

**EFL STUDENTS' ONLINE PEER FEEDBACK STANCES AND PREFERENCES FOR  
REVISION**



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**EFL STUDENTS' ONLINE PEER FEEDBACK STANCES AND PREFERENCES FOR  
REVISION**

**A THESIS SUBMITTED TO THE  
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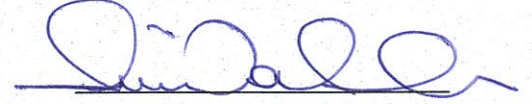
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Approval of the Graduate School of Educational Sciences



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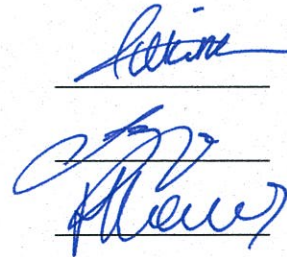
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## **ABSTRACT**

### **EFL STUDENTS' ONLINE PEER FEEDBACK STANCES AND PREFERENCES FOR REVISION**

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This study was designed to investigate (a) what types of stances EFL students take while providing online feedback, (b) on what writing issues students focus when they provide feedback, (c) what revisions students choose to make in their writing due to peer feedback and (d) students' perceptions of computer mediated peer feedback. The participants provided peer feedback on two different essay types using Google Docs in an online synchronous environment. The data was collected through interviews, a survey and students' first and second drafts and online feedback comments. The findings obtained from qualitative analysis emerged that students approached to peer review; collaborative stance, prescriptive stance, complimentary stance and probing stance. They mostly used prescriptive stance while providing feedback. The participants focused on content, organization, grammar, mechanics and specifically vocabulary. Although they mainly provided feedback on content, they revised their papers based on grammar and mechanics. Finally, students had a positive attitude towards collaborative writing activity through Google Docs and they would like to use it in the future. The present study highlights the importance of computer-mediated peer feedback in writing courses.

Key Words: Online Peer Feedback, EFL writing, Collaborative Writing

## ÖZ

### YABANCI DİL OLARAK İNGİLİZCE ÖĞRENEN ÖĞRENCİLERİN BİLGİSAYAR ORTAMLI AKRAN GERİ BİLDİRİMDEKİ TUTUMLARI VE DÜZELTME YAZILARINDAKİ ÖNCELİKLERİ

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Bu çalışma; (a) yabancı dil olarak İngilizce öğrenen öğrencilerin bilgisayar ortamı akran geribildiriminde ne tür tutum sergilediklerini, (b) öğrencilerin akranları tarafından yazılan denemelere geribildirim sağlarken hangi yazma konularına odaklandıklarını, (c) alınan geri bildirimlere dayanarak yazmış oldukları yazılarda hangi düzeltmeleri yaptıklarını ve (d) öğrencilerin bilgisayar ortamı akran geribildirimine olan tutumlarını incelemeyi amaçlamıştır.. Bu çalışmadaki öğrenciler bilgisayar ortamında eş zamanlı olarak iki farklı türde yazıya akran geribildiriminde bulunmuşlardır. Bu çalışmada veriler dönem sonu mülakatlar, dönem sonu anketi, öğrencilerin ilk ve düzeltilmiş yazıları ve geribildirim yorumları ile elde edilmiştir. Nitel analiz ile elde edilen sonuçlar öğrencilerin geribildirim sağlarken dört farklı tutum sergilediklerini ortaya koymuştur; çalışmaya dayalı tutum, buyurgan tutum, övgüde bulunucu tutum ve sorgulayıcı tutum. Öğrenciler geribildirim sağlarken en çok buyurucu tutum takınmışlardır ve içerik ve düzen, kelime, dil bilgisi imla ve noktalama kurallarına odaklanmışlardır. Öğrenciler en çok içerik ve düzene dayalı geribildirim sağlamalarına rağmen, yazılarını düzenlerken daha çok dil bilgisi imla ve noktalama üzerinde durmuşlardır. Son olarak, bu çalışmada öğrenciler Google

Dökümanlar üzerinden yapılan ortak çalışmaya dayalı yazma dersine karşı olumlu tutum gösterdiklerini ve bundan sonrada kullanmak istediklerini belirtmişlerdir. Mevcut çalışma yazma derslerinde bilgisayar ortamlı akran geribildiriminin önemini vurgular.

Anahtar kelimeler: Bilgisayar Ortamı Akran Geribildirimi, Yabancı Dil Olarak İngilizce Yazma, Ortak Çalışmaya Dayalı Yazma





**To My Beloved Father, Mehmet Bütüner**



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## TABLE OF CONTENTS

ETICAL CONDUCT .....	iii
ABSTRACT .....	iv
ÖZ .....	v
DEDICATION.....	vii
ACKNOWLEDGEMENTS .....	viii
LIST OF TABLES .....	xii
LIST OF FIGURES .....	xiii
Chapter 1: Introduction .....	1
1.1 Overview .....	1
1.2 Theoretical Framework .....	2
1.3 Statement of the Problem .....	2
1.4 Purpose of the Study.....	3
1.5 Research Questions .....	3
1.6 Significance of the Study .....	4
1.7 Operational Definition of Key Terms.....	4
Chapter 2: Literature Review .....	6
2.1 An Overview of Computer Assisted Language Learning (CALL).....	6
2.2 Computer Mediated Communication (CMC) and Foreign Language Learning ..	7
2.3 CMC Tools.....	9
2.3.1 Synchronous Tools.....	9
2.3.2 Asynchronous Tools .....	9
2.4 Collaborative Learning.....	10
2.5 Challenges to Collaboration in a CALL Context .....	12
2.6 Collaborative Learning as Social Interaction .....	12
2.7 Second / Foreign Language Writing.....	14
2.8 Peer Feedback.....	16
2.8.1 Problems with Peer Feedback. ....	18
2.8.2 Computer-mediated Feedback. ....	19

2.9 Google Docs and ESL/EFL Writing Classes .....	23
Chapter 3: Methodology .....	24
3.1 Philosophical Paradigm .....	24
3.2 Research Design .....	25
3.3 Setting.....	26
3.4 Participants .....	27
3.5 Data Collection Instruments .....	27
3.6 Sampling.....	28
3.7 Data Collection Procedures .....	29
3.8 Data Analysis .....	32
3.9 Trustworthiness .....	36
3.10 Limitations.....	38
Chapter 4: Results .....	39
4.1 Results Related to Research Question 1 .....	39
4.2 Results Related to Research Question 2.....	46
4.3 Results Related to Research Question 3.....	52
4.4 Results Related to Research Question 4.....	59
Chapter 5: Discussion and Conclusion .....	64
5.1 Discussion .....	64
5.2 Recommendations for Future Research .....	69
5.3 Implications .....	69
5.4 Conclusion .....	70
REFERENCES.....	72
APPENDICES .....	82
A. SYLLABUS .....	82
B. PEER FEEDBACK GUIDELINE.....	85
C. PEER FEEDBACK QUESTIONS .....	86
D. SAMPLE ESSAY USED IN TRAINING .....	87
E. INTERVIEW QUESTIONS.....	89
F. SURVEY .....	90

G. SAMPLE ESSAY .....	91
H. CURRICULUM VITAE .....	92



## LIST OF TABLES

### TABLES

Table 1 Data Sources and Data Analysis Methods .....	34
Table 2 Stance Analysis Table .....	35
Table 3 Qualitative Criteria for Assessing Research Quality Adapted from Krefting, L. (1991, p.217). .....	36
Table 4 Examples of Stances Obtained from the Current Study .....	39
Table 5 Collaborative Feedback Examples .....	40
Table 6 Prescriptive Feedback Examples .....	42
Table 7 Complimentary Feedback Examples .....	43
Table 8 Probing Feedback Examples .....	45
Table 9 Stances and Focus of Attention.....	46
Table 10 Students' Feedback Examples on Content and Organization .....	47
Table 11 Students' Feedback Examples on Grammar and Mechanics .....	49
Table 12 Students' Feedback Examples on Vocabulary .....	51
Table 13 Total Number of Provided and Revised Feedback .....	53
Table 14 Number of Discussed and Revised Feedback on Content and Organization....	54
Table 15 Revision Examples on Content and Organization .....	54
Table 16 Revision examples on Grammar and Mechanics .....	56
Table 17 Number of Feedback Discussed and Revised on Vocabulary .....	57
Table 18 Revision Examples on Vocabulary .....	58

## LIST OF FIGURES

### FIGURES

Figure 1 Screenshot of Google Docs .....	29
Figure 2 Students' Responses to the Statements 2, 3, 6, 7 and 8.....	59
Figure 3 Students' Responses to the Statements 1, 4 and 5.....	62



# **Chapter 1**

## **Introduction**

This chapter studies mainly the reasons why and how certain study topic and data collection methods are chosen and applied. This chapter will give short literature information about the study topic and the gap in literature. Finally, it provides research questions and significance of study.

### **1.1 Overview**

Since English plays extremely important role in educational system, institutions and language instructors need to elaborate new English language teaching techniques. Foreign language teachers have been searching for new and more beneficial ways to facilitate learning the foreign/second language (Tallon, 2009). Now that there are a variety of technological tools available for the learners to engage themselves, new teaching approaches and methods need to be investigated for further potential educational studies to both assist and enhance language learning. Having the knowledge of effective teaching strategies will facilitate a much more beneficial language teaching for foreign language teachers with great opportunities.

Prathibha (2010) states that materials used in a CALL classroom create an environment where students are able to have interaction with each other. This type of control enables students to go forward with their own agendas and their own actions and this leads to being active rather than being passive and teacher-cantered. Accordingly, language teachers embrace computer mediated communication tools because they are significant instructional tools in terms of facilitating language interactions among learners.

EFL teachers are faced troubles regarding how to comprise writing activities into writing courses at all levels. In the fields of second language acquisition (SLA), language professionals promote the peer review which generates collaborative learning environment.

The objective of this study is to go one step further and examine a) students' feedback stances and their focus while providing feedback to their peers' writing in an online

synchronous environment, their revision preferences due to peer feedback and their perceptions towards peer review by analyzing students' feedback commentaries, first and second drafts, transcripts of interviews and the survey.

## **1.2 Theoretical Framework**

Peer review in teaching and learning is enriched by collaborative learning theory. Bruffee (1993) defines collaborative learning as it occurs when students are included in group interaction. Some writing researchers (e.g. Bruffee) found that students can benefit from collaborative writing by supporting resources that are not acquired by students when they work individually.

Group and pair work has been practised in education prevalently (Storch, 2002). In first language (L1) and second language (L2) settings, peer feedback in which students exchange their writing drafts and provide feedback aroused the interest of many writing instructors during last two decades (Zhu, 2001). Peer review is supported by some theoretical frameworks such as process writing (Hyland & Hyland, 2006), sociocultural theory (Donato, 1994) and collaborative learning theory.

Peer feedback is an intermediary in the cognitive, social and linguistic processes involved in learning. Interaction between the peers contributes to learning when students have chances to rise their processes of development in collaborative learning (Wertsch, 1991). According to Vygotsky (1978), learning occurs when the individual is guided or assisted by a peer, and he used the zone of proximal development (ZPD) which refers to the distance between what a learner can do individually or with assistance. In peer review process, students work in their individual ZPD.

## **1.3 Statement of the Problem**

Writing is considered the most difficult skill to acquire by many EFL instructors. Different teaching methods have important effects in developing students' writing skills in terms of how they write, their perspectives and attitudes. In Turkish EFL classrooms students are dependent on teacher feedback in traditional settings. Hyland (2000) states that peer feedback encourages learners to participate discussions in the classroom, also gives them more control and makes them less teacher-dependent learners. Integrating



computer-mediated peer feedback via Google Docs may help learners develop their writing skills.

Although previous studies shed light on how students engage in and provide feedback in online synchronous environment and how feedback impacts on revisions of students' peers in EFL writing classes, there are not many studies relating to the use of Google Docs in online peer feedback. This information is needed to understand the role of the peer feedback in online context and the extent to what revisions used by the students due to peer feedback. The problem is that online synchronous peer response is multi-dimensional phenomena that require a research to understand the students' perception on computer mediated peer feedback and the impact of peer feedback on students' revisions.

#### **1.4 Purpose of the Study**

The overall objective of this study is to focus on how Turkish EFL learners provide computer mediated feedback on their peers' writing and the revisions the students choose to make based on peer feedback in an online synchronous environment. Interviews and the survey were applied and supported by written feedback, students' first and second drafts.

The first purpose of this study is to investigate how students provide peer feedback and their focus on providing feedback and the approaches while providing feedback. Moreover, it aims to respond what revisions the students choose to make due to peer feedback via Google Docs. As the second purpose of the present study, this study seeks an answer how students perceive the peer feedback in online synchronous environment.

#### **1.5 Research Questions**

This study was guided by the following research questions:

1. What types of stances do students take while providing online feedback?
2. On what writing issues do students focus when they provide feedback?
3. What revisions do students choose to make in their writing due to peer feedback?
4. How do participants perceive use of computer mediated peer feedback?

## 1.6 Significance of the Study

Students may benefit from not only receiving feedback but also giving feedback. McConnell (2002) states that collaborative evaluation moves learners away from teacher-dependence and underlines “more autonomous and independent situation where each individual develops the experience, know-how, and skills to assess their own learning” (p. 89). This study is significant in terms of making students independent from teacher authority on the quality of their writing and fostering autonomous and responsible learners.

The study may benefit researchers and educators in terms of (a) showing how students perceive peer review, (b) revealing what stances they employ while peer reviewing each other’s writing, (c) indicating what they focus on while providing feedback and (d) demonstrating what revisions they choose to make in their writings due to peer review activity.

In terms of its pedagogical implication, this study aims to help language teachers be aware of the perceptions of the students on computer mediated feedback on writing. Furthermore, by the help of this study, teachers can be more conscious about using peer online feedback in their classrooms instead of traditional and teacher-centered feedback.

## 1.7 Operational Definition of Key Terms

The following terms were employed throughout the study:

**Computer mediated communication (CMC)** The interaction that takes places through the use of two or more computers. CMC can take place including synchronous interaction where interaction improves in real time simultaneously, and asynchronous communication in which interaction occurs with delay (Warschauer, 1998).

**Collaborative writing:** The collaborative writing in the present study refers to co-responding, peer editing or peer feedback in online synchronous environment.

**Google Docs:** Google Docs is a free web-based tool which offers the users collaborative features which can be used to help collaborative writing in a language classroom.

**Online collaborative writing:** It is a form of collaborative writing assisted through CMC applications, such as email, google docs, and blogs.

**Peer Response:** Process that students provide feedback on each other's writing. In this study, peer response refers to the collaborative activity which consists of students' reading each other's writing, critiquing them, and providing feedback to each other in L2 in an online synchronous environment.

**Focus of attention:** Focus of consciousness reflected in peer feedback commentaries. Students' attention may be focused on content, organization, vocabulary, grammar, or mechanics in writing.

## **Chapter 2**

### **Literature Review**

The aim of this chapter is to review past and current theoretical and empirical works related to this research and to explore how the present study is aligned with the current leading views in the field. In this chapter, issues related to computer-mediated communication including synchronous technologies, especially as it relates to interaction and feedback, and second/foreign language learning, approaches to second/foreign language writing, computer-mediated communication and ESL/EFL writing classes will be discussed.

#### **2.1 An Overview of Computer Assisted Language Learning (CALL)**

Beatty (2010) defines CALL “*any process in which a learner uses a computer and, as a result, improves his or her language*” (p.7). Beatty also emphasises that CALL is an ongoing field and constantly changes due to the technological innovations that create opportunities to revise previous findings and to conduct a new research in teaching and learning.

The concept of CALL has changed since its beginning with the Programmed Logic/Learning for Automated Teaching Operations (PLATO) in the 1960s (Beatty, 2010). Warschauer (1998) states that the history of CALL can be divided into 3 phases; behaviouristic, communicative and integrative. He adds that each level has a correlation with a certain level of technology and a certain pedagogical approach.

Behaviouristic CALL was first applied in the 1960s and 1970s and can be seen as an assisted component of computer instruction. This type of CALL had repetitive language drills and this feature was called as drill-and-practice. Although this stage had reached an upper level to personal computer, it was first designed in the main frame period and the system was called as PLATO (Warschauer, 1998).

The second phase of CALL, which is termed communicative CALL and it was conceived in the late 1970s and early 1980s. Those were the times when behaviouristic approaches to teaching were rejected theoretically and pedagogically and personal

computers created better advantages to teaching. In this stage, communicative CALL emphasized strongly that computer mediated activities should focus on using the forms and teach the grammar implicitly and support the students to produce original sentences rather than the fabricated language. This is also a stage where a process of discovery, expression and development occurred explicitly (Warschauer, 1998).

Final stage was integrative CALL; integration of the main frame in behaviouristic CALL and PC technology of communicative CALL emerged a new way technology consisting of multimedia networked computer. This new type of computer is accessible with a great range of possibilities in informational, communicative and publishing terms. The integrated uses of technology have now become a crucial way of modern life in the developed world (Warschauer, 1998). During this phase, the computer was viewed as a tool not a tutor, with learners defining their needs and preferences and the teacher was seen as a facilitator. Beatty (2010) states that “constructivism supports key constructs of CALL, collaboration and negotiation of meaning. Collaboration provides opportunities for negotiation of meaning as learners struggle to build new schemata and extend existing ones” (p. 102). Much of the theory underlying integrative CALL is rooted in the Vygotskian sociocultural model of language learning (Wertsch, 1985). According to Vygotsky (1978), interaction is essential for the creation of meaning. Therefore, person-to-person interaction is the main feature of many CALL activities.

In constructivist CALL, learners are expected to construct their own reality based on their personalized understanding by discovering and struggling with ideas. Moreover, as Beatty (2010) highlights, the role of the instructor includes providing opportunities for learning and encouraging learners to reflective thinking through collaborative learning. In collaborative learning process, social learning occurs through interaction and communication between peers.

## **2.2 Computer Mediated Communication (CMC) and Foreign Language Learning**

Although, CMC has existed since the 1960s, until the late 1980s it has not been widely used, but in the 1990s, language practitioners realized the great opportunities of CMC in language learning and teaching. Herring (1996) describes computer mediated communication (CMC) as “communication that takes places between human beings via

the instrumentality of computers” (p. 1). Language teachers seek to provide opportunities for learners to engage in collaborative activities.

Teachers create the opportunities for interactions in the context of computer-mediated communication (CMC), either in real time (synchronous, SCMC) or deferred time (asynchronous, APMC) (Blake, 2000).

The use of CMC in language learning has resulted in a large number of studies that have analysed the development of learners’ communicative competence. The studies on CMC usually focused on the effect of language students’ synchronous interaction via a local computer network and qualitative and quantitative analysis of discourse (Kern, 1995); students’ participation and syntactic complexity (Warschauer, 1996a); task based synchronous computer mediated communication (Smith, 2003); factors influencing native speakers and non-native speakers chat interaction (Okuyama, 2005).

Kern (1995) investigated the effect of language students’ synchronous interaction via InterChange which is a local computer network. Two groups of French class at University of California participated in the study. These two groups used Interchange by discussing the given topic in the classroom. The oral discussion on topic would follow in the next class. The data was collected through transcripts of the students’ in Interchange and in oral discussion process. The study indicated that the Interchange session showed more balanced student participation. The results also revealed that in Interchange sessions students produce more language and when morph syntactic features are analysed, this study showed that students use more sophisticated language.

Warschauer (1996a) examined the equality of student participation in face-to-face discussion and electronic discussion. The comparison of two modes showed more equal participation in computer. This study also indicated that the electronic discussion was more formal and more complex than the face-to-face discussion.

In another study, Smith (2003) explored task based synchronous computer mediated communication (CMC) among intermediate level of English learners. Fourteen participants completed four communicative tasks by using ChatNet. The chat scripts

revealed that learners negotiated for meaning in CMC when they encountered nonunderstanding. Furthermore, task type had an effect on the negotiation amount.

Okyama (2005) investigated the usefulness of adopting online chat for second language communication. The study included eleven native speakers and non-native speakers who enrolled in Intermediate Japanese conversation. Through the qualitative analysis of the data revealed that learners participated equally in discussions and they had sense of enjoyment during the study. The findings proved that the use of online chat was a useful way to provide increased opportunity of interaction between native speakers and non-native college-level language learners.

## **2.3 CMC Tools**

**2.3.1 Synchronous tools.** Youngblood and West (2008) highlights the importance of working synchronously for learners by stating

...it can shorten the time from draft to final approval status if team members can make revisions to the document simultaneously, reviewing and revising each other's' work on the fly rather than individually marking up a document and sending it to the next reviewer (p. 534).

Synchronous means that the communication takes place in real time, so students might located in the computer lab during the course period to read and respond to each other.

**2.3.2 Asynchronous tools.** Asynchronous refers to communication that occurs at different times. First-generation asynchronous tools include e-mail, electronic mailing lists, and discussion forums. Blogs and wikis are the examples of second-generation asynchronous Internet tools.

Holmes and Gardner (2006) express that “synchronous interaction provides immediate feedback, so can help with negotiations. Social processes are also important for successful collaboration and a synchronous session can provide greater social presence than the asynchronous environment” (p. 24).

## 2.4 Collaborative Learning

McInnerney and Roberts (2009) define collaboration “*a philosophy of interaction and personal lifestyle where individuals are responsible for their actions, including learning and respect the abilities and contributions of their peers*” (p. 361). Additionally, Beatty (2010) defines “a process in which two or more learners need to work together to achieve a common goal, usually the completion of a task or the answering of a question” (p. 109).

Smith and McGregor (1992) states 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 process, students work in groups and they search for understanding and solutions or they create a product. Roberts (2005) lists the benefits of collaborative learning under three major topics; social benefits, academic benefits and psychological benefits.

According to Roberts (2005) collaborative learning is beneficial since it develops a social support for learners, builds diversity among students and creates a positive atmosphere for modelling and practicing working corroboratively. In addition to theories, there are also previous studies which proved the social benefits of collaborative learning.

Gokhale's study (1995) demonstrates the substantial benefits of collaborative learning focusing on social aspects. The study examined the effectiveness of individual learning and collaborative learning in creating drill-and-practice skills and critical-thinking skills. This study included 48 undergraduate students in Industrial Technology. Students in this study stated that collaborative work developed interpersonal relationships and responsibility each other. In addition to getting new perspectives, students developed empathy thanks to the positive atmosphere.

In another study conducted by Johnson and Johnson (1985) compared intergroup cooperation and competition to analyse their impact on cross-ethnic relationship. They assigned 48 sixth-grade students. The findings indicated that positive cross-ethnic relationships were mainly developed by intergroup cooperation than intergroup competition. The results proved that since students were actively involved in interacting



with each other, they could understand their differences and realized how to solve social problems which might arise from differences.

In addition to developing interpersonal relationships in terms of social benefits, students who are involved in collaborative learning process exhibit a higher learning rate, excel academically (McInnerney & Roberts, 2009). Johnson and Johnson (2008) underline that collaborative learning can develop learners' cognitive outcomes like academic achievement and cognitive development. Through collaborative learning, students can improve critical thinking skills by actively participating the learning process and it affects their academic achievements.

In second language acquisition (SLA), the best-known perspectives for looking at collaborative learning are based on Krashen's (1985) Input Hypothesis and Swain's (1995) Output Hypothesis. The exchange of ideas makes the negotiation of meanings possible during collaborative learning process and students have the opportunities to receive input and provide output. The idea of autonomous learner in educational pedagogy also highlights the importance of collaborative learning. Beatty (2010) emphasises the autonomous learner in collaborative learning process. "Collaboration essentially puts learners into a semi-autonomous situation in which they are faced with a task, question or problem and must use discourse to negotiate each participant's separate learning strategies and make joint decisions about what is (and is not) worth investigating and learning" (p. 110).

Similarly, Roberts (2005) states that collaborative learning requires the learners who autonomous, independent, self-motivated managers of their own learning process. Therefore collaborative learning moves students away from teacher dependence and they develop their learning on their own.

Roberts (2005) states collaborative learning provides benefits for students psychologically by means of increasing their self-esteem by reducing anxiety and enhancing student satisfaction with the learning experience and crating positive attitude toward teachers. Suwantarathip and Wichadee (2010) conducted a study to examine the effectiveness of cooperative learning approach to reduce foreign language anxiety and to

investigate its impact on language proficiency. This study included 40 students and the researchers employed three instruments; the survey, interviews and two proficiency tests including reading and writing. The findings of the study highlighted that the students' top five sources of language anxiety in the classroom and overall language anxiety were reduced. The findings of this study support the use of collaborative learning reduces students' anxiety since in such an atmosphere provides opportunities for students in terms of supporting, encouraging, and praising each other. In collaborative learning environment, students feel more relaxed to discuss new ideas. The results are in accordance with Gokhale (1995) who reveals that collaborative learning crates a more relaxing atmosphere for the students and sharing responsibility reduces the anxiety associated with problem- solving.

## **2.5 Challenges to Collaboration in a CALL Context**

Beatty (2010) summarizes the following social challenges to collaboration.

1. an unwillingness to engage in the activity
  2. an unwillingness to accept the collaborative nature of the activity (i.e. pursuing individual or competitive goals)
  3. an unwillingness to offer suggestions or explanations
  4. an unwillingness to offer or accept justifications, clarifications, elaborations, criticism (i.e. groupthink) with supporting evidence or alternatives
- (Beatty, 2010, p. 136)

In addition to social challenges, Beatty (2010) underlines the technical setbacks based on computer in CALL process. These additional challenges include; “the complexity of the program’s content, the navigability of the program’s interface and the difficulty of the program’s model of instruction (behaviourist or constructivist)” (p.136).

## **2.6 Collaborative Learning as Social Interaction**

Theoretical perspectives underlying the collaborative learning include cognitive developmental and sociocultural perspectives. Cognitive developmental perspective is rooted from the work of Piaget. According to Piagetian theory, the cognitive

developmental perspective argues that knowledge, values, regulations, morals and systems of symbols may only be learned through interaction among the learners (Van Geert, 1998).

The concept of collaborative learning is based on Vygotsky's sociocultural theory. According to Vygotsky (1978) learning happens through interaction with each other in the zone of proximal development ZPD describes zone of proximal development (ZPD); *"The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers"* (p. 86).

In other words zone of proximal development is the distance between what a learner can complete successfully by himself or herself compared to what he or she can do with the help of others. According to Vygotsky (1978), learning during zone of proximal development (ZPD) depends on social interaction. Variety of skills can be developed by the assistance of teacher guidance or peer collaboration.

Vygotsky underlines the importance of social interaction such as peer collaboration as follow:

Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (inter-psychological) and then inside the child (intra-psychological). 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 (Vygotsky, 1978, p.57).

Zone of proximal development (ZPD) underlies the scaffolding theory which is defined by Wood, Bruner and Ross (1976) 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). Scaffolding is related to zone of proximal development in which a learner successfully performs a task within his or her ZPD (Shaman, 2014). Guerrero and Villamil (2000) conducted a study to investigate dynamics nature of scaffolding. This study included 2 intermediate ESL college students (a "reader" and a

“writer”) who are working in their respective ZPDs. The researchers employed a micro genetic approach to investigate the interaction between two learners. The findings of the study revealed that the reader and the writer worked actively in revision process by the help of guided support. The results of this study demonstrated that scaffolding does not solely take place between a student and a teacher, it also occurs between peers as a result of social interaction, as Vygotsky claimed. ZPD and scaffolding provide a theoretical support for collaborative writing and this study is supported by them theoretically.

## **2.7 Second / Foreign Language Writing**

Writing is known as one of the most important skills and also many researcher states it is the most difficult skill acquired by second language (SL) and foreign language (FL) learners. Dalsky and Tajino (2007) manifest that academic writing one of the keys for the learners to be successful in their academic lives. Similarly, Alsamadi (2010) rearticulates that writing is a difficult, complex and challenging process for particularly for the second language learners. In this regard many studies were conducted to offer suggestions to instructors and learners’ problems regarding EFL/ESL writing settings. Harklau (2002) conducted a study to investigate how second/foreign language writing is acquired by the learners. Likewise, Armengol-Castells (2001) investigated how academic writing skills develop in second language. In addition Goldstein (2004) examined how teachers provide commentary in ways that students can effectively use to revise their texts. In order to prepare learners for the ability to write effectively, some approaches emerged in L1/L2 writing teaching. Pedagogical and theoretical approaches to teaching writing will be mentioned below briefly.

**2.7.1 Focus on language functions.** Writing is a product developed by the writer’s command of grammatical and lexical knowledge and students construct writing by imitating the models provided by the teacher. In this view, writing is regarded a skill which involves cohesive devices, linguistic knowledge, syntactic patterns and the vocabulary choices. For the teachers who employ this approach, writing is considered as an extension of grammar (Hyland, 2003).

**2.7.2 Focus on text functions.** Hyland (2003) states the aim of this focus as “...to help students develop effective paragraphs through the creation of topic sentences,

supporting sentences, and transitions, and to develop different types of paragraphs” (p.25). Curry and Hewings (2003) specify that text-based approaches are employed to teach general features of writing that represent different text types, structure of the texts and rhetorical purposes.

**2.7.3 Genre Approach.** According to Hyland (2003), teachers who adopt genre approach to second or foreign language writing focus on how learners use language patterns to supply coherent and purposeful prose. Hyland also contributes “...we don’t just *write*, we write *something* to achieve some *purpose*...” (p.18). Clark (2012) emphasises the importance of genre approach to second language writing as follow:

Whether the context is rhetorical or literary, genre is an important concept to introduce into the composition class because our students are already working in text genres that a short time ago did not exist—e-mail, blogs, Facebook pages, web pages, hypertext literature, and collaborative texts. Genre knowledge will enable students to examine texts in terms of their cultural function and to use their awareness of genre both to fulfil academic and professional expectations and, perhaps, to develop new genres as the need arises (p.201).

**2.7.4 Process approach.** Hyland (2003) states the process approach highlights that the learners produce texts independently and teachers guide students through the writing process and avoid helping them in the development of generating, drafting, and refining ideas. The main purpose of the teachers who adopt this approach to develop students’ meta-cognitive awareness. Therefore, this approach underlines the revising process and audience awareness. Clark (2012) highlights “... the process movement was that the writing process consisted a series of sequenced, discrete stages sometimes called planning, drafting, and revising, although today they are often referred to as prewriting, writing, and rewriting” (p.7).

Process approach matches perfectly with collaborative setting in many ways. To illustrate, as a prewriting activity brainstorming works well in groups or providing feedback on students’ writings are highly effective as a result of peer feedback (Curry & Hewings, 2003). Similarly, Wirtz (2012) specifies that “...collaborative work that is

central to the writing classroom because of its emphasis on teaching writing as a process” (p. 7).

## **2.8 Peer Feedback**

Peer feedback based on the work of Vygotsky which provides a very different perspective on the role of interaction in second language acquisition (SLA). Vygotsky (1978) states that all cognitive development, including language development, stems from social interactions between individuals.

Research on peer response has been conducted and a variety aspects of peer review has been investigated. The literature on peer feedback highlights learning benefits derived from reviewing and providing feedback on peers’ work. Peer review of students’ is particularly beneficial due to fostering a sense of responsibility and increasing student motivation (Cheng & Warren, 1997). The peer-response process can also foster students’ learning by supporting independent learning and reducing dependence on teacher and improving students’ self-confidence (Brindley & Scoffield, 1998). Peer feedback is beneficial for developing the learning experience of the learners (Cheng & Warren, 2000). Moreover, students promote their critical thinking skills through peer feedback (Hanrahan & Isaacs, 2001).

In addition to examining how peer feedback benefit, studies have investigated the use of peer feedback in revisions. (Nelson & Murphy, 1993; Mendonca & Johnson, 1994; Tang & Tithecott, 1999; Tsui & Ng, 2000). Nelson and Murphy (1993) concludes that majority of students make changes based on peer feedback in revisions. Another study using peer feedback (Mendonca & Johnson, 1994) found that students accepted to use peer comments selectively to revise their essays and they decided for themselves what to revise in their texts. Tang and Tithecott (1999) examined if and how students changed their writing as a result of peer feedback. The findings of this study demonstrate that seven out of 12 students use peer feedback in order to change their writings. Similarly, Tsui and Ng (2000) investigated the impact of peer feedback on students’ subsequent drafts and revealed that peer feedback was incorporated into revisions.

Mangelsdorf and Schlumberger (1992) conducted a study to identify the stances students take in responding to a sample student essay and relation of their stances to final course grades. They examined 60 ESL students' written feedback. They identified three different stances: prescriptive, collaborative, and interpretive stances based on students' peer feedback. The findings revealed that students mostly took prescriptive stance. The results indicated that students gained higher scores from collaborative stances.

Nelson and Murphy (1993) investigated the students' approaches to the task of peer review. They identified the approaches as authoritative, interpretive, probing, and collaborative. Results emerged that students gained limited benefits from peers assuming authoritative and interpretive stances and gained most from collaborative peers. Similarly, Lockhart and Ng (1995a, 1995b) investigated peer reviewers' stances. These two studies involved 52 and 32 learners respectively. The researchers identified four stance as authoritative, collaborative, interpretive and probing. In this study collaborative and probing stances were the most useful to revise writings.

Villamil and De Guerrero (1996) conducted a study to investigate the face-to-face interactions between 27 pairs of ESL student writers. Instead of classifying three or four stances, they classified all interactions as collaborative or non-collaborative. The researchers found that the most common phenomenon was collaboration. Connor and Asenavage (1994) conducted a study with eight ESL freshman composition students in two writing groups. Three peer review sessions were audiotaped and transcribed and the students' paper drafts were copied and examined. Findings emerged that students made both meaning and surface changes and the impact of peer feedback on revision was limited (5%).

Mangelsdorf (1992) examined the perceptions of students about peer response. The findings indicated that type of student comment included positive, mixed, negative and focus of attention by type of comment were content, organization and style, other. Peer responses were useful to improve content and organization and helped students consider different ideas about the topics. Hedgcock and Lefkowitz (1992) investigated the effects of peer feedback on writing quality. In control group students were provided teacher feedback and in the experimental group students provided feedback for their

papers. Students in this study completed two tasks and the analysis of the essays revealed that experimental group had more component scores than the control group. This study also discovered that students who collaborate produce higher quality essays in terms of content, organization and vocabulary. Similarly, Paulus (1999) examined the effects of peer and teacher feedback. The study involved 11 students and the researcher analysed in detail these students' essays. This study demonstrated that the revisions were mainly surface-level, the changes due to peer and teacher feedback were mostly meaning-level changes than the revisions students made on their own.

Jacobs, Curtis, Braine and Huang (1998) conducted a study to investigate whether learners prefer to receive peer feedback as one type of feedback on their writing. The participants of this study were 44 university students in Hong Kong and 77 learners in a university in Taiwan. The study indicated that majority of participants (93%) preferred to have feedback from their peers on their papers.

Nguyen (2008b) examined how adults learn to modify their criticisms in a peer-review session. The data was obtained from three groups as 12 beginners, 12 intermediate, and 12 advanced students. Results indicated that learners underused modality markers. The linguistic competence, first language transfer, and cognitive difficulty in language production might have affected pragmatic behaviour.

**2.8.1 Problems with peer feedback.** Although numerous studies on peer feedback have positive findings, peer feedback confronts some challenges. Research has found that some students hesitate to receive feedback from their peers since they doubt the competence of their peers and they prefer teacher feedback (Zhang, 1995). This perception is corroborated by Brindley and Scoffield's (1998) study in which majority of students considered that teacher is the sole authority for providing feedback. To deal with these controversial findings, researchers have been investigating the other factors that may affect the students' perceptions and attitudes toward peer review. Tsui and Ng (2000) obtained conflicting findings. Whilst some students considered that peer comments were not as useful as teachers' comments and induced little revision, others found that they were helpful for learners in terms of raising awareness of their strengths and weaknesses in writing. Similarly, Hyland's study (2000) focused on the cultural background and



indicated that cultural factors caused to feel uncomfortable during peer review process and discouraged the learners in terms of being critical of each other's' papers.

Stanley (1992) conducted a study to investigate the effects of training on the quality of feedback provided by the peers. Participants of this study were trained for peer evaluation. The students who received training on peer evaluation provided clearer feedback for their peers' papers. In order to cope up with practical and potential obstacles in peer review regarding students' perceptions and attitudes, Fallows and Chandramohan (2001) suggest providing guidelines, training for reviewers, highlighting the needs and benefits of peer feedback to reinforce students' awareness on review process. Cheng and Warren (2005) investigated how learner training in self and peer assessment improves learners' ability in appraising their own and their peers' language ability. They conducted their study with 51 undergraduates who studied an English for Academic Purposes. The findings of this study demonstrated that learners evaluated their performances more accurately by the help of repeated practice. In that aspect, this study provides feedback training sessions in pre-study process and this training is supported by peer feedback guideline and discussion sessions regarding benefits of peer response to improve the quality of peer review.

**2.8.2 Computer-mediated feedback.** Since computers have become widely available in the classroom and the variety of CALL has generated a progress in particular learning and teaching areas, investigations and researches have been required to examine how technology affected the peer response experience. Mabrito (1992) examined the discourse of writing students while providing feedback in face-to-face and in online environment. This study included 15 students and data collected through oral feedback, transcripts of synchronous comments and a questionnaire. The results demonstrated that students participated more equally during online feedback. In network-based meetings, the feedback provided by the students were substantive and text specific. Students had positive attitude toward online feedback when compared to face-to-face peer response. Likewise, Honeycutt (2001) conducted a study by comparing synchronous and asynchronous peer feedback and applying content analysis of 73 students' chat and e-mail transcripts. The data gathered through a survey and transcripts of synchronous and

asynchronous comments of the participants. The findings demonstrated that while students in the e-mail group made references on documents, contents and rhetorical context, chat participants made reference to writing and response task. Moreover, qualitative analysis revealed that students found e-mail more useful for revision.

Liu and Sadler (2003) investigated the effect of different modes such as computer mediated communication (CMC) and traditional mode of peer feedback in students' writing. The subjects of this study were eight students and they were divided two groups as computer enhanced group that utilized Microsoft Word's commenting features and later discussed synchronously. Traditional group provide feedback with pen and paper and then having a face-to-face discussion. This study revealed that e-feedback increased the overall percentage of comments made by students in the peer feedback process. Moreover, greater percentage of the CMC group comments are local area comments, and revision- oriented comments, suggesting that spelling and grammar check. Liu and Sadler discover that face-to face peer response is more effective than online peer feedback because synchronous interactions in MOO tend to generate more superficial comments. In contrast to Liu and Sadler's findings, Tuzi (2004) compared ESL students' revisions after receiving asynchronous feedback obtained from a database driven web site specifically designed for writing and responding and oral feedback obtained from friends and peers. Results suggested that online feedback has a greater impact on revision than oral feedback. Chen (2012) investigated the effect of blog-based peer feedback in EFL writing teaching. This study included 67 students. The findings indicated that majority of students (74%) considered that peer response in blogging context fostered students' writing proficiency. Qualitative analysis of students' reflective essays and responses to the end-of-semester questionnaire provided that peer feedback through blog reduced stress and gave the learners more confidence. Both students and the instructor had positive attitude towards peer review experience through blog. Similarly, Ciftci and Kocoglu (2012) examined the effects of online peer feedback through blogs on Turkish EFL learners' writing performance. This study included 30 students; 15 students in experimental group and 15 students in control group. Both qualitative and quantitative data collected through interviews, end-of-semester questionnaire and students' first and second drafts. The study concluded that students in both experimental and control groups enhanced their writing

proficiency but the students who were involved peer response experience through blog got higher scores than the students who provided peer feedback in traditional classroom settings. Students expressed that they had positive perceptions on use of blog in EFL writing classroom in terms of fostering their writing proficiency and supporting useful suggestions for revision.

Researchers have developed coding schemes to examine revision-related discourse in synchronous online peer feedback. DiGiovanni and Nagaswami (2001) examined whether online feedback can be an alternative to traditional peer response, they identified four categories (questions, explanations, restatements, suggestions) to investigate second language learners' revision-related discourse by adapting Mendonca and Johnson's (1994) descriptive categories. The findings revealed that although the number of negotiation was higher in traditional group, the proportions of agreement or disagreement with ideas were higher in online peer feedback session. Jones, Garralda, Li, and Lock (2006) examined L2 students' peer response discourse in both online and face-to-face settings based on two categories; initiating moves (offer, directive, statement, and question) and responding moves (clarification, confirmation, acceptance, rejection, and acknowledge). Results revealed that student asked more questions and made statements in online feedback discussion. Furthermore, the study concluded that students mostly discussed more local issues in the face-to-face context, they focused on global issues such as content and organization in online feedback sessions.

Kessler and Bikowski (2010) examined the students' attention to meaning in a long term wiki space. The researchers analysed the data which was collected over a 16-week semester. This study included 40 pre-service NNS English teachers working autonomously in wiki space. The online course included discussion boards, video conferences, presentations, group works via wiki space. The findings of this study revealed that students can develop their collaborative autonomous language learning skills in flexible learning areas such as wiki. Students communicated in three phase and their language acts differed depending on the phase they were involved. Students used five language acts; added information, deleted information, clarification of information,

synthesis of information and adding links. Lastly, writing collaboratively was more important than the quality of the final wiki.

Öztürk (2012) conducted a study to depict university preparatory students' perceptions of the content of CALL and the application of CALL. He also analysed whether students' perceptions differed based on gender, shift, language proficiency and being an undergraduate or a graduate student. The participants included 236 students and the data collected through a questionnaire. The findings demonstrated that students had positive perception on content and application of CALL and also they thought that technology enhanced their language learning ability. Students' perception varied especially depending on their language proficiency.

Eloia and Oskoz (2010) aimed to investigate the differences between individual and collaborative working and how students approached collaborative working via social technologies and their perception on collaborative working performed with social tools. In this study, eight students completed two drafts; first one collaboratively and second one individually. The data collected through students' first and second drafts, questionnaires and wiki drafts and chats. This study concluded that there were not significant differences in terms of fluency, accuracy and complexity when comparing the individual and collaborative working. Seven writing components were identified for both collaborative and individual assignments; content, editing, grammar, organization, references, structure and vocabulary. Students liked working collaboratively in terms of assistance for editing from their partners.

Although many benefits have been found originating from online peer feedback, there are some researchers have found that students prefer teacher feedback or traditional peer feedback mode. Tsui and Ng (2000) conducted a study to investigate the roles of teacher and peer feedback in revisions in writing among secondary L2 learners and revealed that teachers are the sole authority to give content-based feedback and learners prefer teacher feedback.

## 2.9 Google Docs and ESL/EFL Writing Classes

Evans and Bunting (2012) explains why Google Docs is preferred among many other tools which available free on the web as follows:

Google Docs is simple from a composition perspective as well, providing a word-processing window on which as many as fifty writers can collaborate at once. All editors of a particular document see changes being made. In this way, Docs helps democratize composition and revision processes while also making them more time-efficient unlike an asynchronous Course Management System (CMS) like Blackboard (p.113).

Suwantarathip and Wichadee (2014) examined the impact of Google Docs in writing instruction and compared writing abilities of students who worked collaboratively on writing assignments outside the class using Google Docs with those working in groups in the classroom. The results indicated that students in the Google Docs group gained higher mean scores. Moreover it is reported that students had positive attitudes toward collaborative writing activity in their groups using Google Docs. In another study conducted by Zhou, Simpson and Domizi (2012) to investigate the effectiveness of using Google Docs in collaborative writing activity. In this study students were assigned randomly two out of class assignments, one with Google Docs and one without it. This study's findings revealed that students regarded Google Docs a useful tool for collaborative writing activities and the participants would like use it in the future. Edwards (2012) also conducted a case study to discover students' perceptions of Google Documents as a communication tool to write collaboratively. Although this study reveals the similar findings to previous studies in terms of Google Docs as an effective tool for collaborative writing (Zhou *et al*, 2012), it differs from previous studies since students not only work outside of the classroom, they also worked collaboratively on scheduled days in the classroom.

## **Chapter 3**

### **Methodology**

The overall research design of the study is presented in this chapter. Also, the research design, data collection instruments and procedures, participants of the study, and the analysis of the data are explained in a detailed way. Moreover, the reason why certain research methods are chosen to conduct this research will also be illustrated.

#### **3.1 Philosophical Paradigm**

According to Merriam (2009), “The overall purposes of qualitative research are to achieve an understanding of how people make sense out of their lives, delineate the process (rather than the outcome or product) of meaning - making, and describe how people interpret what they experience” (p. 14). In this respect, this study was relied on participants’ ideas, beliefs, interpretations and experiences thus, could be named as qualitative.

Merriam (2009) delineates four characteristics of qualitative research. First, qualitative research is interested in peoples’ interpretation of their experiences, construction of their worlds. Secondly, data are used to build concepts and theories that help us to understand the social world. The third feature of qualitative is that data is collected through one to one interviews or group interviews or by observation. Lastly, qualitative research describes social phenomena as they arise naturally. The characteristics of qualitative study matched well with this present study. People’s opinions, experiences, feelings and beliefs were examined in this study. Moreover, this study explicated research questions in the natural context of the participants, within their own learning and teaching contexts. Patton (2001) “Qualitative findings grow out of three kinds of data collection: (a) in-depth, open-ended interviews; (b) direct observation; and (c) written documents” (p. 4). In this study, the data was collected a survey, interviews and document analysis, namely artefacts and written feedback of the students. Finally, students were studied in their natural environment to understand and interpret the phenomena within the context.

Patton (2001) gives a definition for paradigm “a worldview-a way of thinking about and making sense of the complexities of the real world” (p. 69). According to Guba and

Lincoln (1994) there are four paradigms: a) positivism, b) post positivism, c) critical theory and d) constructivism. The basic paradigm of this study is, more specifically, social constructivism because according to Guba and Lincoln (2013) it concerns with how the individuals comprehend, understand and explain the world. Moreover, social constructivist research in which Merriam (2009), “reality is socially constructed, that is, there is no single, observable reality. ... Researchers do not find knowledge, they construct it” (pp. 8-9). In this sense, there is not absolute truth for this study because data differs one participant from another. As Guba and Lincoln (2013) state in their book “Change the individuals and you change the reality. Or change the context and you change the reality. Or change both the individuals and the context and thoroughly change the reality” (p.39).

In this study, the data was gathered through the interviews which help researcher find out the things cannot be directly observed such as feelings and thoughts. As Patton (2001) explains “We cannot observe how people have organized the world and the meanings they attach to what goes on in the world. We have to ask people questions about those things. The purpose of interviewing, then, is to allow us to enter into the other person's perspective. Qualitative interviewing begins with the assumption that the perspective of others is meaningful, knowable, and able to be made explicit” (p.341).

### **3.2 Research Design**

Merriam (2009) mentions six types of qualitative research: narrative analysis, ethnography, critical research, phenomenological study, grounded theory, and qualitative case study. This present study draws upon qualitative case study research method as it is associated with the definition of case study given by Yin (2008) “A case study is an empirical inquiry that investigates a contemporary phenomenon within its real - life context, especially when the boundaries between phenomenon and context are not clearly evident ” (p. 18 ). In this sense this study comprises the features mentioned above. There is a case with a certain institution, its teacher- researcher, participants and study takes place there. Gillham (2000) states “case study is a main method. Within it different sub-methods are used: interviews, observations, document and record analysis, work samples, and so on” (p.13). Regarding the case study methods mentioned, in this study data

accumulated by different methods, namely a survey, interviews and document analysis, namely artefacts and written feedback of students.

According to Merriam (2009) qualitative case studies are defined as particularistic, descriptive, and heuristic. This study is particularistic because it focuses on a particular situation, event, program, or phenomenon and also it is heuristic since it illuminates the reader's understanding of the phenomenon and generates the discovery of new meaning, enlarges the reader's experience, or verifies what is known.

Flick (2009) describes the credibility as "the accuracy of the documentation, the reliability of the producer of the document, the freedom from errors" (p.258). According to Guba and Lincoln (2013) credibility is assured by techniques including prolonged engagement, persistent observation, triangulation of sources, methods, theories, and researchers, peer debriefing, negative case analysis, referential adequacy, and member checks. This study included methodological triangulation as multiple data collection procedures are followed such as interviews, documents and a survey. Moreover, adequate engagement in data collection was used a method in terms of the number of students interviewed and time for interviews.

### **3.3 Setting**

The university in which this study was carried out is located in one of the most populated areas of Istanbul. It is a foundation university putting emphasis on foreign language teaching just like many of the foundation universities do in Turkey. English is obligatory for the students who are in the departments whose medium of instruction is English. Preparatory school aims to enhance and advance students' writing, listening, reading and speaking in English which is crucial for success in their academic departments that offer education in English. The preparatory program is consisted of four English Proficiency levels (A1, A2, B1, and B2) based on 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 preparatory school 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.



### 3.4 Participants

The participants of the study include 10 university students with varying educational backgrounds at a foundation university English preparatory program. The program aims to provide its learners with an intensive EFL course in order to prepare them for their studies at faculties. Although they are learning English in this preparatory school, the students are from different departments; Psychology, Industrial Engineering, International Relations, Architecture, Sociology and New Media. English is a foreign language for all participants whose first language is Turkish. Students' ages range from 18 to 21. The participants are studying grammar, reading, writing, listening and speaking at a preparatory program. They completed the intermediate level at the first semester and reached the upper-intermediate level. They have four hours writing courses per week in class. Before starting the research, ethics and purposes of this study were explained to the participants. Students were notified that participation in this study is based on voluntariness and they might withdraw at any point of time during the study. Students were also informed that their names would not be identified in this study.

### 3.5 Data Collection Instruments

In this study, the data was collected through (a) a survey and (b) interviews to explore students' experiences, beliefs and opinions in peer feedback using Google Docs in EFL writing after the study, (c) first and second drafts of students to analyse how students provide computer mediated feedback on their peers' writing and (d) peer feedback comments provided by students via Google Docs to investigate what revisions the students choose to make due to peer feedback.

**Survey:** In this study, a survey used to gather data related to respondents' beliefs, opinions and attitudes towards study to support interviews. The survey was conducted at the end of the study. The survey was constructed upon a 5 point Likert scale format (4: strongly agree, 3: agree, 2: disagree, 1: strongly disagree). The items were based on 2 main constructs; perception of peer feedback and use of Google Docs. The survey for this study was designed by the researcher and under the guidance of the supervisor. (See Appendix F)

**Interviews:** In this study interviews accompanied to a survey in order to gain a better understanding about participants' beliefs, opinions, experiences and attitudes. Patton (2001) explains "We interview people to find out from them those things we cannot directly observe.... We cannot observe feelings, thoughts, and intentions.... The purpose of interviewing, then, is to allow us to enter into the other person's perspective" (pp. 340 – 341). Interview were designed to be semi-structured. The questions were produced by the researcher under the guidance of the supervisor. (See Appendix E)

**Documents:** Documents in this study refers to students' first and second drafts and their feedback comments in Google Docs as online data sources. First and second drafts were collected each week as online sources. After completing their assignments, students shared them by simply entering their emails and inviting their peers to revise and provide feedback on the shared documents. It could be easily seen in first drafts who worked on the document and feedbacks by commenting or editing on an essay provided by students. Analysing the first drafts made clear that how students provide computer mediated feedback on their peers' writing. Then they revised their essays depending on peer feedback they received. By comparing first and second drafts of the students, what revisions the students choose to make due to peer feedback were investigated.

**Online Peer Feedback:** In this study online peer feedback refers to the comments written by the student on their peers' writings on Google Docs. Students provide online feedback by commenting on Google Docs synchronously in the computer laboratory during class hours.

### **3.6 Sampling**

Dörnyei (2010) defines sampling as the group of people that are selected for a study and mentions four types of sampling: random sampling is where each individual is chosen randomly, in convenience or opportunity sampling, individuals are selected for the purpose of the study such as availability at a certain time or easy accessibility, snowball sampling is where research participants recruit other participants for the study and in quota sampling, participants are chosen out of a specific subgroup. In this study convenience or opportunity sampling is used because it was much convenient for the teacher-researcher to gather data with the relatively accessible subjects in the same institution.

### 3.7 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. Necessary permission received to conduct this research from the institution. In this study data was collected weekly in writing courses including 2 hours on Monday in the classroom and 2 hours on Friday in the computer lab. The students completed two tasks. Each task required them to go through several activities and steps in accordance with writing process approach, such as producing drafts, giving feedback to each other, revising their drafts considering peer feedback and completing the second drafts. Students provided feedback on the essays of their peers, their comments could be easily seen who did what by comparing revisions or browsing through the revisions. The process started with a member's posting his/her writing and then they shared the file to their peers who helped in providing feedback synchronously for papers. In each writing task, students would reach an agreement of a second draft.

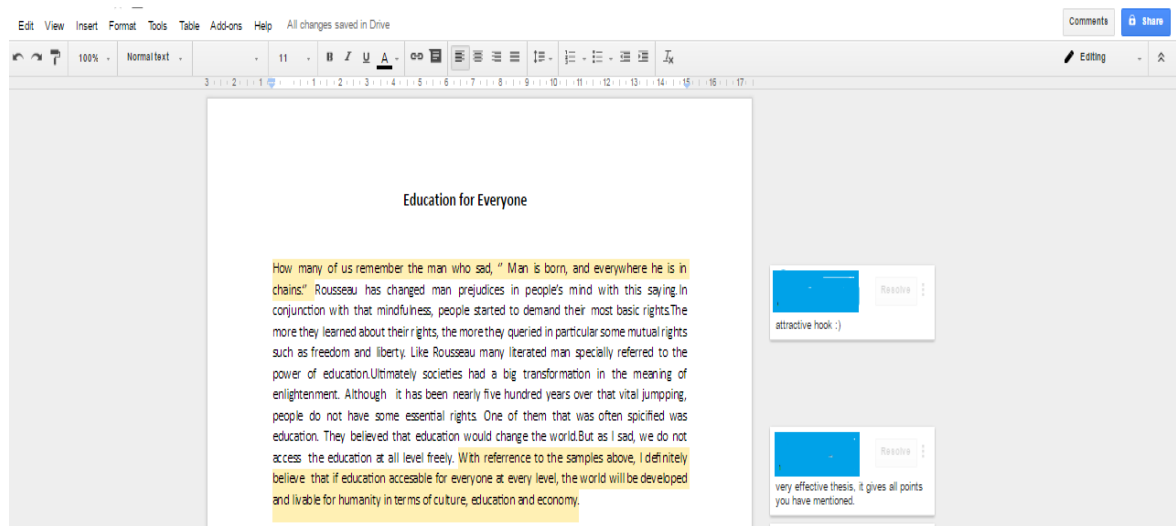


Figure 1. Screenshot of Google Docs

## Week 1

### Training on Peer Feedback

At the beginning of the study students received peer feedback training which took place during writing courses (4 hours in a week). The training session started with introduction of the study and the syllabus (See Appendix A) was shared with the students in the classroom. Students were provided a peer feedback guideline which includes a five-paragraph essay outline (See Appendix B) and the parts they are supposed to focus while providing feedback. Peer feedback questions which would be helpful to guide students during peer feedback process were shared with the participants (See Appendix C). Both peer feedback guideline and peer feedback questions were adapted from Bailey and Powell (2008). Students were provided with a sample five-paragraph essay and students discussed on the sample essay (See Appendix D) based on peer feedback questions under the guidance of teacher. Students shared their comments and problems they encountered while providing feedback in class discussions. In the following course, another sample essay was shared with students. They again read it and provided feedback. The feedback comments were discussed and teacher guided students in terms of providing more effective feedback. After working on the two sample essays, students enabled to practise and understand the peer feedback process extensively. In week 3 and 4, students also continued to work on opinion essay and cause essay in Monday classes in the classroom.

## Week 2

### Training on Google Docs

Students received training on Google Docs in the computer laboratory in Monday classes for two hours. Since having a Google account is a must in order to use Google Docs, the teacher asked students who did not have an e-mail address created an account. When all students had an account, they entered Google Docs with their e-mail addresses and passwords in the Sign-in field. Students added their e-mail addresses to the list of

collaborators. The next step was how to create a new document. Students were asked to choose a new document and name the document based on the pre-determined file name convention as Surname\_ Essay Type\_ Draft Number (e.g. Folwes\_OpinonEssay\_ First Draft). Then students selected “share” tab and invited their collaborators to edit their papers. The teacher asked students to practise sharing document activity a few times and students were introduced the other features of Goggle Docs such as chatting and auto correction. The teacher shared a paragraph and invited students to provide feedback. Students noticed that each collaborator had a different colour to distinguish what they contributed. In the following classes for two hours, the teacher shared a sample essay through Google Docs and students provided feedback on this writing. After completing the peer feedback process, their feedback experience through Google Docs was discussed.

### Week 3

Monday classes for two hours in the classroom

- Students studied on how to write an effective opinion essay with the prepared materials by teacher-researcher.
- They were asked to use Google Docs to complete the assignment related to the given topic below. Students were given four days outside of class to complete the assignment and they shared their assignments in Google Docs with their peers.
- Assignment: Write an opinion essay for the given prompt and share with your peers through Google Docs.

“All education (primary, secondary and further education) should be free to all people and paid & managed by the government.” Use specific reasons and examples to support your answer.

Friday classes for two hours in the computer lab.

- Reading and giving feedback to each other’s first drafts synchronously. In this study students were not depended on teacher, teacher was guided them but the peer feedback sessions took place in the computer laboratory synchronously, they had the advantage of asking questions to the teacher.

- Assignment: Revise and edit your first drafts, produce the second drafts, and submit to the instructor through Google Docs before the next class.

#### Week 4

Monday classes for two hours in the classroom

- How to write a cause essay
- Assignment: Write a cause essay for the given prompt and share with your peers through Google Docs.

“Sleeping disorder is very common and it affects up to 45% of the world’s population. What are the reasons of sleeping disorder?”

Friday classes for two hours in the computer lab.

- Reading and giving feedback to each other’s first drafts synchronously.
- Assignment: Revise and edit your first drafts, produce the second drafts, and submit to the instructor through Google Docs before the next class.

#### Week 5

- Survey was shared in the classroom and results were analysed.
- Interview schedules were arranged with the students and face to face interviews were implemented individually. The interviews were transcribed and analysed.
- Students’ artefacts, namely first and second drafts and written feedback documents in Goggle Docs were analysed.

### **3.8 Data Analysis**

The main sources of the data include a) students’ online peer feedback, b) transcripts of interviews, c) students’ first and second drafts and d) survey. The data were analysed qualitatively to answer the following research questions.

1. What types of stances do students take while providing online feedback?
2. On what writing issues do students focus when they provide feedback?

3. What revisions do students choose to make in their writing due to peer feedback?
4. How do participants perceive use of computer mediated peer feedback?

Data analysis included transcriptions, member check, reading the whole data several times, identifying key words doing content analysis (Hancock, 1998) and “revisiting the data and review the categorization of data until the researcher is sure that the themes and categories used to summarize and describe the findings are a truthful and accurate reflection of the data” (p. 18) and constant comparison among data sets to identify the themes that are “important in answering the research questions” (Hancock, Ockleford & Windridge, 2009, p.26).

The first set of data was interviews. Each interview took approximately 8 minutes for each participant. They were audiotaped and then the responses of the students were transcribed, read carefully and coded the related research question by the researcher. Transcripts of interviews provided further understanding on how students provided feedback, what preferences they made while revising their papers and their perceptions on online peer feedback through Google Docs.

The second of data was gathered from the documents. Documents refer to the students’ feedback and the students’ first and second drafts in writing course. Students’ online feedback comments were analyzed and categorized to identify their feedback stances and their focus of attention while providing feedback. The data from the participants’ first and second drafts were analysed using constant comparative method. Students first and final drafts were compared to analyse what revisions they made based on the peer feedback.

The data gathered from the survey aimed to reveal students’ perceptions on peer feedback via Google Docs. Deductive analysis was conducted and the numeric values were counted. The findings gathered from survey compared to the students’ transcripts of interview and compared to identify their attitude toward online peer feedback process.

Table 1

*Data Sources and Data Analysis Methods*

Research Question	Data Collection	Data Analysis
1. What types of stances do students take while providing online feedback?	Online Peer Feedback Interview Transcripts	Content Analysis Constant comparison
2. On what writing issues do students focus when they provide feedback?	Online Peer Feedback First Draft Interview Transcripts	Content Analysis Constant comparison
3. What revisions do students choose to make in their writing due to peer feedback?	First Draft Second Draft Online Peer Feedback Interview Transcripts	Content Analysis Constant comparison
4. How do participants perceive use of computer mediated peer feedback?	Survey Interview Transcripts	Deductive Analysis Constant comparison

Detailed information about data analysis methods for each research question is described in the following section.

*Qualitative analysis to respond Research Question 1 (What types of stances do students take while providing online feedback? )*

Firstly, feedback comments of the participants were analysed to identify the stance taken by the students while providing feedback. As the study was guided by a thorough literature review, the common functions of feedback stances provided an a priori template for data analysis. The content analysis was employed based on the findings of previous studies by Nelson and Murphy, 1992; Mangelsdorf and Schlumberger, 1992. Figure 1 provides a detailed description of each stance and with the definition and examples. Based



on the Table 1 students' online peer feedback analyzed. In this study analysis of feedback commentaries emerged a complimentary stance.

Table 2

*Stance Analysis Table*

Stances	Definitions
Collaborative (Mangelsdorf & Schlumberger, 1992)	Making suggestions. Helping writer to articulate new ideas.
Prescriptive (Mangelsdorf & Schlumberger, 1992)	Pointing the problematic parts of papers. Trouble shooting, "fixing" problems. Certitude of tone.
Complimentary	Presenting positive personal reactions to the text.
Probing (Nelson & Murphy, 1992)	Asking for clarification for ambiguous parts.

*Qualitative analysis to respond Research Question 2 (On what writing issues do students focus when they provide feedback?)*

The data to respond this research question were gathered from transcripts of the interviews, students' first drafts and students' feedback comments. Firstly, students' feedback commentaries and first drafts were analysed to identify their focus while giving feedback. In this study, students focused on content and organization, grammar and mechanics and specifically vocabulary. The transcripts of interviews provided deeper understanding for students' focus while providing feedback. Students' focus while providing feedback was categorized as follow.

Content and Organization: Students focused on clarity of meaning, relevance of ideas and examples, length, evidence or examples and the parts of the essay (introduction, body paragraphs and conclusion), connection of ideas, transition words.

Grammar and Mechanics: The participants focused on subject-verb agreement, verb tenses, articles, prepositions, capitalization and spelling.

Vocabulary: Students focused on the use of transitions and specific words for essay type.

*Qualitative analysis to respond Research Question 3 (What revisions do students choose to make in their writing due to peer feedback?)*

The data for this research question were obtained from comparison of students' first and second drafts and transcripts of interviews. To support the results students' feedback comments were also analysed. The number of the provided feedback and revised feedback was compared based on content and organization, grammar and mechanics and vocabulary. The transcripts of interviews provided deeper understanding for students' preferences for revisions.

*Qualitative analysis to respond Research Question 4 (How do participants perceive use of computer mediated peer feedback?)*

The qualitative data obtained from survey and transcripts of interviews for this research question. Deductive analysis method was employed to analyse the survey. The findings obtained from survey shed light on students' perception on peer feedback and their perception on use of online peer feedback through Google Docs in the future. The students' responses in the survey and in the interviews were compared to respond this research question.

### **3.9 Trustworthiness**

According to Lincoln and Guba (1985) there are four criteria for trustworthiness: credibility, transferability, dependability, and confirmability. Below, the table demonstrates the four criteria with their employed strategies.

Table 3

*Qualitative Criteria for Assessing Research Quality Adapted from Krefting, L. (1991, p.217)*

Trustworthiness Criteria	Strategy employed
Credibility	<ul style="list-style-type: none"> <li>Prolonged engagement in field</li> <li>Use of peer debriefing</li> <li>Triangulation</li> <li>Member checks</li> <li>Time sampling</li> </ul>
Transferability	<ul style="list-style-type: none"> <li>Provide thick description</li> <li>Purposive sampling</li> </ul>
Dependability	<ul style="list-style-type: none"> <li>Create an audit trail</li> <li>Code-recode strategy</li> <li>Triangulation</li> <li>Peer examination</li> </ul>
Confirmability	<ul style="list-style-type: none"> <li>Triangulation</li> <li>Practice reflexivity</li> </ul>

In terms of dependability, triangulation method was applied in this study. Krefting (1991) stated that “the triangulated data sources are assessed against one another to cross-check data and interpretation” (p. 219). In this sense, triangulation applied in this study in terms of three qualitative methods; documents analysis of students’ first and second drafts and feedback comments, interviews and a survey.

According to Guba and Lincoln (1989) member checking strategy refers giving feedback to participants about their data, interpretations and conclusions not to cause any misunderstanding. In this study, member checking was conducted with each participant individually in the researcher’s office after initial findings of interviews were identified. This study also employed prolonged engagement. Prolonged engagement refers to a term “which allows the researcher to check perspectives and allows the informants to become accustomed to the researcher” (Krefting, 1991, p. 217). Since I was the teacher-researcher in this study, I spent adequate time to observe setting and develop relationship with the participants in order to understand the setting and the phenomenon of interest.

To certify transferability, the study provided the rich and thick description of the setting, participants, methods and the research design.

### **3.10 Limitations**

It must be underlined that there are some limitations in this study:

The first limitation was the lack of time for post- interviewing with students after analysing their revisions. Therefore, due to the absence of post-interview sessions with students, the data could not be obtained to understand the rationale of their revision preferences.

In this study, I was the primary instrument of data collection and analysis. However, this might have some disadvantages in the data collection process. I was working in the institution where the data gathered from and I was their course teacher, we had certain relationship with students. Therefore, some students could provide biased data to please the teacher - researcher.

## Chapter 4

### Results

#### 4.1 Results Related to Research Question 1

*Research Question 1* What types of stances do students take while providing online feedback?

The research question was examined through reviewers' stances. The content analysis was employed based on the findings of previous studies by Nelson and Murphy, 1992; Mangelsdorf and Schlumberger, 1992. The data to examine students' stances for providing feedback came from two sources; students' feedback comments and students' responses in the interviews.

Analysing feedback commentaries of participants identified four stances which show how students approached to peer review; making suggestions or giving advices (collaborative stance), identifying and fixing problems (prescriptive stance) , praising the parts they liked (complimentary stance) and clarifying writers' ideas (probing). Examples of stances are provided with examples from the current study in Table 4.

Table 4

*Examples of Stances Obtained from the Current Study*

Stances	Examples
Collaborative	“You can use different words instead of cause such as reason, factor etc.”
Prescriptive	“Add transitions between the sentences”
Complimentary	“Your motivator is great. I like the anecdote you shared with us.”
Probing	“What do you mean by gettable education?”

*Collaborative Stance:* Students had a collaborative approach to make suggestions and gave advice for changes on words, content and organization of their peers' writing.

Findings obtained from students' feedback comments revealed that 8 out of 10 students had a collaborative approach by making specific suggestions for providing feedback. In this study, students completed two tasks and shared their essays with their peers through Google Docs. Participants provided 32 out of 129 (24.80 %) collaborative feedback for two tasks; 21 (65.62 %) of these suggestions were provided on content and organization, 11 (34.38 %) suggestions were given on the use of vocabulary. Table 5 provides some examples from students' collaborative feedback commentaries.

Table 5

*Collaborative Feedback Examples*

Focus of Attention	Feedback Examples
Content and Organization	<p>You can start with a question. it makes your hook more attractive.</p> <p>Your body paragraph should start with a topic sentence, not an example. If you give the examples after supporting ideas, it will be more organized.</p> <p>to summarize the essay in concluding paragraph, you can add the all points you mentioned in thesis statement.</p>
Use of vocabulary	<p>repetition of the word " difficulty" in the paragraph. you can use many other words such as trouble, problem, complexity.</p> <p>you can add to sum up, in conclusion all in all etc.</p> <p>Instead of using firstly, secondly you can use higher-level transitions such as the main cause of / the second reason of insomnia etc.</p>

The findings obtained from students' collaborative feedback comments revealed that students made specific suggestions and gave advice to enrich the quality of their peers' papers. Students took a collaborative stance when they focused on content, organization and vocabulary. Collaborative feedback did not identify the focus of grammar and mechanics while providing peer feedback.

As depicted from the Table 5 when students took collaborative stance, they made suggestions and gave advices. They aimed to enrich content quality of paper with explanations by showing the way. The participants provided feedback on organization when they identified problem with order of sentences or absence of transitions and they specifically focused on vocabulary by suggesting substitute words to prosper the paper.

The transcripts of the interviews provided a deeper understanding the rationale of students' collaborative approach to peer feedback. For example, Student A explained in the following interview excerpt how she provided peer feedback.

*"I focused on the problematic areas in content and organization. For example, I suggested my peers to make additions. I also specified with examples how he/she make revisions because If you give a general feedback such as "change your thesis", it can't be useful for revisions."*

Student A expressed that the feedback which does not show the ways to change problematic parts of the writing cannot be useful for revisions. Similarly, Student C also stated that *"Showing mistakes are not enough for revision. That's why I provided feedback which show how they can be changed. I offered some words, I gave examples."* Students agree that making suggestions or giving advice by providing specific examples or by showing the ways are more assistive for revisions. Student F and Student I stated in the interviews that they made specific suggestions to their peers' writing because in the training sessions, they practised providing feedback which shows how to revise a problematic area. For example, Student I stated that *"In the classroom we provided feedback on an essay and I remember that you told us to give feedback which explains how to correct the mistake."*

Transcripts of interviews emerged that they did not find the feedback useful which did not make clear suggestions. As Student F and I emphasised that training has an impact on students' collaborative approach to peer review.

*Prescriptive Stance:* Students approached to peer review in a prescriptive way to point the problematic areas in; (a) grammar and mechanics, (b) content and organization and (c) vocabulary. Findings revealed that all students (10 students) had a prescriptive

approach while providing feedback. Prescriptive stance was the most common among the students in this study. Students provided 57 out of 129 (44.18 %) feedback for two tasks; 26 (45.61 %) of them were provided on grammar and mechanics, 17 (29.82 %) feedback was given on content and organization and 14 (25.56 %) feedback was provided for the use of vocabulary.

Table 6

*Prescriptive Feedback Examples*

Focus of Attention	Feedback Examples
Content and Organization	<p>bule prints are not parallel with the order of body paragraphs.</p> <p>add an example after this supporting sentence.</p>
Grammar and Mechanics	<p>add -s, needs*</p> <p>must be EDUCATION, don't use capital I, use I.</p>
Use of vocabulary	<p>don't use moreover again and again. use different linkers.</p> <p>add some specific words for this opinion essay.</p>

Analysis of students' prescriptive feedback commentaries revealed that students took prescriptive stance when they focused on the deficiencies of the papers and mistakes contained in the texts. Findings emerged that students had preconceived ideas of what should or should not be used in an essay. They identified the problems and applied trouble shooting. When students focused on the grammar and mechanics they identified the problem and functioned as an editor. As depicted from the Table 5 when students provided feedback on content, organization or vocabulary, they pointed the problematic areas by offering additions or deletions without specific suggestions such as “add transition”, “remove this sentence” and “use different words”.



Students’ feedback commentaries revealed that students provided more prescriptive feedback (45.61 %) on grammar and mechanics.

*Complimentary Stance:* The participants had complimentary stance to point the parts of the papers they liked and to praise the strengths in the texts. Students’ feedback commentaries revealed that all students (10 students) used content-based complimenting either overall or specific parts. Only 1 student provided one compliment based on language by stating “Your English is perfect. I like reading your essays.” Students provided a total of 22 out of 129 (17.05 %) compliments; 14 (63.63 %) of compliments provided on content, 7 (31.81 %) of complementary feedback was on overall and only 1 (4.56 %) compliment was on language.

Table 7

*Complimentary Feedback Examples*

Focus of Attention	Feedback Examples
Content	<p>I like your thesis and hook. they are really great. Also, you support your ideas with good examples.</p> <p>I love the quote of John Lenon. Perfect choice for hook.</p>
Overall	<p>Your essay is completely great. I enjoyed reading.</p> <p>I'm glad to read your essay. Good job bro :)</p>
Language	<p>Your English is perfect. I like reading your essays. :)</p>

Compliments used by the participants included “I love the quote”, “Perfect choice”, “Good job”, “Your essay is completely great”, “They are really great”. Additionally, Compliments sometimes were followed by appreciating such as “Thank you” and “I’m glad to read your essay”.

The responses of students' in the interviews revealed why students provided feedback on positive / strength parts of texts. For example, Students B, D and G explained that they gave compliments because of the impact of peer feedback sessions.

Student B: *"I commented on positive sides of my friends' essays because when we are analysing a sample essay in the classroom, we talked about what is good in the text."*

Student D: *"In the lessons we always discussed what is effective in an essay. For example, sometimes we said that the motivator is really effective."*

Student G: *"At the beginning of term you told us that feedback is provided both strengths parts of the writing. That's why I didn't just focus on mistakes. I praised my friends."*

Students F and J expressed in the interviews that they see their teachers as role models and they behaved like their previous or current teachers while providing feedback. Student F stated in his interview excerpt why he focused on the strength parts of his peers' papers. *"I made comments on effective parts of essays. Because as I remember my teachers gave me feedback on good sides of my writing."* Similarly, Student J explained in the following interview excerpt that she felt motivated when she received supportive feedback on the strength parts of her papers.

Student J: *"I made comments on both strength and weak parts of essays. Because previously I did not get feedback from my peers, I just received teacher feedback. As I remember my teachers gave me both feedback on strength and weak parts of my writing."*

Only Student H expressed in the interview that he provided compliments because he hates to get negative comments. He had a perception concerning receiving negative feedback and pointing the deficiencies of his papers. He also stated that *"I feel like I don't know English when I get negative comments and negative comments hurt, that's why I preferred saying positive things."*

Overall findings obtained from students' interview transcripts emerged that students provided compliments for three reasons; a) impact of peer feedback training, b) seeing their teachers as role models and c) their perceptions on receiving negative feedback.

*Probing Stance:* The participants took probing stance to get further information of what the writers have said or what is not clear for them in the papers. In this study, 6 out of 10 students requested clarification for the ambiguous parts of papers. Students focused on the confusing areas in content and or on the unknown terms. Students provided a total of 18 out of 129 (13.97 %) probing feedback; 11 (61.11 %) of them were given for the ambiguous areas in content and 7 (38.89 %) of feedback was provided on unknown terms.

Table 8

*Probing Feedback Examples*

Focus of Attention	Feedback Examples
Content	<p>it is a bit confusing, is it effect of insomnia or reason of it?</p> <p>I don't understand what do you mean by "mutual rights of people"</p>
Unknown terms	<p>What do you mean with" tech parts", give example.</p> <p>could you explain what the melatonin is?</p>

Students' feedback commentaries emerged that they made request to puzzle out the meaning or they asked question to get further explanation for the incomprehensible terms or phrases. Table 7 displays that when students took probing stance they asked questions or they ask for explanation to clarify the parts they found confusing. The probing stance is the least stance used by the participants in this study. Students' feedback commentaries revealed that students provided more probing feedback (61.11 %) on content for their peers' papers compared to grammar, mechanics and vocabulary.

## 4.2 Results Related to Research Question 2

*Research Question 2:* On what writing issues do students focus when they provide feedback?

The qualitative data to respond this research question were gathered from (a) transcripts of the interviews, (b) students' first drafts and (c) students' feedback comments. Students' feedback commentaries and first drafts were analysed to identify their focus while giving feedback. Students provided a total of 71 out of 129 (55.04 %) content-based feedback. In the interviews, students were asked what they focused on during peer review. The data obtained from feedback comments, participants' first drafts and transcripts of interviews emerged that students provided feedback to their peers' papers by focusing on; (a) content and organization, (b) grammar and mechanics (spelling, punctuation and capitalization ), (c) vocabulary. Stances taken by the students for focus of attention in this study provided in Table 9.

Table 9

### *Stances and Focus of Attention*

Stances		Focus of Attention
Collaborative	32 out of 129 (24.80 %)	Content and Organization & Vocabulary
Prescriptive	57 out of 129 (44.18 %)	Content and Organization & Vocabulary & Grammar and Mechanics
Complimentary	22 out of 129 (17.05%)	Content
Probing	18 out of 129 (13.97%)	Content & Vocabulary

## Focus on Content and Organization

In the interviews 8 out of 10 students mentioned that they focused on content and organization while providing feedback. Students' responses in the interviews are supported with their online peer feedback examples. Students' feedback commentaries showed that they actually focused on content and organization while giving feedback. Results emerged that students focused mainly content and organization while providing feedback to their peers' papers. The participants provided mostly feedback (55.04 %) based on content and organization. Students' feedback examples on content and organization were displayed provided in the Table 10.

Table 10

### *Students' Feedback Examples on Content and Organization*

Participants	Feedback Examples
Student A	Reworded thesis statement should contain more information what you have talked about.
Student B	it is not clear you are agree or not. maybe you can add an example here.
Student C	I like your ideas but you should use transitions between the sentences.
Student E	You should write your supporting ideas, one is not enough. Also give details or examples :)
Student F	not effective thesis. I couldn't see the controlling idea of the thesis.
Student G	remove this example, i think it is irrelevant.
Student I	The introduction of the essay can be more attractive. I think it should draw attention to read the whole essay.
Student J	you should write details about your reasons, this is so short

Results obtained from students' feedback commentaries on content and organization revealed that while providing feedback, participants asked their peers to make additions for deficiencies or ambiguous parts, to delete the irrelevant parts and to add transitions between the sentences for organization.

In the interviews, students provided the rationale why they focused on content and organization. Student B, F and G stated that they did not notice considerable trouble with grammar and mechanics. In the following interview excerpts they explained their opinions in detail. Student G stated that *"I generally focused to comment on the content and organization because we are upper intermediate level and we don't have problems with grammar."* Student G thought that their foreign language level has an impact on not making too many grammar mistakes. Student F expressed that *"I generally noticed the problematic parts related to the content and organization. I just saw a few problems with grammar and spelling."* Similarly, Student B noticed more problem with content and organization and stated *"I focused on content and organization because I did not see too many mistakes regarding their grammar, spelling and punctuation."*

In the interviews 5 out of 10 students underlined in the interviews that since they think content and organization are the most significant parts of an essay, they mainly focused on them. For example, Student I stated that *"I think content is more important than grammar mistakes or spelling mistakes, so I focused on content."* Similarly Student C articulated that he mainly pays special attention on content and organization while writing an essay and he expressed that *"When I write an essay, I am mostly careful about organization and content of my essay because it is very important. So, while giving feedback, I focused on these areas on my friends' essays."* Likewise, organization of an essay has great importance for Student J and she stated in the interview that *"In an essay organization of ideas is really important and there are some strategies to write an effective essay. I gave feedback on them."* Students A and E also explained why they mainly focused on content and organization by emphasising the importance of them to comprehend the essay clearly.

Students' feedback commentaries revealed that they provided feedback on content and organization by suggesting additions such as adding more information or examples / details and transitions. They also provided feedback by offering to remove irrelevant parts.

The parts of essay they focus on and the words they use while providing feedback manifested that students in this study had a brilliant competence of enriching writing quality. For example, they used the words such as "thesis statement", "supporting ideas", "reworded thesis statement", "controlling idea in thesis". Moreover, they used some adjectives such as "attractive" and "effective". These indicative words show that students had a good knowledge of how to write an effective essay in terms of content and organization.

Transcripts of interview emerged that students focused on content and organization since they noticed considerable trouble in content and organization. Another reason they mentioned in the interviews is that they focused on content and organization while writing their essays. Lastly, they considered that content and organization is the most important points of an essay.

### **Focus on Grammar and Mechanics**

Results gathered from students' feedback commentaries revealed that all participants (10 students) provided feedback on grammar and mechanics (spelling, punctuation and capitalization). Findings also emerged that students' peer responses on grammar and mechanics are less than the feedback provided on content and organization. In this study, only one feedback on grammar and mechanics was misleading and it was noticed by the students while revising his paper and it was excluded. Students provided 26 correct form-based feedback out of 129 (20.16 %) in this study for two tasks. Students' feedback examples on grammar and mechanics were provided in the Table 11.

Table 11

#### *Students' Feedback Examples on Grammar and Mechanics*

Participants	Feedback examples on grammar and mechanics
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Student A	be careful about simple present tense , don't forget s
Student B	Several factors are, not is
Student C	differ is a verb, it must be difference.
Student D	a lot of areas, it should be plural
Student E	add "a". a disadvantage
Student F	add the- the most important
Student G	not paid for, paid by
Student H	not i'm. I'm :)
Student I	Special names with lowercases :(
Student J	loosing? Do you mean losing?

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Students' feedback commentaries on grammar and mechanics revealed that majority of mechanic corrections included capitalization (4) and spelling (2). On the other hand, grammar corrections comprised tenses (6), articles (5), prepositions (4) and subject verb agreement (5).

In the interviews students stated that when they identified the problems on grammar and mechanics, they applied to fix them. Additionally, 2 out of 10 students mentioned in the interviews that they just focused on mechanics including grammar, spelling and capitalization. Only in their compliments, they focused on content and overall quality of the essays.



Student D and Student H agreed that since they do not think that they do not feel competent enough to give feedback on content and organization, they provided feedback on grammar and mechanics.

Student D: *“I did not want to make comment on content because I am not good at this part, I could say something wrong. So, when I saw a grammar or spelling mistake, I corrected.”*

Student F: *“Some of my friends are better than me so I did not give feedback on content. Also, they have good vocabulary knowledge.”*

Student’s responses revealed two reasons why they just focus on grammar and mechanics are feeling incompetent and saying something wrong and having preconception of classmates’ language ability.

### **Focus on Vocabulary**

Results obtained from students’ feedback commentaries revealed that while 8 out of 10 students provided feedback on vocabulary, 2 out of 10 students did not provide any feedback on vocabulary. Peer feedback comments revealed that students focused on the use of transitions and specific words for essay type. The participants provided 32 out of 129 (24.80 %) feedback on vocabulary. Students’ feedback examples on vocabulary were provided in Table 12.

Table 12

#### *Students’ Feedback Examples on Vocabulary*

Participants	Examples of feedback on vocabulary
Student A	try to use high level vocabulary.
Student B	you should use the words which show this is a cause essay.
Student C	I think you shouldn't repeat the word "cause". You can use reason, factor etc.

Student E	firstly, secondly etc. these are very simple, use more high-level ones.
Student F	instead of repeting teacher, use instructor or lecturer.
Student G	there are many for example in this paragraph. what about using for instance or to illustrate.
Student I	use I think, I belive etc. This is an opinon essay :)
Student J	you can say many reasons instead of many things

The data gathered from students' feedback emerged that students provided feedback on transitions since they thought transitions were not various enough and suggested different and varied transitions by giving specific examples. They also provided feedback when they realized the absence of specific words that used for the essay type.

In the interviews students explained why they focused on vocabulary while providing feedback. Their responses manifested that they provided feedback on vocabulary (a) when they see repetition of a word, (b) when they noticed the absence of specific words for the essay type and (c) when they found the words simple used by their peers.

Findings obtained from the feedback commentaries revealed that students made suggestions by giving examples or asking for additions and offering substitute words or transitions to enrich the vocabulary quality of papers.

### **4.3 Results Related to Research Question 3**

*Research Question 3:* What revisions do students choose to make in their writing due to peer feedback?

The data for this research question were obtained from comparison of students' first and second drafts and transcripts of interviews. To support the results students' feedback comments were also analysed. In the interviews students were asked how they made revisions and what preferences they had in their second drafts to identify the

rationale for their revisions. Results obtained from students' interview transcripts reveal that students revised their papers according to the feedback type provided on content and organization, grammar and vocabulary.

Findings obtained from comparison of provided feedback and changes in second drafts emerged that although students provided mainly content-based feedback, students mostly used the feedback provided on grammar and mechanic. Table 13 displays the total number of provided feedback by peers and changes made in second drafts.

Table 13

*Total Number of Provided and Revised Feedback*

Focus of attention	Provided Feedback	Revised Feedback	
Content and Organization	57	24	(42.11%)
Grammar and Mechanics	26	26	(100 %)
Vocabulary	32	25	(78.12 %)
Total			
*not included complimentary 14 out of 129 feedback	115	75	(65.22)

\*As depicted from Table 12, in this study 14 out of 73 (17.05 %) feedback was not included because they were proved for compliments and they were not used by the students since they did not suggest any revision.

The use of feedback differed based on the focus of attention. Although students provided mostly content-based feedback (55 %), they mainly made form-based revisions (100 %).

**Revisions based on content and organization**

Results obtained from the second drafts of students emerged that although students received 57 out of 115 feedback (49.57%) which lead to revision on content and organization, they used 24 out of 57 (42.11%) feedback in their revisions. They preferred

to use mostly collaborative feedback. The number of discussed and revised feedback on content and organization was provided in Table 14.

Table 14

*Number of Discussed and Revised Feedback on Content and Organization*

	Discussed	Revised	
Prescriptive	17	5	(29.41 %)
Collaborative	21	15	(71.43 %)
Probing	11	4	(36.36 %)
Complimentary	22	0	(0 %)
Total	71	24	(32.39)

In the interviews students were asked how they made revisions and what preferences they had in their second drafts. Students expressed that the feedback comments which included making specific suggestions, providing explanation or showing the way were useful. They also stated that when they made revision on content and organization they used the feedback included specific suggestion and they ignored the too general feedback. For example Student D expressed in interview *“I had trouble when they are not specific. I used the feedback that show how to make changes.”* Similarly, Student J stated that *“I did not used the feedback if it did not clear enough.”* Student B also mentioned that *“While I was giving feedback, I made explanations, but I could not see explanation in some of my friends’ comments and I couldn’t use them.”*

Table 15

*Revision Examples on Content and Organization*

First Draft	<p>Firstly, <u>young people from poor families could be very smart.</u> In terms of quality of chances every child should be supported by offering free education. Country need to support students about their education payments so the country could have better future with these well-educated people.</p>
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Feedback	Your body paragraph should start with a topic sentence, not an example. If you give the examples after supporting ideas, it will be more organized.
Second Draft	Firstly, In terms of quality of chances every child should be supported by offering free education. For example, <u>young people from poor families could be very smart.</u> Country need to support students about their education payments so the country could have better future with these well-educated people.
First Draft	Firstly, people are equal so education must be equal, too. Human Rights Declaration defends this. Equal education supplies better future for individuals and every individual has a right to have a brilliant future. <u>Country development also can't exist without education.</u> For these rasons, education must be free for everyone.
Feedback	remove this example, i think it is irrelevant.
Second Draft	Firstly, people are equal so education must be equal, too. Human Rights Declaration defends this. Equal education supplies better future for individuals and every individual has a right to have a brilliant future. For these rasons, education must be free for everyone.

Analysis of students' second draft emerged that the participants made deletions of irrelevant parts, additions of details or statements or reordering the sentences.

### Revisions based on grammar and mechanics

Results emerged that students provided a total of 26 out of 129 (20.16) prescriptive feedback on grammar and mechanics. Comparison of peer feedback and revisions in second drafts revealed that they used all feedback (100 %) provided by their peers. In the interviews they expressed that since feedback on grammar and mechanics included direct corrections, they found them easy to revise. For example Student D expressed that *"I used all feedback given on my grammar mistakes because they had already corrected by my friends."* Student C's transcript of interview emerged because of the simplicity of correcting grammar mistakes, he revised his grammar mistakes by stating *"Grammar mistakes are the most easy ones to correct but changing content needs more effort."* Student A explained why she mostly made form-based changes in the following interview excerpt.

*“I could check my grammar mistakes in the Internet and I was sure they were true, so it was easy. But, making changes on content was difficult. Grammar comments included the change but for content I had to find the change.”*

Likewise, Student J expressed that she revised her grammar and spelling mistakes both because she thought it is “easy” and she “sure” that the feedback was correct.” Additionally Student G emphasis that revising content is the most challenging part of revision process since the change in content leads many other revisions in paper. In the following interview excerpt Student G stated “When I change my thesis, I have to change whole essay. It takes too much time. If I was sure that the content is enough for me, I did not change it.”

Table 16

*Revision Examples on Grammar and Mechanics*

Participants	First Draft	Feedback	Second Draft
Student A	this is disadvantage for	add "a". a disadvantage	this is <u>a</u> disadvantage
Student B	<u>"why can't people "</u>	why people can't	<u>why people can't sleep</u>
Student C	education is most important	add the- the most important	education is <u>the</u> most important
Student D	Several factors <u>is</u>	Several factors are, not is	Several factors <u>are</u>
Student E	stress effect people	stress has an effect on people or stress affect people'	stress <u>has an impact</u> on people
Student F	Gender and income <u>categorizes</u> people in social life.	* <u>categorize</u>	Gender and income <u>categorize</u> people in social life.
Student G	woman need	be careful about simple present tense ,don't forget s	woman needs

Student H	FREE EDUCATION	must be EDUCATION, don't use capital I, use I.	FREE EDUCATION
Student I	in order to <u>servin</u> .	* to serve	in order to <u>serve</u>

Table 16 displayed feedback comments of students included direct correction as they expressed in the interviews. They made form based revisions included; capitalization (4) and spelling (2), tenses (6), articles (5), prepositions (4) and subject verb agreement (5).

### Revisions based on vocabulary

Results emerged that students revised 25 out of 32 (78.13 %) feedback on vocabulary. Table 17 displays the total number of provided feedback by peers and changes made in second drafts.

Table 17

*Number of Feedback Discussed and Revised on Vocabulary*

Stances	Discussed	Revised	
Prescriptive	14	9	(64.29 %)
Collaborative	11	11	(100 %)
Probing	7	5	(71.42 %)
Total	32	25	(78.13 %)

As depicted from Table 17 students used all collaborative feedback which provided specific suggestions. Although students revised 9 out of 14 prescriptive stances, they made 7 out of 5 changes based on probing stance.

Students expressed in the interviews that they found collaborative feedback comments useful since they provided specific suggestions. For example, Student E expressed in the interview that “*Changing words was easy and trustful because my friends*

*gave examples to use so I just chose one of the suggested word.” Similarly, Student B mentioned that “I made vocabulary revisions to improve my writing. I found the feedback on vocabulary useful because they showed how to change clearly.” Student G stated that “I know my vocabulary knowledge is not enough. I saw while providing feedback that my friends used great words and I was happy to get suggestions from them.”*

To analyse what kinds of revisions students’ second drafts were examined. Table 18 provides some examples of vocabulary-based revisions.

Table 18

*Revision Examples on Vocabulary*

First Draft	Students will get a better education thanks to non-profit oriented teachers and better technology.
Feedback	add some specific words for this opinion essay.
Second Draft	I <u>believe</u> that students will get a better education thanks to non-profit oriented teachers and better technology.
First Draft	For example, a lot of people who are very talented and smart have <u>difficulties</u> because of poverty. If the education is free, these <u>difficulties</u> will be disappeared.
Feedback	repetition of the word " difficulty" in the paragraph. you can use mant other words such as trouble, problem, complexity.
Second Draft	For example, a lot of people who are very talented and smart are in <u>trouble</u> because of poverty. If the education is free, these <u>difficulties</u> will be disappeared.
First Draft	<u>Firstly</u> , free education offers equality and people can have equal chance for education at the same conditions . For instance , all levels of education are free in Sweden . All people take advantage of whole opportunities . <u>Lastly</u> , Sweden has indicated for many times that it has manv scientists who are known all around the world .
Feedback	firstly, secondly etc. these are very simple, use more high-level ones.
Second Draft	<u>Additionally</u> , free education offers equality and people can have equal chance for education at the same conditions . For instance , all levels of education are free in Sweden . All people take advantage of whole opportunities . <u>Consequently</u> , Sweden has indicated for many times that it has many scientists who are known all around the world .

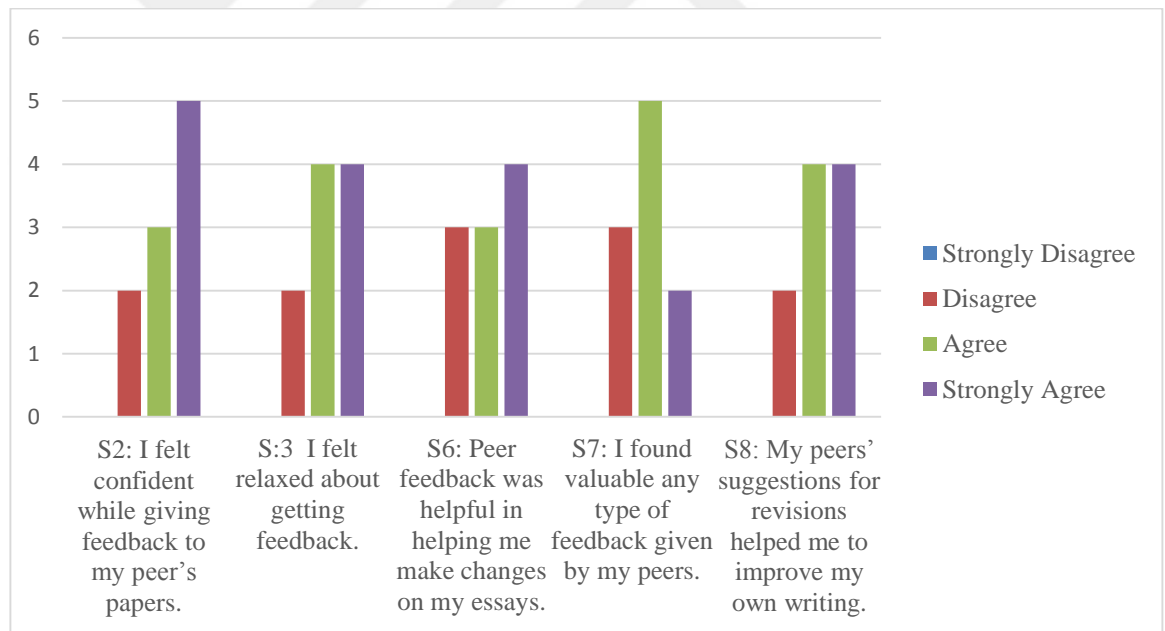


Results obtained from students' revisions on vocabulary revealed that students made changes on vocabulary to add specific words for the essay type, to expand of the variety of words and to use higher-level vocabulary.

#### 4.4 Results Related to Research Question 4

*Research Question 4:* How do participants perceive use of computer mediated peer feedback?

The data to respond this research question obtained from (a) survey and (b) transcripts of interviews.



*Figure 1.* Students' Responses to the Statements 2, 3, 6, 7 and 8.

Students' responses to the Statement 2 (I felt confident while giving feedback to my peers' papers) revealed that 8 out of 10 students (Strongly Agree- 5, Agree-3) felt confident while giving feedback to their peers' papers. In the interviews, students supported this results with their responses. The following excerpts from interviews provided an insight the rationale for feeling confident while providing feedback.

Student B: *“I felt confident because I made comments on the areas I was sure. Also, while providing feedback, I thought that I was learning at the same time. I saw the strength parts of their essay and I compared their essays to my essays.”*

Similarly, Student I mentioned that *“I was confident since while giving feedback I learned many things from my peers’ papers. That’s why there was no reason to feel unconfident.”*

Additionally, 8 out of 10 students expressed in the interviews that they were confident and two of them stated that they “felt like a teacher” during feedback sessions. However, 2 out of 10 students stated in the survey that they did not feel confident while giving feedback and they expressed their feelings in the interviews. Student D expressed his thoughts by stating *“I did not feel confident or relaxed and I hesitated and thought what if I knew wrong.”* Similarly, Student H stated that *“I did not feel competent to evaluate my peers’ essays.”*

These two students had repeated the same feelings in the interview when they explained why they just focused on grammar and mechanics while providing feedback.

Results emerged that 8 out of 10 (Strongly Agree-4, Agree- 4) students felt relaxed for receiving feedback from their peers. In the interviews, 3 out of 8 students expressed that they felt relaxed and they mentioned that their peers did not provide not only negative feedback but also their comments were positive in term of praising the strength parts of their papers. Additionally, 2 of the students stated that since they were classmates, they did not feel “uncomfortable” or “anxious”. They emphasised that although teacher feedback was more assuring, receiving feedback from a teacher caused more anxiety. 2 out of 10 students expressed that he did not feel relaxed while getting feedback. For example Student H stated in the interview, *“I was absolutely anxious because my friends saw my mistakes.”*

Statement 6 (Peer feedback was helpful in helping me make changes on my essays.) aimed to find out whether students found helpful to make changes on their papers. While 7 out of 10 (Strongly Agree-4, Agree- 3) students agreed that feedback provided by their peers was helpful for revision, 3 out of 10 participants found peer feedback unhelpful to

revise their essays. Two of the students who provided benefit from peer review expressed their opinions in the interviews.

Student C: *“I think, they were helpful because I was given feedback from different point of views. I prefer to get feedback from many people rather than one person.”*

Student A: *“Before accepting their feedback, I had to check them if they were true or not. It wasn’t perceived a negative thing, conversely it was beneficial in terms of studying on the given feedback.”*

Three participants who expressed that they did not find peer feedback helpful explained their opinions in the interviews.

Student I: *“I can’t say they were helpful. In fact the one who gave feedback was important. I think that we are in a classroom in which everybody has a different language level.”*

Student F: *“I think teacher’s feedback could have been more helpful.”*

Student C: *“I was always doubtful, I prefer teacher’s feedback.”*

Survey results emerged that 7 out of 10 (Strongly Agree-2, Agree- 5) students found valuable any type of feedback provided by their peers. In the interviews, 2 out of these 7 students underlined the advantage of Google Docs’ comment features. Student G expressed that *“When one of my friend commented on my thesis, another friend could also comment on his/her feedback. I could see that they discussed.”*

Responses revealed that 3 out of 10 students noted that they did not found valuable any type of feedback given by their peers. In the interview, Student D expressed that *“I just found valuable the feedback provided on my grammar mistakes.”* Similarly, Student H stated *“Only the feedback on grammar was valuable, they were very clear.”*

Findings obtained from the survey emerged that majority of students, 8 out of 10 (Strongly Agree-4, Agree- 4), thought that their writing improved by the help of their peers’ suggestions for revisions. However, in the interviews these students underlined that they improved their writing not only by receiving feedback but also by providing feedback

on their peers' papers. 2 out of 10 students disagree that they could not witness improvement in their writing. Student A emphasised in the interview that *“Not receiving feedback but giving feedback was more useful for me because I saw many different papers and various things to use in my essays.”* Likewise, Student J mentioned that she especially found providing feedback very useful by stating *“While providing feedback I learned many new words so it was really useful for me.”*

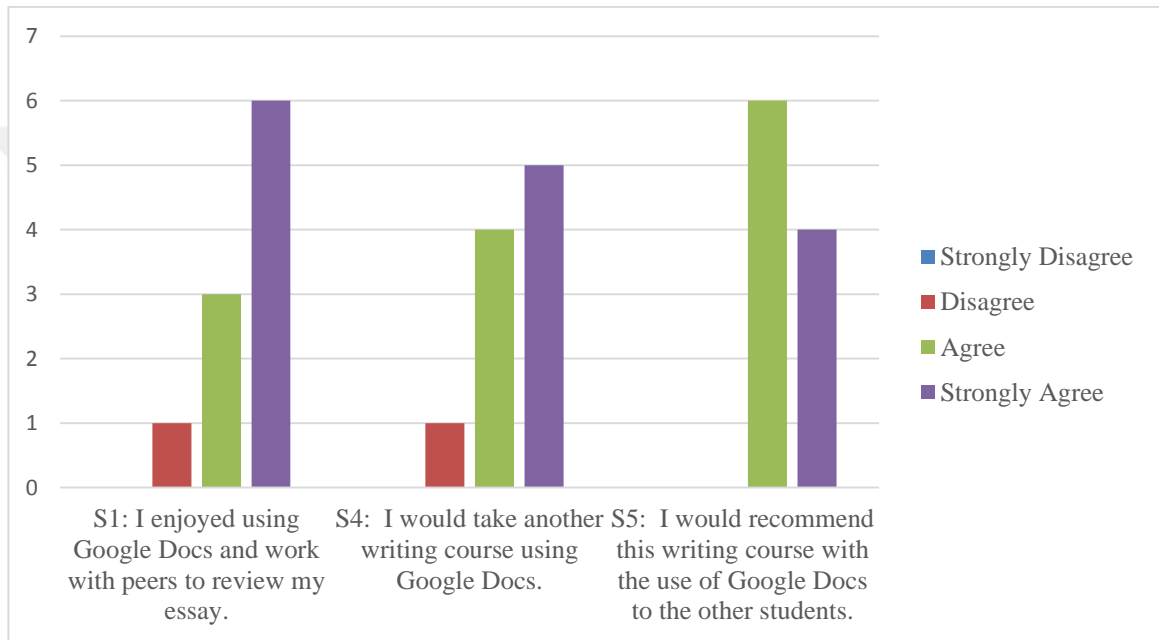


Figure 2. Students' Responses to the Statements 1, 4 and 5.

Statement 1 aimed to reveal whether students enjoyed working with their peers to review their paper through Google Docs. In this study, 9 out of 10 students (Strongly Agree-6, Agree- 3) agreed that they enjoyed during peer feedback sessions and revisions. Their responses in the survey were supported by the transcripts of the interviews. Three of them expressed their feelings in the following interviews excerpts.

Student F: *“I totally enjoyed because I have experienced an extraordinary learning.”*

Student C: *“In fact I hate writing courses but it was not a traditional and boring writing class. I loved it.”*

Student B mentioned that chat feature of Google Docs increased their interaction. *“I enjoyed. While giving feedback through, we could use chat feature of Google Docs. In class it is not possible to talk to your friends during the lesson.”*

In the interviews, 1 out of 10 students expressed why he did not enjoy this writing lesson. Student H said *“I did not feel relaxed while giving and receiving feedback.”* As seen previously in the excerpts of interviews, he said he was not sure of his knowledge.

Results revealed that 9 out of 10 (Strongly Agree-5, Agree- 4) students agreed that they would like to take another writing course using Google Docs and work with their peers. Their responses in the interviews elicited the same results. Student F and J stated in the following interview excerpt that they enjoyed in collaborative learning process and they think that collaborative learning should be included in language learning. Student F stated that *“Teachers should use technological tools in the writing lessons and they should encourage students to work together.”* Student J had the same ideas in term of using technology in the courses and she stated *“Not only writing courses but also other courses should include this kinds of teaching methods. While learning, I also enjoyed with my friends.”*

Student B expressed by the help of this writing course, he increased his writing competency by stating *“Before this writing course, I have found writing boring and difficult. Now, I feel I am good at writing and I am able to evaluate my friends’ writing.”*

Findings emerged that 1 out of 10 students who would not want to continue take another writing course using computer mediated peer feedback. Student H repeated the same thoughts as feeling not competent and worrying about making mistakes.

All students (Strongly Agree-5, Agree-5) noted that they would recommend this writing course to the other students. In the interviews, Student J and Student C expressed that they had already shared what they were doing in their writing courses to their friends and they got positive reactions.

## **Chapter 5**

### **Discussion and Conclusion**

#### **5.1 Discussion**

This section provides conclusion and discussion, recommendations for future research and implications.

This study investigated the following research questions:

1. What types of stances do students take while providing online feedback?
2. On what writing issues do students focus when they provide feedback?
3. What revisions do students choose to make in their writing due to peer feedback?
4. How do participants perceive use of computer mediated peer feedback

This case study investigated peer feedback and revision in a technology enhanced upper-intermediate EFL writing class. Four research questions examined. The first question examined what types of stances participants take while providing computer mediated feedback. Analysis of qualitative data identified four stances which show how students approached to peer review; making suggestions or giving advices (collaborative stance), identifying and fixing problems (prescriptive stance) , praising the parts they liked (complimentary stance) and clarifying writers' ideas (probing stance). Findings demonstrated that students in this study mostly took prescriptive stance (44.18 %) while providing feedback to their peers' papers. This result cooperates the findings of previous study by Mangelsdorf & Schlumberger (1992). The researchers conducted a study to identify the stances students take in providing peer feedback. Although this study identified four stances, they classified three stances as prescriptive, collaborative and interpretive. In both studies students mostly took prescriptive stance.

In this study, students took collaborative stance, when they focused on content, organization and vocabulary. It did not identified in grammar and mechanics. Students who took collaborative stance provided clear and detailed suggestions because of the impact of feedback training. At the beginning of the study students received a training on how to provide useful feedback during two weeks in both traditional settings in the classroom and in the online environment in the computer laboratory. Training influenced

positively the quality of the feedback provided by the students. This finding confirmed the results of previous studies by Chandramohan (2001) and Cheng & Warren (2005). Cheng and Warren conducted their studies with 51 undergraduates and this study also showed that study that training on peer feedback is beneficial in terms of improving the quality of feedback.

Students' feedback comments and their interview transcripts revealed that they provided 14 out of 129 (17.05 %) complimentary feedback on content or organization and overall quality of the paper. They expressed in the interviews they gave compliments because they do not like receiving negative comments and negative feedback can hurt their peers' feelings. Likewise, Gokhale's study (1995) underlines that students in the study reported that collaborative work fosters interpersonal relationships and develops empathy. In this study interview analysis also supported this conclusion.

In present study, students focused on content, organization, grammar and mechanics when they approached prescriptively. They offered deletions for the irrelevant parts or additions to enrich the quality of the in terms of new ideas, new words. Probing stance was the least stance used by the students. They took probing stance to get further information or clarify the ambiguous parts in content and vocabulary.

The findings of second research question highlighted that students mostly focused on content and organization by providing 71 out of 129 (55.04 %) feedback since they perceived that content and organization was the most important part of an essay. Students made suggestions with specific examples and gave advice by showing the way when they focused on content and organization. The participants expressed in the interviews they did not notice many mistakes based on grammar and mechanics. We may expect that since students used the auto-correction feature of Google Docs, they found a few mistakes on mechanics. In the training session, the teacher researcher advised the participants to use auto-correction feature of Goggle Docs while creating their first drafts. It may be the result of their high level language proficiency (upper-intermediate). Additionally, indicative words such as "attractive hook", "reworded thesis statement", "controlling idea in thesis" gathered from students' feedback commentaries indicated that students had a good knowledge of how to write an effective essay in terms of content and organization.

In this study, students found providing feedback more useful than receiving feedback since they have a chance to analyse different papers written by multiple perspectives. As Roberts (2005) states that collaborative learning requires the learners who are autonomous, independent, self-motivated managers of their own learning process, in present study collaborative learning experience moved the participants away from teacher dependence and students gained autonomy and improved their writing competency. In this study students were not depended on teacher, teacher involved when they asked for help related to the problems they encounter. The teacher was involved especially when students were not sure the correctness of the feedback provided by their peers.

When students focused on grammar and mechanics while providing feedback, they approached prescriptively and they directly provided the correction of the problematic areas. Students specifically focused on vocabulary, they provided feedback when they noticed repetition of a word or absence of transitions or specific words for the essay type. For vocabulary revisions they suggested additions with examples or offered substitute words for repetitions. In this study, students specifically focused on the use of transitions and this may show that they placed a great emphasis on organization.

The third research question aimed to respond how students used peer feedback and what preferences they chose while revising their papers. Results obtained from the comparison of students' first and second drafts, transcripts of interviews and students' feedback comments. Students used 75 out of 115 (65.22 %) feedback provided by their peers. However, feedback was proved for compliments and they were not used by the students since they did not suggest any revision. Findings obtained from students' second drafts emerged that when they made revisions on content and organization they made additions, deletions and reordering. Transcripts of interview revealed that students did not use the feedback when they were not clear in terms of giving specific suggestions. In this study students revised 26 out of 26 (100 %) form-based feedback. Students made both content-based and form-based revisions. This finding is in parallel with the studies by Connor and Asenavage (1994) which included eight ESL freshman composition students in two writing groups. In their study, students also made both meaning and surface changes.



Although students mostly focused on content and organization while providing feedback, they made revisions mainly on grammar, mechanics and vocabulary. These students preferred to use vocabulary- based feedback when they included substitute words or examples.

In the current study all participants (10 students) provided feedback on their peers' essays. Although 2 students do not participate in the discussions in the traditional settings, they were involved in peer response through Google Docs during this study. This finding cooperates the results of the study by Warschauer (1996a) which examines the equality of student participation in two modes: face-to-face discussion and electronic discussion. The comparison of two modes shows a tendency toward more equal participation in online environment. This study indicated that how students collaborated to complete their writing tasks and to develop their abilities to write in English. Similarly, Tsui and Ng (2000) obtained the same results in their study and findings proved that peer review raises students' awareness of their strengths and weaknesses in writing.

Results also indicate that students learned a lot while providing feedback and maybe they learned while comparing their drafts to other students' papers as stated by one student. Language learning theory that underlines the role of collaborative learning (Vygotsky, 1978 & Swain, 1985 & Roberts, 2004) students can foster their writing abilities by scaffolding in peer review process. Participants in this study used their peers' feedback to revise their papers, and they also had opportunity to get ideas on how to organize their writing and to use appropriate vocabulary.

Findings highlighted that students found peer feedback helpful in terms of improving their learning. Their language skills developed by the assistance of their peers. According to Vygotsky (1978), learning during zone of proximal development (ZPD) depends on social interaction and learning occurs through interaction with each other in the zone of proximal development (ZPD). Variety of skills can be developed by the assistance of peer collaboration.

Majority of participants (8 out of 10) felt relaxed while receiving feedback from their peers. Findings are in parallel with the results of previous study by Gokhale (1995) who

reveals collaborative learning creates a more relaxing atmosphere for the students and sharing responsibility reduces the anxiety related to problem-solving. In this study, students had opportunity to support and encourage each other by not only giving suggestions but also praising their friends. Moreover, since they had known each other for seven months and they spent time together outside of the school, we may expect that they felt relaxed while both providing and receiving feedback.

Another extract from this study about the convenience of Google Docs. Students found Google Docs useful since they did not have to waste time while revising their papers. As Youngblood and West (2008) stated computer mediated tools shorten time in revisions of papers. Google Docs might make peer editing easier due to its features for peer work. Students could work simultaneously on the same file either commenting or editing on the document. When the affordances of Google Docs are taken into consideration, Google Docs was an ideal tool for providing peer feedback in this study.

In this study, students had a positive perception on collaborative writing activity through Google Docs and they would like to use it in the future. They expressed their thoughts towards this online collaborative learning as “extraordinary”, “not boring”, “loved it.” These results support the findings obtained by Suwantarathip & Wichadee (2014) and Zhou, Simpson & Domizi (2012).

Concerning the findings of this study, students enjoyed working independently and having opportunities to ask each other for help when writing their essays in an online environment. Students were satisfied both working collaboratively and using Google Docs since they are familiar with technology. This finding emphasizes the importance of designing syllabus or curriculum integrated computer mediated feedback. Additionally, thanks to the feedback training they could provide high quality feedback on their peers’ writing. The findings of this study are supportive for EFL teachers who tend to adopt computer-mediated peer feedback in writing courses.

## **5.2 Recommendations for Future Research**

In this study students received training on how to provide feedback to their peers but this training did not include specific approaches. Students only practised on sample essays how to provide an effective feedback to the writing. Further research can be conducted with students who receive specific training on feedback stances.

For this study students completed two different essay types; an opinion essay and a cause essay. Further research can be with various types of genres would provide richer insights because task type might lead to different feedback stances.

This study aimed to examine what changes students made while revising. Researchers are recommended to make a post-interview after analysing students' revisions to comprehend the rationale of their revisions.

In this study since students have high-level language proficiency (upper-intermediate), they provided effective feedback which leads to revision to their peers' papers. Future researchers can investigate whether students who had lower level language proficiency would provide high quality feedback.

## **5.3 Implications**

The findings in this study have significant pedagogical implications for EFL teachers who intent to adopt computer mediated feedback through Google Docs. Students were satisfied with online peer feedback experience and would like to take another writing course. They also underlined the affordance of Google Docs for collaborative writing. Computer mediated tools provide several affordances in writing courses in terms of the time spent by students when they revise their papers. Students spend less time for revisions by the help of CMC tools. In addition, students can synchronously interact with each other using chat tool while proving feedback. They can also see other students' writings with much ease whenever they want compared to traditional writing sessions with pen and paper. These findings of this study support that EFL teachers should use computer-mediated peer feedback in writing courses.

In view of the results of the study, students found providing peer review more useful than receiving feedback. In writing classes, EFL teachers should not only provide feedback to their students but also they should engage them in peer feedback experiences.

Results of this study indicated that the peer feedback training is needed in order to provide more specific feedback. In further studies, the researchers should include training sessions in their studies. Training before the peer response process is fruitful in terms of both providing feedback and revising papers. Students' preferences while revising their papers were mostly based on the suggestions which included specific examples and clear explanations. These results indicated that teachers can prepare students not only just to give feedback, but also to provide feedback that could be assistive to revise their papers. With such training students can become clearer and specific in their comments which are more useful for revision.

#### **5.4 Conclusion**

This study aimed to investigate how EFL learners provide computer mediated feedback on their peers' writing, what revisions the students choose to make due to peer feedback in online synchronous environment and students' perceptions on online peer feedback. The study was conducted with 10 prep-school students at a foundation university in Turkey. The findings obtained from qualitative analysis revealed that students approached to peer review; making suggestions or giving advices (collaborative stance), identifying and fixing problems (prescriptive stance), praising the parts they liked (complimentary stance) and clarifying writers' ideas (probing). They mostly used prescriptive stance (44.18 %) while providing feedback. In this study, the participants focused on content and organization, grammar and mechanics and specifically vocabulary. In this study students had high level language proficiency (upper- intermediate), so they did not have considerable problem related to grammar or mechanics. They thought that content and organization was the most important part of an essay. Additionally, when they focused on vocabulary, they provided feedback on the use of various words and specific words for each essay type.

Considering the findings of the study, due to students' high level language proficiency and the impact of training on feedback, they could provide effective and useful

feedback to their peers' papers. In this study while providing feedback, students used the words such as "effective thesis statement", "supporting ideas", "and reworded thesis statement", "controlling idea in thesis" and "attractive motivator" These indicative words show that in the training sessions students gained good knowledge of how to write an effective essay.

Moreover, students in this study not only used their peers' feedback to complete their drafts but they also get ideas from their peers' drafts on how to organize their essays. They expressed in the interviews they learned mostly when they provide feedback. Although they mainly provided feedback on focus on content (55.04 %), they revised their papers mostly based on grammar and mechanics. Students had a positive attitudes toward collaborative writing activity in their groups using Google Docs and they would like to use it in the future. They described this collaborative writing experience in an online environment as "extraordinary" and "not boring". The findings of this study highlights the importance of computer- mediated peer feedback in EFL writing courses.

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## APPENDICES

### APPENDIX A. SYLLABUS

#### **Objectives:**

The students will;

- Produce multiple drafts to complete writing tasks,
- Read each other's writings critically, -give feedback to his/her peer through Google Docs
- Revise and edit their first drafts depending on feedback they receive/comments through Google Docs,
- Submit their revised drafts to the teacher/publish their revised drafts on their blogs,
- Use the features of Google Docs such as editing and commenting.

#### **Task Description:**

The students will complete two tasks. Each task will require them to go through several activities and steps in accordance with writing process approach, such as producing drafts, giving feedback to each other through Google Docs, revising their drafts considering peer feedback , and completing the final drafts.

#### **Weekly Schedule:**

- 2 hours on Monday in the classroom
- 2 hours on Friday in the computer lab.



Week 1	Monday classes for two hours in the classroom	Training on peer feedback (guidelines, handouts, discussions)
	Friday classes for two hours in the classroom	Training on peer feedback (sample essays shared by the teacher)
Week 2	Monday classes for two hours in the computer laboratory	Training on Google Docs ( how to use Google docs, how to save and share documents, how to comment to give feedback)
	Friday classes for two hours in the computer lab.	Training on peer feedback via Google Docs ( sample essay shared by the teacher)
Week 3	Monday classes for two hours in the classroom	How to write an effective opinion essay (materials prepared by the teacher). Assignment: Write an opinion essay for the given prompt and share with your peers through Google Docs. <i>“All education (primary, secondary and further education) should be free to all people and paid &amp; managed by the government.”</i>
	Friday classes for two hours in the computer lab.	Reading and giving feedback to each other’s first drafts synchronously. Assignment: Revise and edit your first drafts, produce the second drafts, and submit to the instructor through Google Docs before the next class.
	Monday classes for two hours in the classroom	How to write a cause essay (materials prepared by the teacher).

Week 4		<p>Assignment: Write a cause essay for the given prompt and share with your peers through Google Docs.</p> <p><i>“Sleeping disorder is very common and it affects up to 45% of the world’s population. What are the reasons of sleeping disorder?”</i></p>
	Friday classes for two hours in the computer lab.	<p>Reading and giving feedback to each other’s first drafts synchronously.</p> <p>Assignment: Revise and edit your first drafts, produce the second drafts, and submit to the instructor through Google Docs before the next class.</p>
Week 5		<p>Survey</p> <p>Interviews</p>

## APPENDIX B. PEER FEEDBACK GUIDELINE

The feedback was given by both peers based on the following guidelines (adapted from Bailey & Powell, 2008)

1. Introduction
  - a. Motivator
  - b. Thesis statement
  - c. Blue print
2. Body
  - A. First central paragraph
    - a. Topic sentence
    - b. Support details
  - B. Second central paragraph
    - a. Topic sentence
    - b. Support details
  - C. Third central paragraph
    - a. Topic sentence
    - b. Support details
3. Conclusion
  - a. Reworded thesis
  - b. Clincher
4. Content
5. Organization
6. Mechanics (Grammar, spelling, word use, punctuation, capitalization, formatting, etc.

## **APPENDIX C. PEER FEEDBACK QUESTIONS**

### **Introduction**

1. Does the introduction start a motivator? Does the motivator get readers' attention?  
(A quotation, a question, an anecdote, statistics etc.)
2. Is there a clear thesis statement with blue prints? Do readers know clearly that they have read the main idea of the paper? How they will develop it?
3. Are the items in blueprint in the same order as the central paragraphs?

### **Central Paragraphs**

1. Does each central paragraph begin with a topic sentence? Does each topic sentence state the main idea of the paragraph?
2. Are there any categories/ paragraphs that lack supporting ideas?
3. Does each paragraph have sufficient examples and details? How could the organization be improved?

### **Conclusion**

1. Does the conclusion have a reworded thesis statement? Does it remind the reader of the main point of the essay?
2. Does the conclusion end with a clincher? Does it give the reader a sense of finality?

### **Unity**

1. Do all sentences (the topic, supporting sentences, the detail sentences, and (sometimes) the concluding sentence) tell the reader about ONE main topic?
2. Are there any unrelated sentences in the paragraphs? If so, identify them.

## APPENDIX D. SAMPLE ESSAY USED IN TRAINING

Read the essay analyse it based on the feedback guideline and questions. (Adapted from Uçar, E. M. (2006)

### AFRICA

When many people hear the word 'Africa', they picture steaming jungles and gorillas. Hollywood films have shrunk the public image of this immense, varied continent into a small segment of its actual diversity. To have a more accurate picture of the whole continent, however, one should remember that there are, roughly, three Africans, each with its distinct climate and terrain and with a style of life suited to the environment. The continent can be divided into the northern desert areas, the southern grasslands and the tropical jungles to the southwest.

Firstly, the northern regions have the environment and living patterns of the desert. Egypt, Libya, Algeria and Morocco have hot and dry climates with very little land suited to farming. Therefore, the population tends to be clustered into cities along rivers or the seacoasts. For thousands of years, people have lived in this vast region, subsisting partly on what crops and animals they could raise and partly on trade with Europe.

The southern grasslands provide a better environment for animal life and for some kinds of crops. Many wild animals inhabit the plains in this region such as elephants, giraffes, rhinoceros, zebras and lions. The people in this area have long been expert cattle raisers and hunters. Tea, coffee, cotton and tobacco are some of the main products grown in this region. The population is less concentrated in cities and towns than in the north.

West Africa is the region closet to the Hollywood image of mysterious jungles. As in the other two regions, the way people subsist depends on their environment. This does not mean that most of the people live in grass huts in the jungle. Some nations such as Nigeria have become highly modernized by income from oil, timber and minerals. Most

of the western countries have some farming that provides food and income; sugar cane, coffee and tobacco are the important cash crops, while bananas, rice and corn are raised for food.

To sum up, even a superficial look at the major regions of Africa shows that it is a varied continent with several environments. Although most of the continent is tropical in its range of temper, the climate ranges from deserts to rain forests. Similarly, human lifestyles vary from the simplest rural villages to industrial cities, both new and ancient. Contrary to myth, jungle life makes up only a very small portion of the whole Africa.



## APPENDIX E. INTERVIEW QUESTIONS

1. What do you think about the use of technology in writing classes? Why? / Why not?
2. What do you think about using Google Docs as a teaching tool for EFL writing? Do you like it? Why? / Why not?
3. How do you feel while giving feedback on your classmates' papers?
4. How do you feel while taking feedback on your classmates' papers?
5. Do you think that teachers should use Google Docs in writing courses? Why? / Why not?
6. Would you like to continue to use Google Docs in writing classes?
7. How did you provide feedback to your peers' papers?
8. What areas did you focus on while giving feedback to your peers' writing? Why?
9. What kind of feedback did you give?
10. How did you agree on which edits to accept or reject?
11. What revisions did you choose to make in your writing?
12. How useful were the comments in helping you make changes on your papers?

## APPENDIX F. SURVEY

Directions: Please read the statements below and choose the appropriate number that suits best to your ideas and experiences about Google Docs in your writing classes.

(1) Strongly disagree (2) Disagree (3) Agree (4) Strongly agree

1. I enjoyed using Google Docs and work with peers to review my essay.

1 2 3 4

2. I felt confident while giving feedback to my peer's papers.

1 2 3 4

3. I felt relaxed about getting feedback.

1 2 3 4

4. I would take another writing course using Google Docs.

1 2 3 4

5. I would recommend this writing course with the use of Google Docs to the other students.

1 2 3 4

6. Peer feedback was helpful in helping me make changes on my essays.

1 2 3 4

7. I found valuable any type of feedback given by my peers.

1 2 3 4

8. My peers' suggestions for revisions helped me to improve my own writing.

1 2 3 4



## APPENDIX G. SAMPLE ESSAY

### REASONS OF INSOMNIA

Insomnia is so common among sleep complaints and it forms a significant group of sleep disorders. Sleeping time shows difference from person to person and it is known that sleeping time changes between four or eleven hours. It is not possible to alter a determined period from birth apart from specific limits. When we have to shorten the period, we face with unwanted symptoms. Many reasons lead to sleeping disorder such as psychological causes, physical reasons and temporary events or factors.

In the first place, insomnia gives rise to psychological problems. Sleeping disorder affects not only person's general situation but also mental balance. It has a lot of species of sleepness like difficulty falling asleep, losing your sleep in midnight or in the morning. Also, sleeplessness can be connected some factors such as mental fatigue and the reversal of the sleep-wake rhythm. It is easy to how can they have a relationship between depression and sleepness. Moreover, Stanford University explained: "Chronical sleep loss results in not getting pleasure from life and this is the one of seperator features. As the people don't sleep, they are always nervous and anxious. Anxiety increases the potential of depression."

Likewise physical causes are produced by sleep deprivation. Woman's sleep patterns are influenced by psychological and hormonal changes. Several factors of dividing sleep are stress, mood or emotional changes, illness, dietary lifestyle with medicine and sleep environment. Hormone levels of women change along a month and lifetime. That's why estrogen and progesterone hormones have the important effect. Environmental factors and life habits can help the people for good sleeping.

Besides, temporary events or factors are one of the reasons of Insomnia. As evidence, Trakya University, Faculty of Medicine Department of Physiology said: "Trying to a sleep in a warm atmosphere affects the first part of sleep and impairs the quality of sleep." Heat impresses many body functions. Therefore, a regular sleep cannot ensure in human body. The university said again: " Our temperature is equal in summer and winter but if you are sleeping, situation is so different. Scientific researchers shows that sleep doesn't decay between fourteen and twenty-four degrees but if the temperature is lower than fourteen degrees or higher than twenty-four degrees, quality of sleep is getting worse." It decreases daily performances, attention and the power of learning.

On the whole, insomnia harms people's bodies mentally, psychologically, and physically. Most of the people are facing with this illness because of the big city's stress, traffic, financial problems and increasing population. With the biggest sincerity, I hope the world can sleep without thinking problems one day.

[Redacted] Resolve ↓  
not attractive hook, you can start with a question.

[Redacted] Resolve  
i think you should not repeat the word 'causes' you know thousands of words, use them!

[Redacted] Resolve ↓  
I like your essay, great :)

[Redacted] Resolve  
of

[Redacted] Resolve  
equal in summer

## APPENDIX H. CURRICULUM VITAE

### PERSONAL INFORMATION

Surname, Name: Bütüner Albayrak, Arzu

Nationality: Turkish (TC)

Date of Birth and Place of Birth: 7 June 1988, Amasya

Marital Status: Married

E-mail: [arzubutuner@gmail.com](mailto:arzubutuner@gmail.com)

### EDUCATION

Degree	Institution	Year of Graduation
MA	Bahçeşehir University	2016
BS	Çankaya University	2011
High School	Amasya 12 Haziran High School	2006

### WORK EXPERIENCE

- November 2011- ...: EFL Instructor at Nişantaşı University, İstanbul.

### FOREIGN LANGUAGES

- English : Advanced

### HOBBIES

- Interests: cycling, cooking, cultural studies.