M. (1998). *Computers and language learning: An overview*. Cambridge University Press.

Warschauer, M. (1999). *Electronic literacies: Language, culture, and power in online education.* Mahwah, NJ: Lawrence Erlbaum Associates. 7.

Warschauer, M.,& Grimes, D. (2007). Audience, authorship, and artifact: The emergent semiotics of Web 2.0. *Annual Review of Applied Linguistics, 27,* 1-23.

Wells, G. (2000). *Dialogic inquiry in education. Building on the legacy of Vygotsky*. In C. Lee & P. Smagorinsky (Eds.), Vygostkian perspectives on Literacy research. Constructing meaning through collaborative inquiry, 51–8. Cambridge, UK: Cambridge University Press.

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity.* New York, NY: Cambridge University Press.

Wertsch, J.V. (1985). L.S Vygotsky and contemporary develepmental psychology. *Developmental Psychology, 28 (4)*, 548-55

Wood, D., Bruner, J.S., Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry, 7(2),* 89-100.

Young, Richard E. (1978). *Paradigms and problems: Needed research in rhetorical invention*. In C. Cooper and L. Odell (Eds.), Research on composing. Urbana, IL: National Council of Teachers of English.

Zamel, V. (1983). The composing processes of advanced ESL students: Six case studies. *TESOL Quarterly, 17(2),* 165-188.

Zawilinski, L. (2009). HOT blogging: A framework for blogging to promote higher order thinking. *The Reading Teacher, 62(8),* 650-661.

Zhang, D. (2009). Essay writing in a Mandarin Chinese WebCT discussion board. *Foreign Language Annals, 42(4),* 721-741.

# APPENDICES

## APPENDIX A. PRE-INTERVIEW QUESTIONS

1. How long have you been learning English?
2. How do you see your writing competency? Can you give yourself a number from 1 to 5?
3. Is it easy or difficult writing in English? Which parts are easy, which parts are difficult for you?
4. Do you have Facebook account? If so, how often do you check your Facebook account?
5. Have you ever used Facebook in a classroom for learning?
6. What do you think about using Facebook in writing classes?
7. How do you feel when you are working with a group?
8. What kind of feedback do you think is most useful?
9. Do you provide feedback to your peers? What kind of advice do you give?
10. How do you feel when you get feedback from your peers?

# APPENDIX B. POST-INTERVIEW QUESTIONS

1. What do you think about using Facebook in your writing class?
2. Did you find the materials provided by the teacher via Facebook helpful for you to improve writing skills? If so, why? If not, why not?
3. What kind of materials did you find most useful? Visual or Verbal?
4. Did you think that getting peer feedback via Facebook helped you to improve writing skills? If so, why? If not, why not?
5. How do you rate your writing competency? Can you give yourself a number from 1 to 5?
6. Did you like using Facebook in your writing class? If so why? If not, why not?
7. Did you like to post your writing on Facebook for your peers to read and give feedback? If so, why? If not, why not?
8. Did you find your peers' feedback useful for revising your paragraph? How did they help you? If so, why? If not, why not?
9. What areas did you focus on while giving feedback to your peers' paragraphs?
10. Did you find useful providing feedback to your peers? If so, why? If not, why not?
11. Did you use Facebook platform except for commenting on your peers' paragraphs and sharing your own paragraph?
12. If you have two options: your teacher's feedback on your paragraph or your peers' feedback on your paragraph, which one do you prefer? Why?
13. What do you think about getting peer feedback for your paragraph via Facebook?
14. Do you think that teachers should use Facebook in their courses? If so, why? If not, why not?
15. Would you like to continue writing classes on Facebook? If so, why? If not, why not?
16. How did you feel while you are giving and getting feedback?
17. Did using Facebook in writing classes make you more interested in writing in English?

# APPENDIX C. TEACHER MATERIALS POSTED ON FACEBOOK

## a) visuals for videos





## b) Photos

Save Money

Take the Bus

Amount of space required to transport the same number of passengers by car, bus or bicycle.

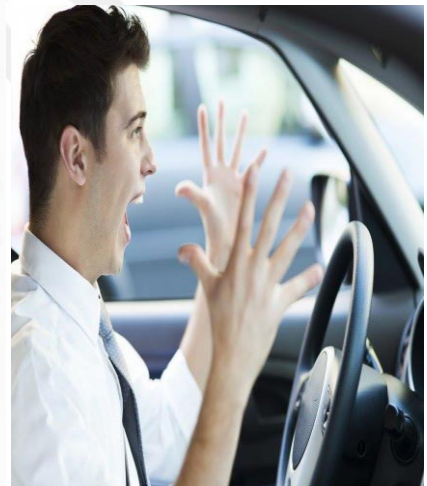Car?        Bus?        Bicycle?

✔ Your Facebook Profile is now linked to Twitter.

You're now sharing your public updates on Twitter as Facebook Name You can always undo this.

Remember: Only Facebook posts with a privacy setting of 'Public' will be shared on Twitter. Learn more about your privacy controls.

Linked to Twitter (as Twitter Name )

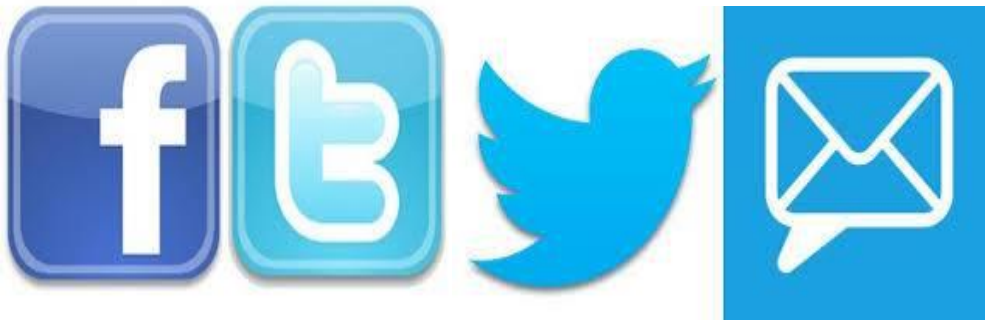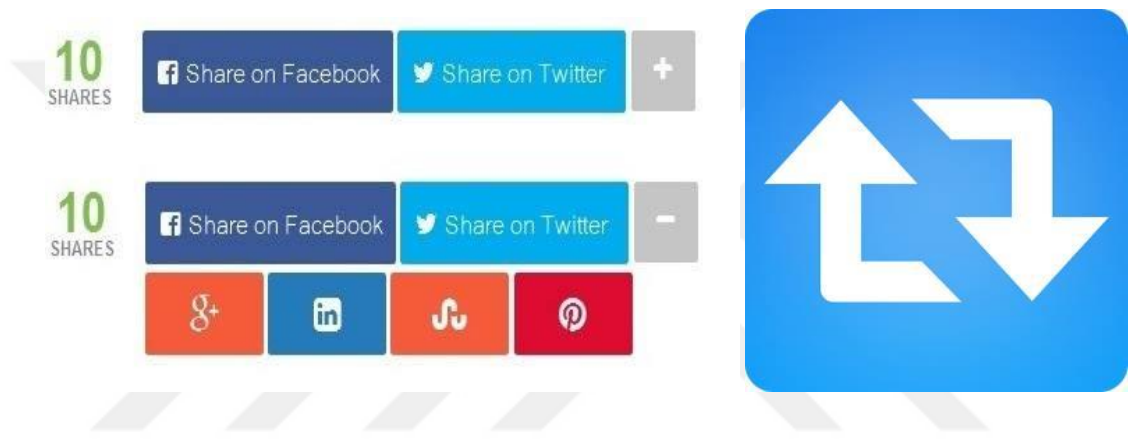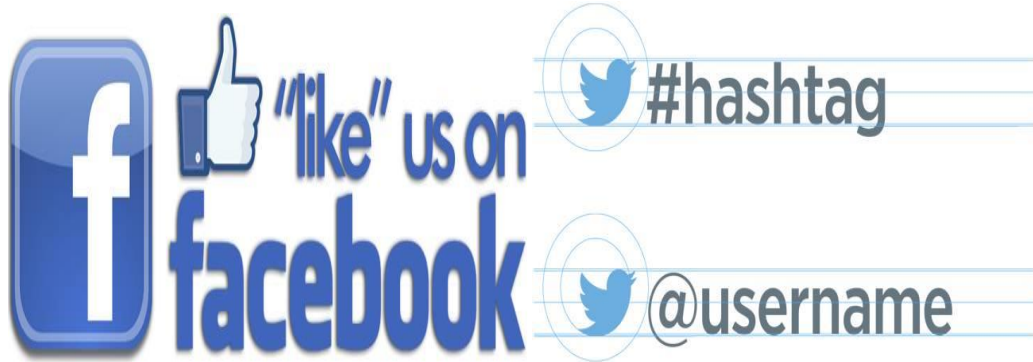Edit Settings · Unlink from Twitter

- ☑ Status Updates
- ☑ Photos
- ☑ Links
- ☑ Video
- ☑ Notes
- ☑ Events

Remember: Only Facebook posts with a privacy setting of 'Public' will be shared on Twitter. Learn more about your privacy controls.

**Save Changes**   Cancel

**c) Connectors**

The following are some useful expressions for this type of composition.

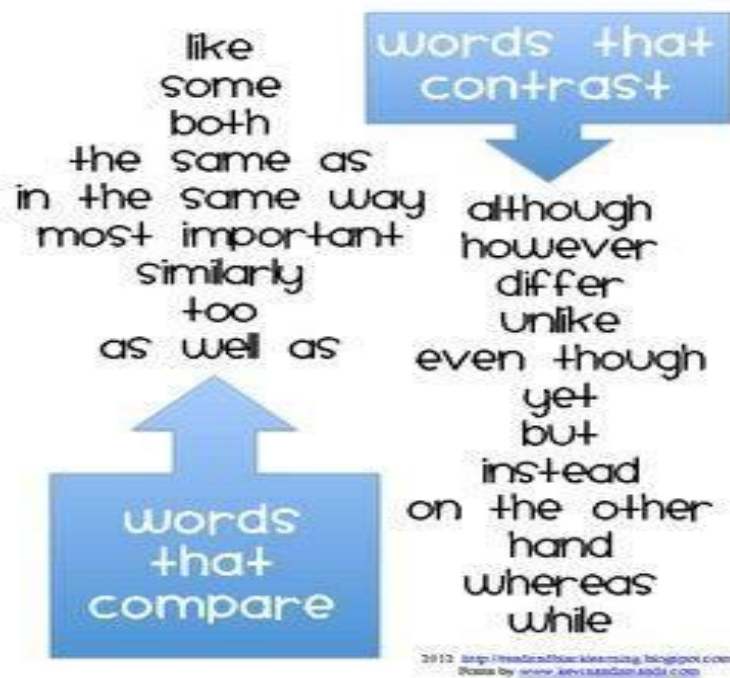one of the advantages/disadvantages of.. . is

there are advantages/disadvantages to...

the (main) advantage/disadvantage of. .. is...

the (main) drawback/problem with . .. is

a further advantage (of)/problem(with) . . . is...

👍 Like    💬 Comment

# Signal Words

## Major Details
- First, Second, Third
- One
- Another
- Furthermore
- Moreover
- Next
- Also
- Finally

## Minor Details
- For example
- An example is
- For instance
- To be specific
- That is
- This means
- Case in point
- To illustrate

# Words and Phrases Used in Comparison and Contrast

**Words that signal a comparison**
- As
- Also
- Like
- Alike
- Likewise
- Resembles
- Similar
- Just as
- Just like
- Equally
- Same both

**Words that signal a contrast**
- however
- Although
- Whereas
- In contrast
- Yet
- Differs from
- Instead
- Unlike
- On the contrary
- Different from
- On the other hand

Look at the example and make sentences using the words given in parenthesis.

Example: Galatasaray- Fenerbahçe (large number of supporters)

Both: Both Galatasaray and Fenerbahçe have a large number of supporters.

Like: Like Galatasaray, Fenerbahçe has a large number of supporters, too.

Similar in that: Galatasaray and Fenerbahçe are similar in that they both have a large number of supporters.

Similar in terms of: Galatasaray and Fenerbahçe are similar in terms of the large number of supporter that they have.

Similarly/likewise: Galatasaray has a large number of supporters. Likewise, Fenerbahçe has lots of fans, too.

Just as: Galatasaray has a large number of supporters, just as Fenerbahçe does.

---

👍 Like        💬 Comment

**d) Sample Paragraphs**

## ADVANTAGES and DISADVANTAGES of LIVING in a FOREIGN COUNTRY

As we know, today there are about six billion people in the world. All of them live in different countries and have special cultures. Some countries have become very sophisticated, while others haven't yet been developed well. For this reason, some people want to go to well-developed foreign countries, especially to the U.S.A. People want to go to well-developed countries to live more comfortably. They also strongly believe that if they go there, they will earn more money. Living in a foreign country has many advantages, but it also has some disadvantages. Therefore, before people come to a decision about going to a foreign country, they should consider the advantages and disadvantages of living in a foreign country.

One of the main advantages of living in a foreign country is that people have better economic conditions. For example, they may get a good job and a high salary so they can buy what they want and they may live how they desire. In addition, they may benefit from well-developed education and health systems. Moreover, one is given the chance to learn and become fluent in another language through everyday use. Furthermore, one can participate in lots of social activities. Thus, people can improve their abilities. Finally, they become more independent by having to deal with difficult situations on their own.

On the other hand, it may be difficult for people to adapt to their new surroundings. If they live alone, they miss their families and countries. Sometimes they may feel isolated, frustrated, and lonely. In addition, if someone can't speak the language yet, he or she may face communication problems. What is more, there is racial discrimination in some countries. Foreigners aren't easily accepted in these places. It is possible that racist people may hurt them.

To sum up, even though living in a strange place may be hard at first, in time one can adjust to it. In my opinion, if a person has an opportunity to go to a well-developed foreign country, he or she should benefit from this opportunity for his or her future.

The campaign platforms of both candidates for Student Association President are very similar. Both candidates favor student evaluations of faculty teaching. Although Mark Harris wants the results published in a Student Guide to Faculty Teaching website and Susan Stromberg believes the results should not be published, both want the student evaluation results to be included in the official semi-annual evaluations prepared by the academic deans. Furthermore, both candidates are calling for a reduction in college fees and book prices. Mark is saying the legislature should increase its funding allocation for the college; Susan is saying that in addition to increasing funding, the college administration should implement more cost-effective methods in its operation, which would allow for the lowering of costs for students. Moreover, both candidates have called for the return of the College Hour at noon, during which no classes would be scheduled. As was traditional before College Hour was ended in 1993, this hour would be devoted to campus cultural events, club activities, and organized indoors sports. Finally, although Susan opposes mandatory computer classes for all students, both candidates are urging the administration to cancel its plan to remodel the Administration Building and to use the money instead to install more computers in the library and the Student Center for use by students. Thus, both candidates are making aggressive demands upon the college faculty and administration for the improvement of educational quality, and student voters will have to consider factors other than the candidates' platforms to decide for whom to vote.

👍 Like    💬 Comment

## Big Competition

Although there is a very serious competition between Coca-Cola and Pepsi, they use some similar marketing strategies. For example, both Coca-Cola and Pepsi appeal to sports fans with a chance to win the tickets of very big sports events such as World Cup Finals. Furthermore, they invest in different sporting activities. This gives the image that they are young, fit, and energetic. For this reason, they both sponsor many national teams all around the world. In addition, both the companies make use of commemorative packaging to lure* people into buying their products. To illustrate, Pepsi have world-famous rock stars on its bottles, and likewise Coca-Cola can use even the figure of Santa Clause at Christmas to be able to increase its sales. Their products usually become collectible and there are lots of sites on the Internet full of their memorabilia*. These companies also make big donations* to organizations, charities, and some social campaigns. All these activities help both Coca-Cola and Pepsi in creating a positive social image and consumer perception toward their companies. Consequently, Coca-Cola and Pepsi will remain in this great competition by using almost the same marketing strategies.
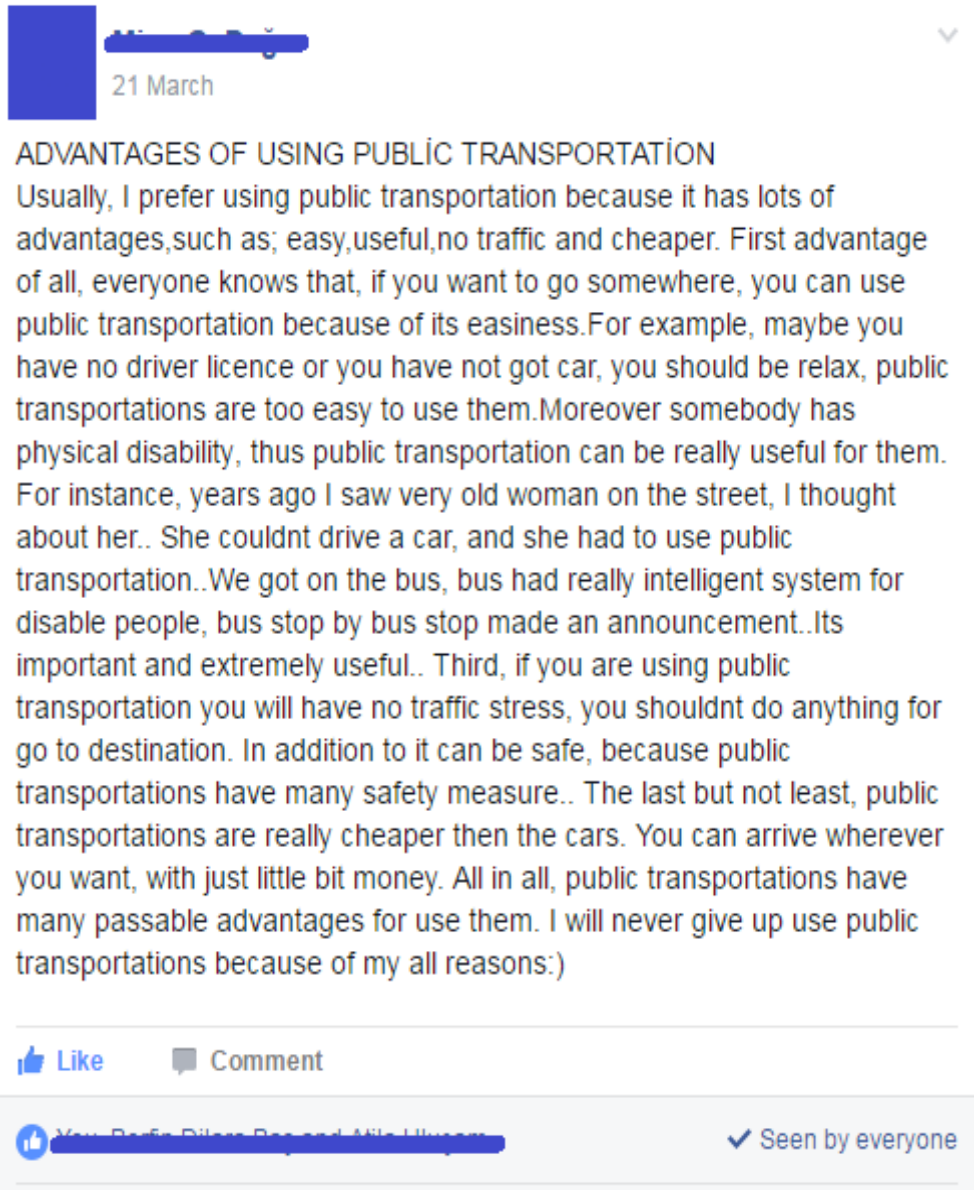
# The Arctic and The Antarctic

The Arctic and The Antarctic are alike in many ways. To begin with, their weather is alike. They both have snow and ice, and of course due to this immense snow and ice they are freezing cold and they have severe snow storms. They are both below -50⁰ Celsius. Also, The Arctic and The Antarctic have similar animal and plant life. They are the home of killer whales, penguins, seals, dolphins and sharks. They both have mosses* and lichens. Along with these, humans are found in both the regions. There are science stations in both the Arctic and the Antarctic, and in these stations scientists conduct research projects such as weighing animals or measuring the heat level on icebergs. As a result, the Arctic and the Antarctic is very similar to each other.
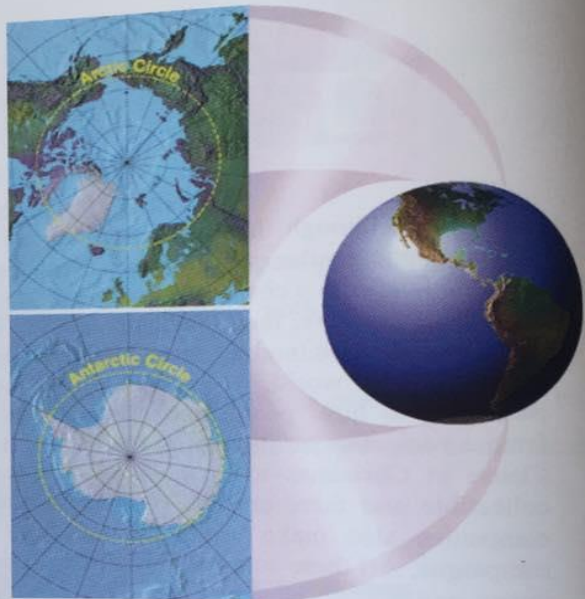
# APPENDIX D. STUDENTS' SAMPLE PARAGRAPHS

## a)First Draft of Student A

21 March

ADVANTAGES OF USING PUBLİC TRANSPORTATİON
Usually, I prefer using public transportation because it has lots of advantages,such as; easy,useful,no traffic and cheaper. First advantage of all, everyone knows that, if you want to go somewhere, you can use public transportation because of its easiness.For example, maybe you have no driver licence or you have not got car, you should be relax, public transportations are too easy to use them.Moreover somebody has physical disability, thus public transportation can be really useful for them. For instance, years ago I saw very old woman on the street, I thought about her.. She couldnt drive a car, and she had to use public transportation..We got on the bus, bus had really intelligent system for disable people, bus stop by bus stop made an announcement..Its important and extremely useful.. Third, if you are using public transportation you will have no traffic stress, you shouldnt do anything for go to destination. In addition to it can be safe, because public transportations have many safety measure.. The last but not least, public transportations are really cheaper then the cars. You can arrive wherever you want, with just little bit money. All in all, public transportations have many passable advantages for use them. I will never give up use public transportations because of my all reasons:)

👍 Like     💬 Comment

✔ Seen by everyone

**b)Second Draft of Student A**

7 April

ADVANTAGES OF USING PUBLİC TRANSPORTATİON

Usually, I prefer using public transportation because it has lots of advantages,such as; easy,useful,no traffic and cheaper. First advantage of all, everyone knows that, if you want to go to somewhere, you can use public transportation because of its easiness.For example, maybe you have no driver licence or you have not got car, you should be relax, public transportations are too easy to use them.Moreover somebody has physical disability, thus public transportation can be really useful for them. For instance, years ago I saw very old woman on the street, I thought about her.. She couldnt drive a car, and she had to use public transportation..We got on the bus, bus had really intelligent system for disable people, bus stop by bus stop made an announcement..Its important and extremely useful.. Third, if you are using public transportation you will have no traffic stress, you shouldnt do anything for go to destination. In addition to it can be safe, because public transportations have many safety measure.. The last but not least, public transportation is really cheaper than the cars. You can arrive wherever you want, with just little bit money. All in all, public transportations have many passable advantages for using them. I will never give up use public transportations because of my all reasons:)

**a)First Draft of Student B**

31 March · Istanbul

Nowadays, There are two very popular social networking. Two social networks, Facebook and Twitter have several things in common. First point of comparison is friends. You can make a new friends on Facebook and Twitter. Both of them you can follow what your friends sharing. Besides, you should follow instantly agenda. Second similarity is sending message. In both social networks people send a message their friends. If you want you can send a photo or video by Facebook and Twitter. Finally, the most important similarity is sharing something. You can share whatever you want on Facebook. Similarly, you can share photo, video or recording on Twitter. In conclusion, Facebook and Twitter are very similar in many way such as; friends, sending message and sharing something.

👍 Like          💬 Comment

👍                                                              ✔ Seen by 10

**b)Second Draft of Student B**

19 April at 23:03 · Istanbul

Nowadays, There are two very popular social networking sites. Two social networks, Facebook and Twitter have several things in common. First point of comparison is friends. You can make new friends on Facebook and Twitter. Both of them you can follow what your friends sharing. Besides, you should follow instantly agenda. Second similarity is sending message. In both social networks people send a message their friends. If you want you can send a photo or video by Facebook and Twitter. Finally, the most important similarity is sharing something. You can share whatever you want on Facebook. Similarly, you can share photo, video or recording on Twitter. In conclusion, Facebook and Twitter are very similar in many ways such as; friends, sending message and sharing something.

**a)First Draft of Student C**

30 March

Similarities of Facebook and Twitter

Facebook and Twitter have some similarities such as, logo's colour, skills, target mass.Blue color have same skills for example, who looking something, what is painted blue(wall, picture, sky etc...) he/she retired and they also more hardworking than the other. That is first similarty. Secondly, you will write ideas or what are you thinking or you will share photos and videos. Thats are similar skills of Facebook and Twitter. Another similarty is "target mass" Facebook and Twitter have common target mass(real person) but most of user fake or inactive. In conclusion, Facebook and Twitter similar to same ways.

Emp. Atila

👍 Like　　💬 Comment

✔ Seen by 11

**b)Second Draft of Student C**

15 April at 11:00

Second Edition***

Facebook and Twitter have some similarities such as, logo's colour, skills, target mass. Blue color has same skills for example, who looking something, what is painted blue (wall, picture, sky etc. ) he/she retired and they also more hardworking than the other. That is first similarty. Secondly, you will write ideas or what you are thinking or you will share photos and videos. These are similar skills of Facebook and Twitter. Another similarty is "target mass" Facebook and Twitter have common target mass (real person) but most of the users fake or inactive. Inconclusion, Facebook and Twitter similar to same ways.

👍 Like　　💬 Comment

# APPENDIX E. FEEDBACK HANDOUT

**A Peer Feedback Introduction Handout**

You should try to answer the following questions while providing feedback to your friends:

1. Is the topic sentence clear? Can you clearly understand the main idea of the paragraph?
2. Are the supporting sentence and examples clear and sufficient?
3. Does the concluding sentence support the topic sentence? Can you clearly feel the sense of finality?

**Form**

1. Are there any errors of spelling, punctuation, subject-verb agreement, verb tenses, completeness of sentences, and using connectors and vocabularies?

**Meaning**

2. Does the paragraph have a title?
3. Is the topic sentence creative and the development of the paragraph coherent with the topic sentence?
4. Are there any unrelated sentences?
5. Is the length of the paragraph sufficient?

# APPENDIX F. PRE – INTERVIEW TRANSCRIPTS

1. How long have you been learning English?

> *S1 – since 10 years old.*
> *S2 – approximately for 8 years.*
> *S3 – since the fourth grade.*
> *S4 – since the fourth grade*
> *S5 – For 15 years.*
> *S6 – Since the beginning of this year.*
> *S7 – since the fourth grade.*
> *S8 – since the fourth grade.*
> *S9 – As I was born in Germany since I was four years old I have been learning English.*
> *S10 – since the fourth grade.*

2. How do you see your writing competency? Can you give yourself a number from 1 to 5?

> *S1- 3,5 points I write neither mid-level nor bad. Phrasal verbs trouble me.*
> *S2- Probably 2. I can't feel sure of myself..*
> *S3 – 3. I prefer speaking, writing seems more formal. I feel as if I can't find the proper word but speaking is more informal, more comfortable.*
> *S4 – 1-2.I cannot make a sentence. I can't feel sure of myself. Everybody make long sentences, when I make short ones, I fell like they are very simple. Those sentences cannot satisfy me. I am in trouble with conjunctives.*
> *S5- Let's say 3,5-4 point. I have a problem about creating idea*
> *S6 – 2-3 because even in Turkish, I can't write proper paragraphs. I cannot create ideas.*
> *S7 – I am about 2-3. I don't think that I am successful. Brainstorming is very difficult for me.*
> *S8 – When I look up the dictionary, it is 3, when I don't, it is 2. Besides, I can't feel sure of myself as I can't create ideas.*
> *S9 – Actually I am good but because of my grammar mistakes I gave myself 3,5.It is because of my grammar mistakes.*
> *S10 – I think it is 4. If I feel sure and find enough supporting ideas easily, I can give 5 points.*

3. Is it easy or difficult writing in English? Which parts are easy, which parts are difficult for you?

> *S1 – Finding the right words while translating the idea into English is the only difficult part of writing in English.*
> *S2 - It is difficult; I have a problem about connectors. There is no easy point*

*S3 – It is easy to write if you also think in English; however I have a difficulty in finding phrases and different connectors.*

*S4 – It is difficult. I need to know many words, when you don't know many words, writing is difficult. I cannot find the right word. I think that I am good at grammar; I don't have any difficulty on it*

*S5- It depends on the topic. If the topic is difficult and I cannot handle it I can't write easily.*

*S6 – I don't have difficulty when I express myself. If I have knowledge about the topic writing is easy. I have difficulty on creating ideas.*

*S7 – If a person knows what to write, writing is not difficult and it finishes quickly. However, at the beginning I have difficulty arranging how to start writing and what to mention. I don' know how to limit and develop the topic.*

*S8 – - Actually it is difficult. I feel that as if I couldn't make a sentence. Also I have difficulty on creating ideas.*

*S9 – It is easier than talking. I can think and write in English at the same time. However, I can't do it while speaking. Sometimes cannot remember the spelling of words.*

*S10 – If it is one of the topics that I am good at, it can be easy. I can make sentences and connect them well. But if the topic doesn't attract me, nothing to do, it is difficult.*

4. Do you have Facebook account? If so, how often do you check your Facebook account?

*S1 – I have and checked everyday.*
*S2 – I have, 5-6 times in a day.*
*S3 – I have, I checked rarely.*
*S4- I have, I checked it in every hour.*
*S5 – I have, 4 times in a week.*
*S6 – I have, 10 times in a day.*
*S7 – I don't have, but I am planning to sign up.*
*S8 – I have, 1-2 times in a week.*
*S9 – I don't have.*
*S10 – I don't have.*

5. Have you ever used Facebook in a classroom for learning?

*S1 – Not in the classroom. I used it with the purpose of general knowledge.*
*S2 – No.*
*S3 – No.*
*S4 – No.*
*S5 – No.*
*S6 – No.*
*S7 – No.*
*S8 – No, this will be the first.*

*S9 – No, I did't use.*
*S10 – No.*

6. What do you think about using Facebook in writing classes?

*S1-Facebook is the most used social media tool, for example Twitter has character limitation.*

*S2- I think this may encourage me to write in English.*

*S3- I think this will be productive. When we're out of the classroom and be at home it is difficult to communicate however due to Facebook platform everybody can communicate better.*

*S4 – For me this will be efficient because doing something on Facebook is more enjoyable for me. In this century we are really interested in social media, even elderly people are interested in it. Facebook is attractive for me.*

*S5 – I think it will be good.*

*S6 – For me it is good and positive activity.*

*S7 – I think this will help us while we are writing. Normally we can only see our own products, when we see our friends' products we can improve our writing and I thing commenting on our friends' mistakes writing skill will improve.*

*S8 – It's logical. We will see our paragraphs so it is good.*

*S9 – We can interfere our mistakes, my friends can see my mistake and interfere to me. This will be useful activity for us, so I think it will be useful.*

*S10 – This will be pretty good activity, I think it will be useful.*

7. How do you feel when you are working with a group?

*S1 – On one hand it is good, on the other hand bad. It limits our ideas but also it lets us check different ideas.*

*S2- I feel happy. I like finding a common ground.*

*S3- I think it is very productive. Talking with the teacher is different from talking with a friend. Talking with friend is more productive.*

*S4- Sometimes I am embarrassed, because I realize that my friends are better than me, but in general I like it.*

*S5- I feel comfortable, but I feel more comfortable when I study alone.*

*S6 – I like working with a group; however many people in the classroom are very sleepy. Therefore it isn't effective every time.*

*S7 – Working with group is more useful than working alone. We can help each other and when a person shares his/her idea it will be more productive activity.*

*S8 – I think I learn better when I do it on my own. Ideas get confused when we do something together.*

*S9 – working with a group is helpful because we can realize errors easily. Criticizing each other is useful for us.*

*S10 – I feel social, sharing knowledge is always good.*

8. What kind of feedback do you think is most useful?

*S1- The ones about the grammar.*

*S2 – It would be very efficient to show how to make a right sentence but I don't want to hurt anybody. It is better to say that the structure of this sentence is wrong and this is the correct.*

*S3 – My friends suggest me to focus on writing, read books, study phrases. So if they introduce me a new vocabulary that will be perfect. But I am a bit cavalier about speaking. I like it more. Because of my job, I am accustomed to it.*

*S4- They should tell me my mistakes about tenses but shouldn't criticise my sentences as they are simple. They should ignore it.*

*S5 – If they help me on vocabulary, I would be very happy.*

*S6 – I have difficulty on vocabulary learning. That would be great, if they help me on it.*

*S7 – They can help me for my mistakes to make a sentence. I think that they can help me to make more effective sentences.*

*S8 – It is better to say that something like; this sentence could be better like this. It is better to say something more clear.*

*S9 - My level is not at the same level with my friends. When somebody exaggerate my little mistakes who has knowledge less than me, this makes me upset. However somebody like my teacher who has knowledge criticises me, it is better. So friend comments are not very effective according to me".*

*S10 - Realist comments are useful. If they say what I would like to hear, it doesn't have sense".*

9. Do you provide feedback to your peers? What kind of advice do you give?

*S1 - "Of course I advise my friends. If I have different ideas I said. I mostly advised about ideas. I don't correct directly I said you can do by this way. If he overlooks something I direct him".*

*S2- I advice if I notice something wrong with the sentence structure. Instead of accusing her/him of the mistake, I advice to revise it together. I don't like to refer tothe ideas of my friends.*

*S3 – Of course I advice, but not with the purpose of fun. I commented on grammatical errors for example she said 'I'm going to home' and I said don't use 'to'".*

*S4 – Sometimes I warn my friends about their mistakes. Sometimes their sentences seem very complicated. They write too detailed and complicated. I think it is too much.*

*S5- I advise them about the use of vocabulary which is not very common.*

*S6 – "I investigate their paragraphs form many points, but I do not say anything to them. I think about it on my own. I compliment them rather than advising them".*

*S7- I suggest some words which are more proper than theirs.*

*S8 – I advice generally about the form of statements.*

*S9 – I advice. If I know a better sentence form.*

*S10- Actually I don't want to make any suggestion in order not to hurt anybody but I do it when they urge me. For example I say "This part of the sentence is not clear, I could not get it".*

**10.** How do you feel when you get feedback from your peers?

*S1 - If my friend commented in a good and constructive manner I feel good; however if he comments are cavalierly, I get angry.*

*S2 - When a person with high level of grammar and vocabulary knowledge provided a complimentary feedback to me; I feel myself valuable.*

*S3 –I feel really good. Negative and positive all kinds of advices make me feel good. I can evaluate myself and realize that how I am seen from other people's side.*

*S4 – I feel happy when my friends show my error to me, because I want to correct my errors.*

*S5 –Sometimes they say correct to my errors, and sometimes they say incorrect to my correct sentences. However they absolutely improve me.*

*S6 – If it is a positive comment and the manner of my friend is also positive, I think it wil be good.*

*S7 – I feel better. I like the idea that my friends want to help me. Moreover, with their advices I can improve myself and correct my errors.*

*S8 – It doesn't make me stressful. I can learn something.*

*S9 – I think this will help us while we are writing. Normally we can only see our own products, when we see our friends' products we can improve our writing and I think commenting on our friends' mistakes writing skill will improve.*

*S10 – I feel pretty happy and matured. I feel I can improve myself.*

# APPENDIX G. POST-INTERVIEW TRANSCRIPTS

1. **What do you think about using Facebook in your writing class?**

   *S1 – It was constructive. We could see too many samples.*

   *S2 – It was really productive for me.*

   *S3 – It was pretty productive. Everybody shares his/her homework and we started not to hesitate showing our errors. People who are not close friends also started to communicate and tried to help each other. I was really pleased.*

   *S4 – For me it was effective. We could see our friends' paragraphs and commented on them. We couldn't see when we wrote in the classroom. Facebook is always with us and we can check it any time.*

   *S5 – I could have new ideas.*

   *S6 – It was a good activity. I could see my level. I could realize how I good or bad.*

   *S7 – Using Facebook was helpful for us in terms of homework. Because previously only our teacher could see and provide feedback to us, and revision took time; but now it is really easy.*

   *S8 – It was very productive. Our friends could see our paragraphs and commented on them.*

   *S9 – I could see my friends' paragraphs and comment on them, it was really active for us. Moreover, your sample paragraphs really helped me while writing my paragraph.*

   *S10 – It was really effective.*

2. **Did you find the materials provided by the teacher via Facebook helpful for you to improve writing skills? If so, why? If not, why not?**

   *S1 – Materials are very useful, help me to see the directions which I haven't seen. Especially at brainstorming, they are very useful.*

   *S2 – Yes, they were really helpful, I especially made use of connectors.*

   *S3 – Of course. I examined all of them, materials about connectors helped me a lot.*

   *S4 – Yes, of course. Gives us ideas and supports us, especially for brainstorming and supporting ideas.*

   *S5 – It was very efficient for me. I don't like writing; I don't do my homework because I have difficulty on classifying the topic.*

   *S6 – Yes, all of them are useful. I profit from the ideas while writing. It was broadened my mind.*

   *S7 – Yes, because I have difficulty on searching but it is very important. The materials which were shared by our teacher presented good examples to us.*

   *S8 – Yes, the materials gave us good ideas.*

*S9 – I didn't have a big problem, example paragraphs were very useful for me. The more examples we see, the better it is.*

*S10 – The First topic was not very hard as I had knowledge about it but I had difficulty on the second one. I didn't have an idea. I wrote it by benefiting from the examples of our teacher. Thanks.*

3. What kind of materials did you find most useful? Visual or Verbal?

*S1 – I just checked the pictures to get an idea. Because sample paragraphs were too long for me.*

*S2 – I had difficulties on conjunctives and solved this problem by the help of materials which our teacher shared.*

*S3 – I examined all materials. I really liked the materials especially about phrases and connectors.*

*S4 – I did the second task on the way of school at the bus. It was quite crowded. I checked the pictures which our teacher shared and wrote. It was pretty easy.*

*S5 – To tell the truth I checked the photos and did brainstorming. Because, reading sample paragraphs might take too much time.*

*S6 – I wrote public transportation paragraph easily and I generally have difficulty in writing, however materials really make me feel relaxed and lessen my anxiety.*

*S7 – As I explained I had difficulty on searching but with the pictures and videos which were provided by our teacher ease my work and make me feel relaxed. I didn't read samples because they seemed too long.*

*S8 – I profited from the images a lot. They gave me good ideas, and I wrote easily.*

*S9 –They were good. You provided us more than one sample. We could turn back to the points that we couldn't understand, so it was good.*

*S10 – Second topic quite forced me but lately I remember to check the materials. The images helped me a lot to create an idea. I can confess that I could write by the help of those materials.*

4. Did you think that getting peer feedback via Facebook helped you to improve writing skills? If so, why? If not, why not?

*S1 – Of course, their comments and phrases that they showed me war very helpful for me.*

*S2 – Yes. It was both fast and good. We could share knowledge with our friends.*

*S3 – Absolutely.Because there are only 10-15 students in the classroom but in the school more than 1000. It is very difficult for students to show their paragraphs to all of the teachers and students; however, on Facebook everybody can see our paragraphs and commented on them every time.*

*S4 – Yes it improved. For example, from one of my friends' comment I learned the correct use of the connector that I used incorrectly. I could learn by*

*looking my friends' paragraphs and their comments. I could learn new things from my friends' errors.*

*S5 – Yes it improved. It was very useful for writing practice.*

*S6 – I did not get feedback from my friends, so I could not say anything about it.*

*S7 – It improved me, because I realized that I made simple mistakes such as, making words plural or about spelling.*

*S8 – It improved me, I could also see other friends' comments.*

*S9 – Yes. I was eager to write. When my friend shared something I remembered that I had homework and with feedback we realized our errors. Moreover, we shared what we know, so it was really useful.*

*S10 – Yes we can say like that.*

5. How do you rate your writing competency? Can you give yourself a number from 1 to 5?

    *S1 – I can give myself 4 points.*
    *S2 – Probably 3 points.*
    *S3 – 4 points.*
    *S4 – Between 2-3 points.*
    *S5 – Let's say 4 points.*
    *S6 – I give myself still 3 points.*
    *S7 – I am about 3-4 points.*
    *S8 – I am about 4 points.*
    *S9 – I give myself 5 points.*
    *S10 – Let's say 5 points.*

6. Did you like using Facebook in your writing class? If so why? If not, why not?

    *S1 – At the beginning I thought that writing and posting on Facebook would be difficult, because I did not use Facebook for an academic purpose. However I realized that, it was easy and I did not feel that I was doing my homework. I feel that I was surfing on the Internet.*

    *S2 – I attended this class with the lateral transfer, and at the beginning I did not feel comfortable and hesitate to make an error. Our generation is technological generation we cannot interact and communicate face-to-face, however Facebook course platform made me feel more comfortable while commenting on my friends' paragraphs. Now my interaction with the class is really well.*

    *S3 – Yes I really liked using Facebook in my writing class.*

    *S4 – Yes I liked, it was really easy.*

    *S5 – I was really useful for me, I liked it.*

    *S6 – My generation is not used to write by using pen-and-paper, so writing by using pen-and-paper make us feel stressed. For this reason, writing online make me feel less anxious.*

*S7 - I realized that I could write in English. Therefore, I can integrate my literary side with my English.*

*S8 – Writing and posting on the Facebook course platform is really easy and fast. Facebook is always with me on my phone.*

*S9 – I really liked writing on the Facebook platform; my friends valued my paragraph and commented on it, this improved my self-confidence and encouraged me to write*

*S10 – I liked. It was easy and fast.*

7. Did you like to post your writing on Facebook for your peers to read and give feedback? If so, why? If not, why not?

*S1 – Seeing lots of examples helped me to revise my paragraph.*

*S2 – Materials are permanent and we can look and make use of them whenever we want.*

*S3 – I tended to talk much but now I think completely different. Seeing my friends' paragraphs and errors, and getting feedback really improved my writing competency.*

*S4 – On the Facebook course platform I can learn from feedback on my errors, I also see and learn from feedback on my friends' paragraphs.*

*S5- I liked very much, because it was very helpful for me.*

*S6 – I think I am more successful on the Facebook course platform.*

*S7 – I realized that I made simple errors and I tried to be more careful about spelling and punctuation.*

*S8- I liked, I realized my mistakes.*

*S9 – I liked because I could see my friends' paragraphs.*

*S10 – I liked in general. My friends could comment on my paragraphs and this made me happy.*

8. Did you find your peers' feedback useful for revising your paragraph? How did they help you? If so, why? If not, why not?

*S1 – They helped me on the points which I couldn't notice, especially on phrases. They helped me on phrasal verb mistakes. I can see my mistake and also my friends' mistakes.*

*S2 – I made simple spelling mistakes and revised them. I realised that I should be more careful.*

*S3 – Generally yes. I am one of the best students in the class, generally I helped them, my friends only liked my paragraph on Facebook and this affected me in a positive way. However; I also learn something while helping to my friends. I think that it is a very useful platform at all aspects.*

*S4 – I think so. It helped me to see my mistakes and correct them.*

*S5 – Yes it helped. I made a mistake about the use of connector, one of my friends commented on it and I immediately corrected it.*

*S6 - I did not find it useful, because I did not get feedback.*

*S7 – Yes, they helped me. They told me my vocabulary and grammar mistakes. Moreover they suggested to me that if I could use different vocabularies in some places, it could be better. That was very useful for me.*
*S8 – They generally complemented me, they liked my paragraph very much. Therefore, I felt happy*
*S9 – Of course it was useful as they helped me on spelling and using correct vocabularies.*
*S10 – Everybody liked my paragraph very much, they couldn't find any mistake. I was delighted.*

9. What areas did you focus on while giving feedback to your peers' paragraphs?

*S1- Spelling and punctuation and also the general idea of the paragraph.*
*S2 – I don't like commenting on their ideas, I commented on grammar mistakes of my friends.*
*S3 – I generally focused whether their topic sentences was attractive. I focused on the unity of the paragraph and whether it is boring or not. Whether he is off-topic or not while writing the paragraph.*
*S4 – I don' have enough vocabulary knowledge so I focused on grammar mistakes. I commented when I realized the missing part of them. I said and we learn together.*
*S5 – I only commented on grammar mistakes. I can only notice them.*
*S6 – I focused on grammar and punctuation. I do not say anything about ideas and I also do not have enough vocabulary knowledge.*
*S7 – I generally commented on grammar mistakes rather than ideas. I cannot understand the idea he wanted to mention, so focused on grammar.*
*S8 – I commented on grammar mistakes. I don't know many different words; I don't feel that I can comment on vocabulary.*
*S9 – Generally I checked if any of them is off topic. As we learnt new paragraph forms, I focused on all types of paragraphs. I checked vocabulary spelling. I checked the vocabularies in case I can suggest something which is better.*
*S10 – I don't feel confident about vocabulary knowledge, so I focused on grammar.*

10. Did you find useful providing feedback to your peers? If so, why? If not, why not?

*S1 – It was useful. When I comment I can remember it easily afterwards and when I realized that I did it, I corrected myself.*
*S2 – It was useful. I can easily see my error when I write something like my friends.*
*S3 – Of course it was useful. While commenting I can reinforce my knowledge.*

*S4 – Of course it was useful. Because it was useful both for my friends and me. We learn together.*

*S5 – It was useful, I could learn while giving feedback.*

*S6 – I wasn't so useful for me because I wasn't so high level to comment.*

*S7- Useful. It was pretty important for people to improve their writing skills.*

*S8 – It was useful. When I give feedback I could remember it afterwards.*

*S9 – Of course it was useful. Some of my comments may also incorrect. They learned something from me and I also learned new things from my friends. So it was useful.*

*S10 – Useful of course, I improve myself by commenting.*

11. Did you use Facebook platform except for commenting on your peers' paragraphs and sharing your own paragraph?

*S1- I only commented.*

*S2 – I noticed that one of my friends had problem on the topic of "Comparatives" and commented on it. Besides I shared a video which shows general rules for subject revision. I think it was good.*

*S3 – No, I only commented.*

*S4 – B made a revision at C's paragraph about singular and plural forms of words and shared a photo about it. Nevertheless he also made a similar mistake. So I shared a video to clarify that topic.*

*S5 – No I didn't share anything, I only commented.*

*S6 – No.*

*S7 – I only read my friends' paragraphs and commented.*

*S8 – I shared something about gerunds and infinitives . It is a quite hard topic. My friend made a mistake so I thought that others may need this material. Moreover one of my friends shared a material on Facebook and I liked it and wanted to share as well.*

*S9 – Unfortunately no.*

*S10 – A is good at grammar but I think it she didn't notice it so I shared a photo to remind her the rules of singular and plural forms of the words. I hope it was useful for her*

12. If you have two options: your teacher's feedback on your paragraph or your peers' feedback on your paragraph, which one do you prefer? Why?

*S1 – When teacher provide feedback we only get one feedback, however when my friends provide feedback we discuss it and new ideas emerge.*

*S2 – I think majority is more useful for finding the correct. However at the end, teacher should also comment and check.*

*S3 – Actually between them. First of all, my friends comment, their ideas are important and then my teacher comment.*

*S4 – I prefer teacher feedback. Because, she is more knowledgeable than us. Our teacher may also comment on Facebook. I don't have any problem with my friends but I just want comment from my teacher too.*

*S5 – I want both of them. Because, my friends contributed me, but my teacher is much more knowledgeable than us.*

*S6 – I prefer teacher feedback. Because, our teachers may bring us further. I think teacher feedback will bring a big contribution.*

*S7 – I prefer teacher feedback. I think it is more useful. Because, teacher knowledge and student knowledge are different. My friend may be better than me or they may be worse than me I don't know.*

*S8 – I prefer teacher feedback, but on Facebook. Because, teacher is teacher.*

*S9 – In this activity our teacher was the group admin and she could also see our errors. However, when only teacher check we is no sharing between friends. Facebook activity is really useful for us, both my friends and teacher can see.*

*S10 – I prefer teacher feedback. Because, of course she is better than my friends.*

**13.** What do you think about getting peer feedback for your paragraph via Facebook?

*S1 –I learned new things when my friends commented.*

*S2 – I think it was really useful.*

*S3 - Negative and positive all kinds of feedback contributed on me.*

*S4 – We can see and comment on our friends' paragraphs on the Facebook platform, when we're in the classroom we do not have this chance. We cannot see all paragraphs in the classroom. However, Facebook is always with us, and we can see and comment on the paragraphs everywhere and every time.*

*S5 –I think my friends' feedback on Facebook improved me.*

*S6 - We not only see our friends' errors we only see and make use of their true sentences. We can learn from their sentences, as well.*

*S7 – We can collaborate with our friends we showed our errors and revised sentences together. We can support our friends by commenting and sharing extra materials.*

*S8 – I felt really relaxed, I liked it.*

*S9 – Working on Facebook and writing with our friends is very fruitful, because we can learn both from our mistakes and from our friend's mistakes.*

*S10 – Their feedback improved me.*

**14.** Do you think that teachers should use Facebook in their courses? If so, why? If not, why not?

*S1 – I think they should use. These kind of sharings are good.*

*S2 – It may be good for grammar courses too. We can always check our Facebook account.*

*S3 – I don't see any inconveniency. Facebook is a well-known site, and there isn't any wish-wash advertisement. Our group is secret anyway, nobody can interfere our group. Moreover it is easy to access.*

*S4 – If teachers think that it is useful, they should use. For me it is really useful for writing course.*

*S5 – I think they should use. For example, teachers can use in reading courses; they can share important vocabularies before the lesson.*

*S6 – Because of the technological development people can teach a lesson only on Facebook. Therefore it might be useful. For example, I normally don't study at home; however, when I heard notification on Facebook I check, read and comment.*

*S7 – For me, teachers should use. Because many teenage spend their time on Facebook. We can do our homework while we are spending time on social media.*

*S8 – Yes they should use. When one of my friends shares something, at least we read it.*

*S9 – Absolutely yes. We are always with our mobile phones, we don't like notebooks. Facebook notifications remind me that we have homework.*

*S10 – I think teachers should use Facebook. Because it encourages us to do homework, because I don't feel like doing homework while when I was on Facebook.*

15. Would you like to continue writing classes on Facebook? If so, why? If not, why not?

*S1 – I want. I did not feel like I was writing a paragraph, it was just like surfing on the Internet and chatting with my friends.*

*S2 – Yes I want, it is easy to write and share.*

*S3 –Absolutely. By means of Facebook platform we can interact with our friends.*

*S4 – Yes I want, I liked it.*

*S5 – Yes, I benefited from it.*

*S6 – Yes, I wanted to continue. I always check my Facebook account and so I can always interact with my friends in English. My English knowledge will not get worse.*

*S7 – I want. By using Facebook course platform I write outside the classroom.*

*S8 – Yes, I really liked and it is useful.*

*S9 – Yes absolutely I want to continue. It is useful.*

*S10 – Yes I want. Because I liked it.*

16. How did you feel while you are giving and getting feedback?

*S1 – While giving feedback I felt anxious, but while getting feedback I felt really relaxed.*

*S2 – Both of them made me feel relaxed.*

*S3 – When I'm talking with my teacher I feel anxious and nervous, but talking with friend about my errors did not make me anxious. I felt relaxed.*

*S4 – While my friends were commenting on my paragraph I felt better. While I was commenting I didn't make it to hurt my friend. I commented in order to learn that together with my friend.*

*S5 - I felt really good.*

*S6 - I did not get feedback from my friends, so I could not say anything about it.*

*S7- I feel myself better. Especially I like that my friends help me. Then I relax as it will take me beyond, my friends will help me on the things that I don't know because I think that I can develop myself better.*

*S8 – I felt good when my friends provide feedback to me, and while I was providing feedback to my friends I thought that if I said something wrong another friend would correct me.*

*S9 – I feel myself valuable. In order to evaluate and comment they read my paragraphs, this made me feel good.*

*S10 – I felt good, my comments were mostly complimentary. I provided a positive feedback to my friends because I didn't want to hurt them.*

**17.** Did using Facebook in writing classes make you more interested in writing in English?

*S1- Yes, I think it really made me more interested in writing. Now I more think about and more like writing. I can combine my English with my literature. I write on my mind even if I don't have pen and paper.*

*S2 – Yes, because writing was easy with the help of materials and my friends' comments.*

*S3 – Absolutely. I preferred speaking, but now I think different.*

*S4 – Yes, it absolutely made me more interested in writing courses.*

*S5 – Of course it made me more interested in writing courses.*

*S6 – Yes, I think I am more successful.*

*S7 – Yes now I like writing courses more. I can write at home and on the way.*

*S8 – Yes of course, I can write wherever I want.*

*S9 – Yes, seeing my friends' paragraphs made me more encouraged to write.*

*S10 – Yes, as our mobile phones always with us we can write everywhere.*

# APPENDIX H. CURRICULUM VITAE

**PERSONAL INFORMATION**

Surname, Name: Zeytinci Akçay, Sena

Nationality: Turkish (TC)

Date of Birth and Place of Birth: 21 October 1987, Denizli

Marital Status: Married

E-mail: senazeytinci@gmail.com

**EDUCATION**

| Degree | Institution | Year of Graduation |
|---|---|---|
| MA | Bahçeşehir University | 2016 |
| BS | İzmir University of Economics | 2010 |
| High School | Denizli Anatolian High School | 2004 |

**WORKEXPERIENCE**

- November2011- …: EFL Instructor at Nişantaşı University, İstanbul.

**FOREIGN LANGUAGES**

- English :Advanced
- Spanish : Pre-intermedate