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THESIS

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Submitted by: Karima Achouri

Investigating the Effect of Peer Feedback in Educational Facebook Group on Improving Learners' Writing Performances: The Case of Second-Year Students at Tebessa University

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*" O Lord, all praise is due to you as befits the majesty of your countenance
and the greatness of your authority"*

"It was the best of times, it was the worst of times,

it was the age of wisdom,

it was the age of foolishness, it was the epoch of belief,

it was the epoch of incredulity,

it was the season of Light, it was the season of Darkness,

it was the spring of hope,

it was the winter of despair, we had everything before us,

we had nothing before us"

(Dickens, 2010, p. 3)

Coming together is a beginning, keeping together is progress,

working together is success

(Henry Ford)

Bad writing precedes good writing. This is an infallible rule, so don't waste time trying to avoid bad writing (That just slows down the process)

Anything committed to paper can be changed. The idea is to start, and then go from there.

Janet Hulstrand

DEDICATION

First and foremost, I thank the Almighty and the Most Merciful Allah for his gift of life, for all the blessings in everything I do. For giving me endless strength and patience to continually search for who I am, for granting all my prayers and success to be a better person, and for surrounding me with the most beautiful people who are always the wind beneath my wings.

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Who taught me that anything worth doing well is worth doing badly in the beginning
To that woman who has believed in me from even before. To that woman who sacrificed her life to raising me, and helped me a lot to become the person I'm today. To that brave woman who taught me how to deal with life's twists and turns, and whose unconditional love and help provided me with comfortable conditions to succeed in preparing this humble work. I'm proud of being my mother's daughter. Her life is mine and my success is hers.

To my father;
The man who always encourages me to learn until the last breath of my life
It was windy, it was rainy, it was snowy, it was foggy. At that time, the windstorm made the driving hardly possible, the heavy rain made it difficult to reach our destination, the thick snow made the roads slippery, the thick fog made it hard to see the road, but he never looked backward. He was always by my side along my journey. That is why this is his success as much as it is mine.

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Who has always managed to motivate me to get through the hard times, his words helped to put me back on track and stopped many negative feelings I had in the final stage. I also thank him for his patience and understanding when I was extremely swamped with work when I barely had time for myself especially in the initial stages of my journey.

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To my nephews & nieces: Ayoub, Riheb, Bayan, Titou, and Baha Eddine who have the ability to make me smile without even trying.

To the soul of my grandparents; "Ahmed Lakhder Achouri, Bouzid Adjabi, Chouikha Talbi & Khedidja Adjabi" who would have absolutely been very happy if they witness this moment.

And finally to you.... respected readers

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Dr. Mostafa Meddour
Dr. Ahmed Chaouki Hoadjli
Dr. Mohamed Naoua
Prof. Amel Bahloul

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To all my students

DECLARATION

I, Karima Achouri, hereby, declare that this doctoral thesis entitled "**Investigating the Effect of Peer Feedback in Educational Facebook Group on Improving Learners' Writing Performances:** *The Case of Second-Year Students at Tebessa University*" which is supervised by Dr. Ramdane Mehiri is a presentation of my original research work. This thesis is submitted only to Mohamed Khider University of Biskra (Algeria) in partial requirement for the degree of LMD Doctorate in Applied Linguistics. Thus, the present thesis has not been submitted concurrently in candidature for any degree or other award. Besides, all the materials presented for examination are my own work; and wherever the contribution of others was used, I have duly acknowledged them in the list of references.

Place: Biskra University   Doctoral Student

Date: July 2021   Karima ACHOURI

I, Dr. Ramdane Mehiri, hereby certify that the candidate has fulfilled the conditions of the resolutions and regulations appropriate for the degree of LMD Doctorate in Applied Linguistics at Mohamed Khider University of Biskra (Algeria) and that the candidate is qualified to submit this thesis in the application for that degree.

Place: Biskra University   The supervisor

Date: July 2021   Dr. Ramdane Mehiri

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Abbreviations

e.g.,	Exampli gratia, means for example
et al.	Et alia, used when we refer to a source with multiple authors
etc.	Et cetera, used to refer to other similar things
i.e.,	That is or in other words

Acronyms

ALM	Audio-Lingual Method
ACMC	Asynchronous Computer-Mediated Communication
CALL	Computer Assisted Language Learning
CMC	Computer-Mediated Communication
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
EMC	Electronically-Mediated Communication
ICTs	Information and Communication Technologies
LANs	Local Area Networks
L2	Second Language
LMD	Licence, Master, Doctorate
MALL	Mobile Assisted Language Learning
PDAs	Personal Digital Assistants
PPP	Presentation-Practice-Produce
PPU	Presentation-Practice-Use
PIASP	Presentation-Isolation-Analysis-Stating the rules-Practice

SBL	Strong Blended Learning
SCMC	Synchronous Computer-Mediated Communication
SNSs	Social Network Sites
SPSS	Statistical Package for the Social Sciences
TD	Travaille Dirigé
TEFL	Teaching English as a Foreign Language
Q-Q plot	Quantile-Quantile plot
WBL	Weak Blended Learning
ZPD	Zone of Proximal Development

Mathematical signs

$\sum$	Sum
$\overline{x}$	The mean score
α	Alpha
d	The effect size
df	Degree of freedom
n	The sample
N	The population
H_1	The alternative hypothesis
H_0	The null hypothesis
SD	Standard Deviation
Sig.	Significance
t	The t-value
t_{crit}	The critical t
t_{obs}	The observed t

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INVESTIGATING THE EFFECT OF PEER FEEDBACK IN EDUCATIONAL FACEBOOK GROUP ON IMPROVING LEARNERS' WRITING PERFORMANCES: THE CASE OF SECOND-YEAR STUDENTS AT TEBESSA UNIVERSITY

By

Karima ACHOURI

Mohamed Khider, University of Biskra (Algeria)

ONLINE PEER FEEDBACK AND ITS EFFECT ON THE WRITING SKILL

ABSTRACT

As today's classes are changing from being teacher-centred to student-centred, peer feedback seems to be a workable strategy to achieve such an aim. With the current trend of spending much more time online through the different online forums, including the Social Network Sites (SNSs), online peer feedback can be achieved through Facebook. Therefore, this study's primary aim is to investigate the impact of online peer feedback through Facebook on developing the second-year university students' writing, in terms of organisation, content, grammar, and mechanics. To this end, 76 students enrolled in the Department of Literature and the English Language at Tebessa University during the academic year 2019/2020 are equally divided into an experimental group (n=38) and a control group (n=38) to be the subjects of a quasi-experimental study. Various instruments namely observation, questionnaires, and interviews are also used to collect the required information. Data are analysed within an explanatory sequential design. They are interpreted descriptively and inferentially using the Statistical Package for the Social Sciences (SPSS) Version 23. Results show that the experimental group's scores have improved and outperformed the control group. Findings reveal that online peer feedback proved a feasible tool in English as a Foreign Language (EFL) writing class. Accordingly, a series of suggestions and recommendations are provided.

Keywords: EFL, Facebook, peer feedback, SNSs, SPSS, writing

CHAPTER I: INTRODUCTION TO THE STUDY

Background of the Study

With the widespread growth and evolvement of technology, a new world has emerged. Today's world has dramatically changed our academic and professional life; it changed the way we communicate, the way information is transformed, and the way we get access to education. For that matter, technology has had many positive impacts on academia. As several technology-based learning approaches, including Computer-Mediated Communication (CMC), Computer-Assisted Language Learning (CALL), Mobile-Assisted Language Learning (MALL),...etc. that have revolutionised the field of education, the teaching and learning process took a different direction. Those trends have opened staggering opportunities for teachers and students alike to have a possibility to extend the teaching and learning outside the classroom borders.

Regarding the fact that we are living in a digital era that is triggered by globalisation, the importance of introducing technology in the educational sphere is evident now more than ever. It is, now, that new technologies have emerged to meet the students' needs, and have enabled them to find new conclusions to their academic deficiencies as well as to assist and develop their ongoing process of learning.

Web 2.0 technologies, described by Ryan (2012) "the new edition" (p. 3) of the Internet, made a radical change in the web, moving from a passive tool toward a "contributive" (Kelsey & St.Amant, 2012, p. xii) one. Web 2.0 tools have "the potential to connect students and teachers in new ways which apply the benefits of collaboration over the web" (McGee & Begg, 2008, p. 164). Hence, web 2.0 applications lead to "… consuming and remixing data from multiple sources" (O'Reilly, 2007, p. 17), through an "architecture of participation" that goes beyond the traditional web 1.0 (O'Reilly, 2007, p. 17). This implies that individuals cannot only retrieve and read information, but they can

directly write online, and get immediate feedback from others (Soloman & Schrum, 2007).

Thus, using modern ways of teaching became recently a prevalent practice that can firmly contribute to the development of language proficiency, and to developing the writing skill mainly. Hyland (2003), for instance, sees that technology integration can help in "…improving students' writing skills, and facilitating collaboration and interaction both within and beyond the classroom" (p. 143). Along with the web 2.0 innovations, SNSs proved to be effective tools for language teaching and learning purposes (Brick, 2011), for they have the potential in developing the four skills of literacy in general and writing in particular.

As curriculum requirements grow, the field of TEFL is receiving greater attention oriented toward educational facilities. Although the teaching and learning process has been constantly considered as the focal point of discussions among researchers around the world, EFL students still show critical deficiencies in learning different language skills in general and writing in particular. Accordingly, many studies have been conducted to find possible ways to raise EFL students' writing achievements.

Within the rapid development of technology, SNSs have seized the spotlight for the last few years. Many social sciences researchers (e.g., Wichadee, 2013; Bani-Hani, Al-sobh, & Abu-Melhim, 2014; Sulisworo, Rahayu, & Akhsan, 2016; Ramadhani, 2018) conducted a considerable number of academic studies to measure the validity behind adopting those sites as holistic approaches in fostering students' learning of writing.

The previous research studies are different as they have followed various procedures and parameters, including the study aims, the sample, the methodology, and so on. The only thing in common is that they have put Facebook into practice to develop the students' writing skills, but the combination of these variables was not deeply enveloped as

we aim to do in this study. Therefore, figuring out whether or not the online peer feedback through Facebook would have a significant impact on the students' writing achievements was not clear.

Statement of the Problem

Teaching the English language requires a focus on both oral and written modes to accomplish different activities. Besides the other language skills, writing is another representative mean of doing classroom activities and assignments; however, some students at all levels still show some deficiencies in mastering this skill. Second-year students in the Department of Literature and the English Language at Tebessa University are supposed to master the different steps of paragraph writing during the first term. By the end of this term, however, they found themselves unable to develop decent paragraphs. Teachers in the same department showed dissatisfaction toward students' paragraph writing achievements. They posit that students are considering writing merely as an educational necessity, i.e., writing for official assignments or exam purposes. Teachers also posit that time and space bounds are among the major constraints that inhibit them to involve their students in some in-class activities to follow their writing progress (personal information: discussion at meetings and coordination sessions).

To gain more evidence about the existing problem, we have examined the students' exam papers (the ones of the preceding year: the first year) wherein the students' scores showed unsatisfactory levels in their writing. This reflects that teaching writing is mainly done through guided drills, where there is no room for other alternative options such as students sharing their written works with their teachers or their peers, who may scaffold their writing performances (personal information: discussion at meetings and coordination sessions). Given the above, we are not intending to criticise, but rather stating this as a matter of fact.

Based on the data of the pre-questionnaires (both of teachers and students, see appendices A and B), and the teachers' interview (see Appendix C), the students' level was attributed mainly to some problematic areas: Organisation, content, grammar, and mechanics. The problem of the study, therefore, can be stated as follows: *second-year university students in the Department of Literature and the English language at Tebessa University seem to lack organisation, content, grammar, and mechanics in their writing as required at this stage*.

Research Questions

Conformed to what preceded; the following questions are put forward:

1. What are the second-year university students of English most problematic writing aspects that need further assistance?

2. What are the second-year university students of English initial perceptions of the concept of peer feedback?

3. Would students who are involved in online peer feedback produce better paragraphs in terms of organisation, content, grammar, and mechanics?

4. Would students of the experimental group's initial perceptions of peer feedback change after experiencing it online?

5. What kind of difficulties may this study encounter during the introduction of online peer feedback through Facebook in writing to second-year university students of English?

Research Hypotheses

To find out answers to the previous questions, the following hypotheses are formulated (H_1 stands for the alternative hypothesis and H_0 stands for the null hypothesis):

1. H_1: Introducing online peer feedback to students of the experimental group may result in better writing with regard to organisation, content, grammar, and mechanics.

2. H$_0$: Introducing online peer feedback to students of the experimental group may not result in better writing with regard to organisation, content, grammar, and mechanics.

The Aim of the Study

This study aims at:

1. Investigating the significance of using online peer feedback through Facebook as a medium tool to enhance some sample students' writing performances.

The Significance of the Study

The significance of the current study is of twin benefits. First, at the theoretical level, the prime concept of the study does not have a long history, and it is limited in number. Thus, providing much information concerning the impact of the independent variable (online peer feedback) on the dependent variable (the writing skill) may then contribute to the growing body of the literature. Second, at the practical level once the outcomes of the suggested intervention proved advantageous, it will diminish EFL teachers' apprehension toward the use of online peer feedback and bringing them to accept that what is different from what they used to be familiar with might as well be workable. EFL teachers, therefore, may be encouraged and thoughtfully directed to use it as part of their writing classes at the tertiary level.

Limitations of the Study

The nature of this study has imposed several limitations that affected the researchers' ability to:

1. Randomly select the participants as they naturally existed.

2. Train the students to engage in a peer feedback activity for more than four weeks (12 hours) as this period is partially sufficient to help EFL students to be well-prepared to be involved in the different procedures that usually take place during that kind of social activity.

3. Avoid subjectivity while correcting the students' writing assignments (pre-test, progress tests, and post-test) as the inter-rater reliability was lacking.

4. Generalise the obtained results.

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Delimitations of the Study

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The delimitations of the current research can be summarised in the following points:

1. Time: The present study was developed all over the first term of the academic year 2019/2020. That is from September 2019 to March 2020.

2. Educational Platform: The present study is delimited by the use of Facebook as an educational space to practice the online peer feedback.

3. The physical context of the study: The present study took place in the Department of Literature and the English language at Tebessa University, Algeria.

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Overview of the Methodology

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This study is concerned with investigating the effect of online peer feedback through Facebook on developing the students' writing performances. To achieve such an aim, a mixed-methods approach is used wherein both quantitative and qualitative methods have been put into practice. First, a quasi-experiment was conducted by using a pre-test−post-test non-equivalent group design to get numerical data. Besides, the data obtained from the teachers' interview, the students' focus group interview, and the open-ended questions of the pre-intervention questionnaires serve as qualitative data collection tools to further seek explanations to the subject being inquired.

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Structure of the Study

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The present research is organised into five chapters. It starts with an introduction to the study that encompasses several points, including a background of the study, statement of the problem, research questions, research hypotheses, the aim of the study, the

significance of the study, limitations, delimitations, overview of the methodology, and operational terms.

The second chapter "key literature review" provides a theoretical review as far as the variables are concerned, and it is structured into three sections. The first section discusses the writing skill from different angles. The second section deals with feedback; it focuses particularly on peer feedback as being an important strategy that can best contribute to the students' writing achievements. The third section is concerned with discussing CMC —being a mode of communication in language teaching and learning—.

The third chapter deals with "the research methodology"; it provides a detailed description concerning the different methodological parameters: research paradigm, study design, population and sample, description of the study instruments, piloting the study instruments, peer feedback training, the rationale behind our choice of the web 2.0 applications, Facebook, and the independent sample t-test, grouping students of the experimental group, etc.

The fourth chapter "analysis and interpretations of the results" attempts to give descriptive and inferential interpretations of the collected data. These interpretations are presented in three phases: pre-interventional, interventional, and post-interventional. A discussion of the results is also highlighted.

The fifth chapter covers the study's procedures and findings in brief. It introduces the main limitations encountered during the preparation of the present work. Suggestions, recommendations (for stakeholders and EFL teachers), and points of satisfaction are also presented.

Operational Terms

To provide a basis for discussion, the following definitions will be used in subsequent titles:

1. Computer-mediated feedback: Any feedback that takes place in an online mode of teaching and learning.

2. Educational Technology: Since the concept of facilitating the learning process becomes a focus that is as important as the content delivery, educational technology indicates that "helping people to learn is the primary and essential purpose" (Robinson, Molenda, & Rezabek, 2008, p. 15). It is considered as "the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources" (Robinson, Molenda, & Rezabek, 2008, p. 15).

3. Electronic Feedback: Comments that are given and exchanged through the use of electronic devices.

4. Digital Natives: They are generally young people who "… were born into the digital era and are growing up exposed to the continuous flow of digital information. Digital natives are a generation or population growing up in the environment surrounded by digital technologies and for whom computers and the Internet are natural components of their lives" (Dingli & Seychell, 2015, p. 9).

5. Peers: They are classmates. In this context, they are those students who participated in the peer response activity.

6. Presentation-Isolation-Analysis-Stating the rules-Practice (PIASP): It is a teaching method that is based on Bloom's (revised) taxonomy. In the first place, the teacher tends to present the teaching script to the students where they are supposed to deal with the first category in Bloom's taxonomy (knowledge), so they tend to define, recognise, and state the learning concept. The second step, which is isolation, goes with the second category (comprehension) where the teacher tends to isolate the intended items to help the students infer and interpret. In the third step (analysis), related to the third category holding the

same label, the students tend to perceive how those items are functioning, how they have been formulated, and what rules are governing them. After analysis, the students would be able to state the rules, called by Bloom "synthesis." Practice as the last step has a direct link with another category of Bloom's taxonomy which is "application" where the students are supposed to apply their newly acquired knowledge in innovative situations (Bounab, 2012).

7. Presentation-Practice-Produce/Use (PPP/PPU): A teaching method where teachers would first convey the meaning of new material to the students as a way to activate their schemata, and those meanings are contextualised by the situation which has been presented (Harmer, 2001). Then, students are engaged in an interchange of communication to practice what they have learnt in a controlled context. Finally, students use their gained knowledge again but in a less-restricted environment (Willis & Willis, 1996 as cited in Richards & Rodgers, 2001).

8. Web 2.0: The concept of web 2.0, or as labelled by Murugesan (2007, p. 34) "the second phase in the web's evolution" and also referred to as the "second generation," comes to describe the paradigm shift from isolation, or the read-only medium (web 1.0), to the interconnectedness between users. Within the principles of such web-based technologies, users can ''… actively participate in content creation and editing through open collaboration between members of communities of practice" (Anderson, 2007, p. 195) through different platforms such as: web-blogs, wikis, and SNSs which offer "…the promise of a more vibrant, social and participatory Internet" (Anderson, 2007, p. 195). Hence, the difference between web 1.0 and web 2.0 resides in the ability to post and control "… the tools of production and publication. [Indeed], there are no more gatekeepers" (Soloman & Schrum, 2007).

9. Web-based: Any activity or tool that can be accessible over the Internet, and that can

enable the participants to get in connection.

CHAPTER II: KEY LITERATURE REVIEW

Introduction

As any investigation, the review of literature is highly required as it may serve as a solid ground for the study under investigation (Hart, 1998; Bell, 2005; Murray & Bugler, 2009) and may provide the reader with relevant literature. In most cases, within this part, the researchers refer to previous studies which are directly related to the main topic.

This chapter is mainly devoted to exclusively review some related literature concerning the three main sections: (1) writing (2) feedback in writing classes, and (3) online-based communication. For the sake of magnifying the scope of the chapter, each section is discussed apart. The first section provides a general view concerning some issues related to the dependent variable of our study. We first attempt to define writing as already done by various researchers. Some accounts of relevant approaches to teaching writing and highlighting the concept of EFL writing, are included as well. The second section of this chapter looks at the concept of feedback from different angles in terms of definition, types, and importance. In the third section, we turn to several lines of inquiry, including some dimensions concerning CMC, modes, forms, advantages in language teaching and learning, and some related mediums such as SNSs, with an emphasis on the cornerstone of the current study: Facebook. Finally, we end this chapter with a summary of all the points which have been reported.

2.1. Writing

It is generally believed that writing is the last language skill to be learnt; however, it is considered as important as the other skills (listening, speaking, and reading) since it represents a part of the syllabus in English Language Teaching (ELT) (Harmer, 2004). In this section, then, some theoretical frameworks are presented.

2.1.1. Definition of writing. The word 'writing' has been defined from a diversity

of perspectives by different scholars. In its most basic sense, writing is merely the act of putting characters next to each other on a piece of paper as explained by Crystal (1995), who defines it as "… a way of communicating which uses a system of visual marks made on some kind of surface. It is one kind of graphic expression" (p. 257). It is then a system based upon the arrangement of a set of symbols that stand for particular sounds leading to the representation of a variegated cluster of words. Accordingly, writing is a system of written manuscripts that stands for special sounds and words of a particular language (Richards & Schmidt, 2002). This definition has been endorsed by Byrne (1993) who points out that

> When we write, we use graphic symbols: that is, letters or combinations of letters which relate to the sounds we make when we speak. On one level; then, writing can be said to be the act of forming these symbols: making marks on a flat surface of some kind. (p. 1)

Writing, however, may seem to be a simple matter, but it is not. It involves more than transferring those graphic symbols into language. In more general terms, it is the matter of linking a sequence of those graphic symbols simultaneously to convey meaningful messages and significant written output. Writing is, then, the arrangement of a set of words all together in particular ways to form consistent manuscripts, starting from formulating simple words, being the lowest fragments, to gradually formulating full sentences, paragraphs, and then shaping a full text to form a coherent whole. It is

> …much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences (Byrne, 1993, p. 1).

Accordingly, writing is described as a simple activity without giving too much

importance to the hidden side of the mental processes that writers engage in while composing. This has been discussed by a great number of researchers in the literature such as Zamel (1983), who defines writing as "… a process through which students can explore and discover their thoughts and ideas, then product is likely to improve as well" (p. 207). In a similar, however, a more restricted manner, Vygotsky (1986) asserted that the activity of writing is not just a matter of putting down words on papers, but it is much more than transforming thoughts and ideas into a written language; it is a complex conscious process, and it rather needs significant mental efforts. Hence, writing is a product of conscious development which demands great recognition, a serious consciousness, and high rational skills, all of which will certainly pave the way for the inner working of the mind to take place to produce an acceptable written composition in a given time, as pointed out in White and Arndt (1991) who consider writing as "… a thinking process in its own right" which "demands conscious intellectual effort which usually has to be sustained over a considerable effort of time" (p. 3).

Writing is, therefore, a skill that needs to be carefully treated since it demands the interference of many overlapping parameters. Thus, writers have to pay attention to what they write about, and how thoughts and ideas are going to be intertwined to create a comprehensible final product. On the same point, Browne (2007) says: "writing is a complex activity which involves many skills. It includes deciding what one wants to write, how best to say it, and how to put these ideas onto paper in a way that is intelligible to others" (p. 81). Therefore, during the process of writing, consciousness and abstraction are two key terms that play a crucial role in the development of abstract thoughts into a concrete written language. Similarly, Vygotsky (1986) claims that "written speech is a separate language function differing from speech in both structure and language mode of functioning. Even its minimal development requires a high level of abstraction" (pp. 180-

181).

Moreover, this productive skill is characterised by several cognitive aspects through which a piece of writing is produced. These cognitive aspects are generally composed throughout several stages such as generating ideas, writing and re-writing, and so forth. From a cognitive perspective, Flower and Hayes (1981) claim that "writing is best understood as a set of distinctive thinking processes which writers orchestrate or organize during the act of composing" (p. 366).

It may be concluded that writing is a general term that covers both the mastery of mechanical aspects and cognitive skills, which can ultimately add important traits to the development of the writing abilities. Writers then should give roughly equal consideration for both conventions to produce a comprehensible piece of writing.

2.1.2. The difficulty of writing in an EFL context. Being a productive skill, writing is seen as a difficult task. According to Manser (2006) "composition is 10 percent inspiration and 90 percent perspiration" (p. 4). This principle demonstrates the difficulty of the writing skill, and much more defines the complexity of the composing process itself.

Thus, by reviewing the literature, many researchers agreed upon the difficulty of writing for both native speakers (Schoonen, Gelderen, Hulstijn, Simis, Snellings, & Stevenson, 2003) and non-native speakers of English (Hyland, 2003; Hinkel, 2004; Cheung, 2016, Ahmed, 2016) who are deliberately showing numerous shortfalls in their writing performances. Leki (1992) postulates that "no one is a 'native speaker' of writing" (p. 10), simply because learning to write is not something of natural nature, but it is rather a skill that needs to be developed in educational institutions (Vygotsky, 1986; Leki, 1992).

Henceforth, since writing is achieved in academic institutions, it is then, undoubtedly, a matter of learning. Students would learn every single component that is directly linked to the written language. Starting from the lowest level, symbols or alphabets

are studied in earlier stages, and moving slowly toward how these symbols could be put in a certain order to form words and coherent sentences (Vygotsky, 1986) until building paragraphs and essays.

On the one hand, Collins and Gentner (2017), for instance, state that much of the writing difficulty stems primarily from "the large number of constraints that must be satisfied at the same time. In expressing an idea the writer must consider at least four structural levels: overall text structure, paragraph structure, sentence structure (syntax), and word structure (spelling)" (pp. 66-67). Therefore, writers will experience a certain degree of tension, clearly because the attempt to coordinate all those levels is a challenging task. One could say that the difficulty of the writing skill resides in the amalgamation of a set of different components, wherein each one alone has to be well developed.

On the other hand, some other researchers like Schoonen et al. (2003) attribute the difficulty of writing to a number of influential variables that might be less developed in the English language because of the students' limited linguistic knowledge, which can create many problems as far as the quality of their writing is concerned. Hence, the written production does not necessarily reflect the students' intended meaning, simply because what is supposed to be said has not been well translated into the written version. Weigle (2002) has fairly noted this while saying that "the process of text generation, or encoding internal representations (ideas) into written text, may be disrupted by the need for lengthy searches for appropriate lexical and syntactic choices. Consequently, the written product may not match the writer's original intention" (p. 36).

As previously indicated, writing needs mental efforts that are purely derived from some intricate features as is explained by Byrne (1988). He claims that the difficulty of the writing skill originates from three basic mental problems: psychological, linguistic, and cognitive.

First, psychological problems lie in individually achieving the writing process, for the reader is not physically present to give any kind of feedback. With regard to Byrne's idea, Boughey (1997) states that "writing is a lonely process requiring writers to explore, oppose and make connections between propositions for themselves, a process which is conductive to learning" (p. 127). Barritt (1981) shares the same idea saying that "*you are alone when you write*. Because writing is a solitary—and physically passive— activity…" (p. 130).

Second, linguistic problems generally occur because of the lack of different devices (like the use of filler words, head nods, tone of the voice, facial expressions, verbal gestures, etc.) which are usually used while speaking as alternative ways to compensate for the absence of some words.

Third, cognitive problems mainly stem from the importance of the series of instruction that writing goes through and the necessity to master them, such as the organisation of ideas in a way that can be understood to the reader who is absent or even unknown. Accordingly, one of the most common problems that make writing a difficult task can be the readers' absence; therefore, writers are supposed to consider the readers' perspectives to generate comprehensible content. In this respect, Nation (2009) claimed that "learners should write with a message-focused purpose. Most writing should be done with the aim of communicating a message to the reader and the writer should have a reader in mind when writing" (p. 94).

Furthermore, the complexity of the writing skill resides in producing an acceptable piece of writing that depends on a number of interrelated parameters to measure the writing quality. Therefore, in writing, many language features, upon which the different parts of speech can be built, must be understood. These features include grammatical rules, vocabulary, coherence, and so forth. Conversely, Heaton (1975) claims that writing does

not require the mastery of grammatical and rhetorical devices only, but also some conceptual and judgmental elements: language use, mechanical skills, stylistic skills, and judgment skills which stands for "the ability to write in an appropriate manner for a peculiar purpose with a particular audience in mind, together with an ability to select, organize and order relevant information" (p. 135).

These components are well illustrated in Raimes's diagram (Figure 1) wherein she supports the multidimensionality of the writing process whose diverse features should be taken into consideration.
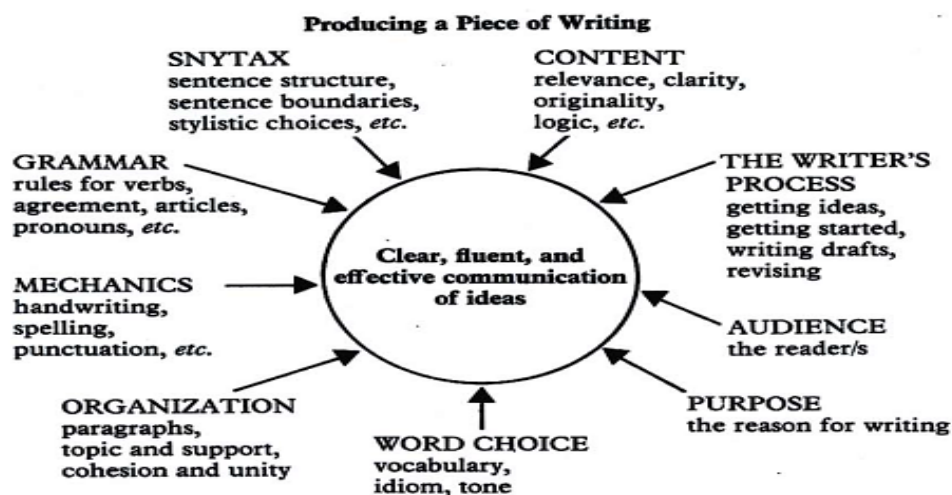
Figure 1. What writers have to deal with as they produce a piece of writing? *Source.* Raimes (1983, p. 6)

Therefore, the characteristics put forth by Raimes allow students to produce a "clear, fluent, and effective communication of ideas" (Raimes, 1983, p. 6) taking into consideration the audience, the reason for writing, and the writer's process (they will be discussed later on in this section).

The figure shows as well that organisation is among the most important components of writing. Indeed, any piece of writing requires to be organised to shape up relevant, clear, and logical content for the readers. It is placed in the upper layer in writing; it is the surface cover that mirrors the writing content (Figure 2).
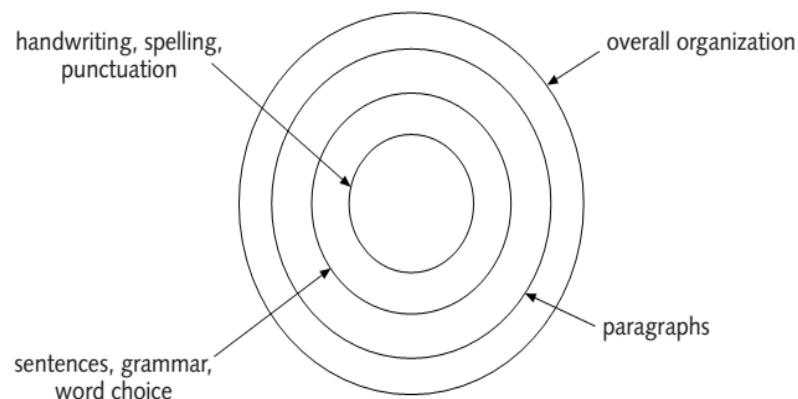
Figure 2. Levels of writing
Source. McDonough, Shaw and Masuhara (2013, p. 188)

Accordingly, students need to demonstrate their sense of organisation, first, to properly direct the readers from top to bottom. It is in a well-organised paper that readers figure out every single point and how each point fits the other (Starkey, 2004).

Second, coherence, or what Starkey (2004) labels "*the flow of good writing*," is mainly concerned with the unity of ideas and how they should be related to each other in a logical order and an intelligible manner. Indeed, ideas have to be chained, wherein each link embraces the one before and the one after; i.e., if one is missing, the connection becomes ambiguous (Zemach & Rumisek, 2003; Murray & Hughes, 2008). Thus, coherent written compositions should reflect well-connected ideas that enable the readers to make sense of the overall content by assembling previous meanings and subsequent ideas (Figure 3).
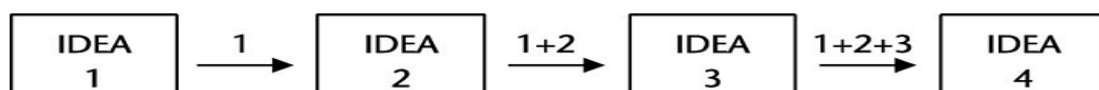
Figure 3. Sequence of ideas
Source. Murray and Hughes (2008, p. 46)

Researchers (Celce-Murcia, 2001; Olshtain, 2001; Hedge, 2005) made a point of producing an effective and comprehensible piece of writing. The latter requires the flow and thorough mastery of a set of components (organisation, mechanics, coherence,

grammar, vocabulary, etc.) that supply the clues for interpretation (Olshtain, 2001).

The available literature leads to the conclusion that writing is one of the most difficult skills that foreign students may encounter, and thus, reaching satisfactory levels needs huge efforts on the part of both teachers and students.

2.1.3. Approaches to teaching writing. In an EFL context, successfully teaching the writing skill requires teachers' thorough understanding of the different approaches. Historically speaking, before the 1960s, the writing skill was almost obsolete; it was considered as "a mere representation of speech" (Matsuda & Silva, 2010, p. 232). It was "…a secondary concern, essentially as reinforcement for oral habits" (Silva, 1990, p. 12). After the 1960s, writing started to gain popularity as a central area in applied linguistics mainly in the USA. Consequently, many approaches to teaching writing had emerged to ensure adequate teaching of the writing complexities.

Discussing approaches to teaching writing (product, process, and genre) is of paramount importance. Indeed, these approaches are the most popular in teaching writing as they emphasise either the form, the writer, or the reader (Tribble, 1996). Over the last 20 years, process and product approaches have dominated much of the teaching of writing in the EFL classes, but the genre approach has gained importance in the last ten years (Swales, 1990; Tribble, 1996; Gee, 1997; Badger & White, 2000). Since these approaches are still obviously recommended in many ELT writing curricula either in secondary schools or at the university level, it is then difficult to classify them as neglected. It is important, then, to acknowledge both strengths and drawbacks of each approach (product, process, or genre) despite the complementary role they exhibit among each other (Badger & White, 2000). At the other end of the spectrum, since this study is based mainly on the use of Facebook as a medium tool through which students comment on each others' written work, the concept of 'audience' (the main focus of the genre approach) is

foregrounded by such a context (Clark, 2012). Thus, students would realise that such networked spaces have been created for a particular course (writing in this context) and for a target audience (peers in this context).

   2.1.3.1. The product approach. From a historical perspective, the product approach dates back to the Audio-Lingual Method (ALM) (Flower & Hayes, 1981; Raimes, 1983; Silva, 1990; Richards, 1990; Reid, 2001; Kroll, 2001; Ferris & Hedgcock, 2005; Mastuda & Silva, 2010), which appeared during the 1950s and early 1960s and dominated second-language learning (Raimes, 1983). At that time, writing was seen as a secondary concern and as reinforcement for oral habits, for it was commonly agreed upon that language is speech and learning is habit formation (Silva, 1990; Silva & Leki, 2004; Mastuda & Silva, 2010). Indeed, a special focus was given to the production of correct texts, which gave birth to "the product approach" (Richards, 1990). This approach is sometimes referred to as a controlled-to-free approach (Raimes, 1983), guided composition (Silva, 1990), controlled composition (Kroll, 2001), text-based approach (Tribble, 1996), and controlled sentence construction (McDonough et al., 2013). It is called controlled because the writing product is carefully controlled, which reduces the possibility of making errors (Kroll, 2001; Reid, 2001). Such a process is better explained by White (1988) in Figure 4.
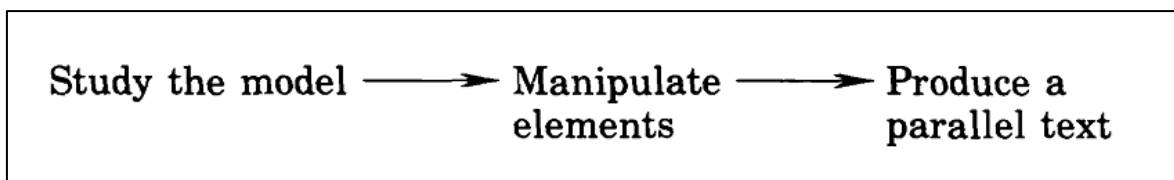
Figure 4. Model-based approach
Source. White (1988, p. 46)

   Writing, under this approach, is then basically a matter of imitation wherein students manipulate or mimic a model text supplied by their teachers (White, 1988, Tuffs, 1993; Tribble, 1996; Badger & White, 2000; Hyland, 2003; Silva & Leki, 2004;

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McDonough et al., 2013). From this perspective, Hyland (2003) considers the writing process as subsumed under four broad stages, which are:

1. *Familiarization:* Learners are taught certain grammar and vocabulary, usually through a text.

2. *Controlled writing:* Learners manipulate fixed patterns.

3. *Guided writing:* Learners imitate model texts.

4. *Free writing:* Learners use the patterns they have developed to write an essay, letter, and so forth. (pp. 3-4)

Under the same traditional scope, McDonough et al. (2003) indicate the following trends:

1. There is an emphasis on accuracy.

2. The focus of attention is [on] the finished product, whether a sentence or a whole composition.

3. The teacher's role is to [...] judge [...] the finished work. (p. 186)

Undoubtedly, this approach was subject to criticism. The orientation of the product approach is teacher-centred, and students are so passive that they become imprisoned in the given model. The product approach is just "… stultifying and inhibiting writers rather than empowering or liberating them" (Escholz, 1980, p. 24). Indeed, this approach restricts students to develop their ideas beyond a few sentences and misleads them when writing in other situations (Hyland, 2003). Besides, writing within the product approach does not transcend checking the correctness of the language since students write for "… a very limited audience, their instructor, and often for a limited purpose, to demonstrate their grammatical competence" (Warschauer, 1995, p. 46).

2.1.3.2. The process approach. Criticism of the product approach paved the way for the process approach to emerging in the late 1970s and early 1980s (Tuffs, 1993;

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Williams, 2003). This approach shifted attention from the final written product, which is now seen as "a secondary concern …" (Silva, 2010, p. 236), to the cognitive processes that underlie writing. Broadly speaking, the process approach does not consider writing as a one-way process wherein students write once for all; writing is rather a recursive and cyclical process during which students may move forward and backward to change, to re-write, and even to delete before publishing the ultimate product (Raimes, 1983; Connor & Farmer, 1990; Keh, 1990; Dillon, 1993; Zhang, 1995; Badger & White, 2000; Kroll, 2001; Hyland, 2003; Sokolik, 2003; Urquhart & McIver, 2005; Schoonnen et al., 2003; Seely, 2013).

Therefore, from a process-oriented perspective, writing is not concerned with the final product, but it is based on abstract steps (Figure 5).
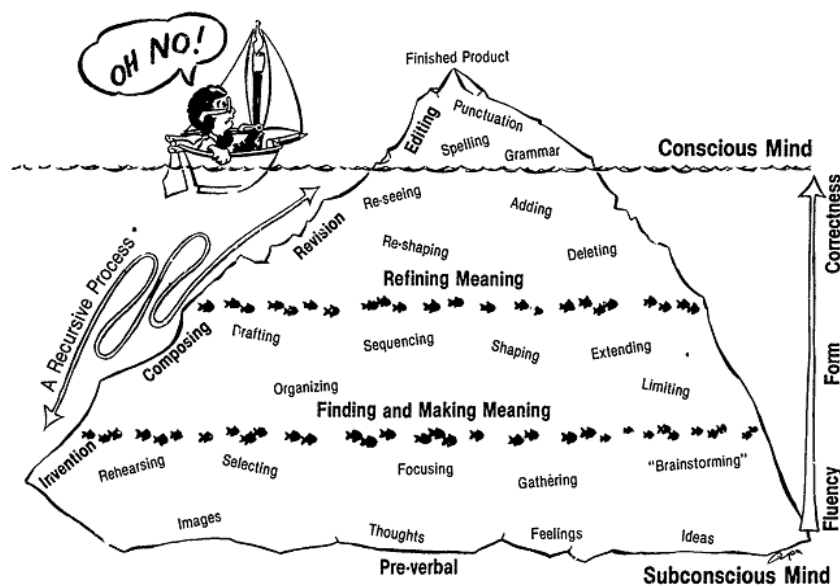
Figure 5. The writing iceberg
Source. Parson (1985, p. 11).

The writing iceberg clearly shows the tendency to consider the final written product represented by the small portion just above the water (what can be seen). However, in reality, this small piece is rooted down to a whole part underwater (what cannot be seen). Metaphorically speaking, students are supposed to dive deeper into the composing process,

recursively catch all the steps, and then come up to the surface with an acceptable and a coherent piece of writing. Doing so could save the "student Titanics" from being wrecked on the jagged edges of the final product (Parson, 1985, p. 11).

According to the literature, previous studies seem to accentuate the different steps of the writing process. This line of inquiry led us to refer to some major questions: 'where am I going?' 'How am I going?' and where to next? (Lee, 2017) which are often asked by the students before, during, and after the writing task. These questions basically reflect the different stages that students undergo as they proceed in their writing; as Tuffs (1993) says, the writing process is "based on the study of how, rather than what, writers write" (p. 700). Thus, "writing in its broad sense […] has three steps: thinking about it, doing it, and doing it again (and again and again, as often as time will allow and patience will endure)" (Kane, 1988, p. 17). These steps could be better explained in Figure 6, which primarily shows "the whole process not as fixed sequence but as dynamic and unpredictable process" (Tribble, 1996, p. 39).
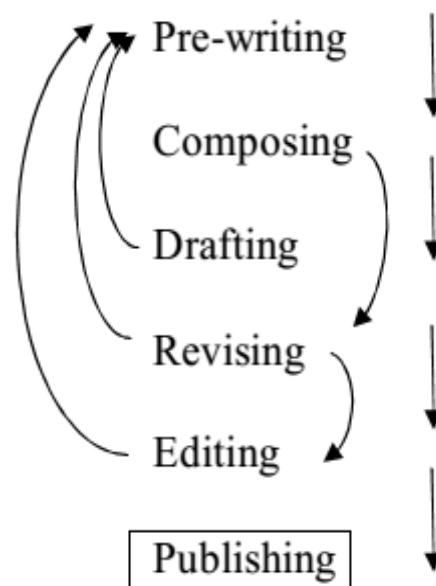
Figure 6. Process model of writing
Source. Tribble (1996, p. 39)

In essence, writing is never a "straightforward plan" (Taylor, 1976) or "a single-shot approach" (Kroll, 2001, p. 220), but it is rather "*a process of discovery* which involves a series of steps, and those steps are very often a zigzag journey" (Langan, 2007, p. 10). Ingram and King (2004) postulate that "good writers use a process approach when they compose. In a process approach, you develop and revise a piece several times, going through different steps" (p. 34). Thereby, it is assumed that good writers are those who revise what they put down on paper each time because as they write, they may come across some new ideas they have never thought about. This idea is roughly explained by Kane (1988) who says "as you draft and as you revise, the thinking goes on: you discover new ideas, realize you've gone down a dead end, discover an implication you hadn't seen before" (p, 17).

2.1.3.2.1. Stages of the process approach. The process approach suggests a typical model which identifies five main stages that writers usually go through while producing their written composition. These stages are often named differently by various researchers; however, they are often grouped under four or five headings (Frederick, 1987): (1) pre-writing, (2) drafting, (3) reviewing /revising, (4) editing, and (5) publishing.

- *Pre-writing.* Generally speaking, the pre-writing stage is considered as the first step of plunging into the writing process; it is an activity which "…includes thinking about the topic, making notes and false starts, as brainstorming, etc." (Parson, 1985, p. 131). During brainstorming, students are alleged to gather as many ideas as they can without paying attention to their usefulness or quality (Zemach & Rumisek, 2003). After that, students usually start planning their writing as it can help them to "… make a plan of how the final project will be set out" (Harmer, 2004, p. 104). It is widely viewed that skilful writers often perform this stage, as maintained by Parson (1985) who points that "… professional writers probably spend 85 percent of their time prewriting, one percent

writing, and 14 percent rewriting" (p. 131).

Accordingly, the prewriting stage is attributed enormous importance as many efforts are made by the students. Its importance can also be detected from the keywords "thinking" and "plan" that mirror the way students prepare for their writing. 'Thinking' deals with a well-thought-out content to be produced with due regard to particular purposes, whereas 'plan' emphasises the overall outline delineating the writing process. The outline can be modified throughout the realisation of the written work for better results, which distinguishes between skilful writers and unskilful writers. By all accounts, poorer writers are those who rigorously stick to the original plan without swinging between writing and thinking to give birth to new ideas seeking improvement (Hedge, 2005). Hedge also considers skilled writers as those who, during the prewriting stage, wonder about (a) the purpose of this piece of writing and (b) the audience. The first question determines "the choice of organization and the choice of language," while the second one would help the students to "select what to say and how to present in the most appropriate style" (p. 52).

- *Drafting.* At this step, students manifest their ideas on paper in an attempt to hand out their written productions. Such a process is called drafting, or as it is described by Lindermannn (1987) and Sokolik (2003) the "physical act" of the writing process, wherein the first traces of the written output take place as students start scribbling and putting down ideas in accordance with the preset plan. Students are supposed to unleash their creativity at this step without considering any aspects of writing such as grammar, spelling, and punctuation (Brown & Hood, 1989; Kern, 2000; Galko, 2002; Sokolik, 2003; Hedge, 2005; Pearson Casanave, 2012).

- *Reviewing/Revising.* Reviewing, as its name indicates, suggests that students would revise and evaluate what has been written with the intention of making any necessary changes to their text, which is more or less complete. Thus, during the revising

step, students are alleged to look for changes that would improve the content appropriateness and comprehensibility with regard to readers (Grenville, 2001; Bamberg, 2012). This claim is explained by Fulwiler (2002) as "good writing is rewriting, reseeing your first words and determining whether or not they do the job you want them to do" (p. 20). This step can also bring about feedback from other students when exchanging some commentaries apropos the drafts. Broughton, Brumfit, Flavell, Hill, and Pincas (1980) find that "no serious writer lets his manuscript go forward without revision, and usually he asks someone else to comment on it. Commenting on his own and others' writing should be an essential part" (p. 127). Similarly, Nation (2009) perceives **"peer feedback"** as a process during which "learners read their incomplete work to each other to get comments and suggestions on how to improve and continue it" (p. 120). We can understand that during the revising stage, a piece of writing can be revised by the students themselves, or by someone else (a teacher, a peer, or another reader). This step reflects the students' efforts in re-considering their writing before submitting it. Thus, an acceptable piece of writing can never be achieved without a reconsideration of what has been written.

- *Editing.* This level involves going over what has already been written to finalise the manuscript and to make the necessary corrections concerning some "surface-level features" like grammar, spelling, and punctuation (Leki, 1998; Raimes, 1998; Hedge, 2000; Robitaille & Connelly, 2007; Johnson, 2008; Nation, 2009). In the same vein, Hedge (2005) comes to the idea that "good writers tend to concentrate on getting the content right first and leave the details like correcting spelling, punctuation and grammar until later" (p. 53); *'later'* obviously refers to the *'editing stage'* since it is considered the last step before papers are submitted to readers (in this context, *peers*).

- *Publishing.* The writing process ends in the publication of a well-thought-out text, or what Harmer (2004) calls the "final version" (p. 5), that was filtered out

during the previous stages for the intended audience. So, after carefully revising and editing, the students can confidently submit their final written output.

Remarkably, the process approach can assist Written Expression teachers in both (1) creating a suitable environment where students can be encouraged to go over every single stage of writing before the ultimate version of their writing and (2) in implicitly urging the students to keep the process of peer feedback until the finished work is displayed. Having this in mind, teachers can help their students not only to write an acceptable composition, but also they can help them to acquire the basic skills to be good writers.

Another important point concerns being good writers, which does not necessarily depend on agreeing with readers' commentaries. However, being ready to get others' feedback and being open to changes will generate better writers (Folse, Muchmore-Vokoun, & Vestri Solomon, 2010).

The different stages of the writing process urge highlighting the link between feedback and the process approach. Many advocates believe that both concepts are firmly tied. Zhang (1995), for instance, postulates that "the process approach involves the discovery and transformation of the author's ideas and the reader's reactions…" (p. 209). Accordingly, the reaction would not take place without feedback. Other researchers, like Flower and Hayes (1981), Raimes (1983), Keh (1990), Boughey (1997), Berg (1999), McDonough et al. (2013), and Bleistein and Lewis (2015), affirmed that feedback in general (including peer feedback) is a fundamental feature of the process approach, and it is often necessary.

An abundance of the literature revealed that many studies on feedback, whether teachers or peer feedback, appear to follow the different stages of the process approach (Chaudron, 1984; Mendonça & Johnson, 1994; Guardado & Shi, 2007; Wichadee, 2013;

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Ramdhani, 2018).

On the whole, these stages are crucial in the writing process as they may reflect the success of any piece of writing. However, sometimes students may not have the opportunity to experience them appropriately (Williams, 2003).

Alas, the process approach has been also criticised, for it puts too much emphasis on several drafts before the ultimate submission. In this case, the process-oriented approach "gives students a false impression of how university writing will be evaluated" (Horowitz, 1986, p. 143). That is, within the principles of the process approach, EFL students would think that in official examinations, they have the opportunity to go over their written output more than once, but this is not the case. Hence, these students may fail to write an acceptable piece of writing in exams as they write only one draft. So, the single draft restrictions cause the students' writing to be "partly right" (Horowitz, 1986, p. 143).

2.1.3.3. The genre approach. Dissatisfaction with both the product and the process approaches, paved the way for the genre approach to occur in the field of ELT as a new alternative. In some ways, it is regarded as an extension of the product approach (Badger & White, 2000). This approach considers writing as a social interactive activity wherein both "writers and texts need to interact with readers" (Tribble, 1996, p. 37). Thus greater importance is given to readers, being the cornerstone of the genre approach. Indeed, students should recognise "how audience awareness affects other aspects of a text, such as purpose, form, style, and genre" (Clark, 2003, p. 141). It is now widely accepted that writing is a process wherein writers encode texts that take into consideration readers (McDonough et al., 2013). In their turns, readers decipher and interpret the text with due regard to the writers' clues available in the text (Olshtain, 2001) and to connections established from prior texts (Hammond & Derewianka, 2001; Hyland, 2007). This view has been emphasised by Nystrand (1989) who asserts that

the process of writing is a matter of elaborating text in accord with what the writer can reasonably assume that the reader knows and expects, and the process of reading is a matter of predicting text in accord with what the reader assumes about the writer's purpose. (p. 75)

Johns (2003) for his part also asserts that "… past writing experiences, the demands of the context, writer's roles vis-à-vis the readers" (p. 198) all fall within the genre tenet. The genre approach to teaching writing, or what Silva (1990) labels the English academic purposes orientations, focuses primarily on teaching particular genres that students need to master. It "attempts to identify the features of successful writing within a defined genre and then teach these features to students" (Tuffs, 1993, p. 706), besides language and text features. Moreover, it accounts for the social context where the text is produced (Tribble, 1996; Badger & White, 2000). Therefore, exposing students to various genres and mastering writing in different ways and for different purposes is equally important for students of both English as a first language (L1) and English as a second language (L2)[1] (Reppen, 2002).

To sum up, despite the divergences among the aforementioned approaches to writing, no approach is superior to the others. However, newer approaches are rather attempting to replenish the pores in previous approaches. Particularly, the evolution of a new approach does not overlook or conceal other approaches (Kroll, 2001). Teachers, then, need to be eclectic bearing in mind many academic settings, students' needs, the nature of the lesson, time, and so many other parameters to reach satisfactory results.

2.1.4. Types of writing. The ability to accurately express oneself is indeed important in writing. Generally, "the writing process is plastic" (Kellogg, 1994, p. 24), for

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[1] The ESL context or the L2 context was not our case; we are rather concerned with an EFL case. However, the L2 setting was purposefully mentioned to refer to that context where English is not the students' first language.

it changes its shape depending on the various circumstances witnessed by the writer. Thus, theoretically speaking, "writing performance….depends solely on the usage of knowledge. Fluent, effective writing emerges when knowledge of many types is available, accessible and applied inventively" (Kellogg, 1994, p. 24). Accordingly, students tend to swing back and forth between the different types of writing, abiding themselves by the given instructions. Correspondingly, four writing styles are traditionally categorised under four main headings including descriptive, narrative, expository, and persuasive (argumentative) writing (Richards & Schmidt, 2002) each of which serves a specific purpose (Fiderer, 2002).

2.1.4.1. Descriptive writing. As the name implies, descriptive writing aims at describing a person, a place, a phenomenon, or anything else. Students are supposed to use sensory detailed descriptions of what the item of description looks like to create verbal images or "mental pictures" (Robitaille & Connelly, 2007) of those abstract concepts in the readers' minds. Accordingly, Kane (1988) postulates that descriptive texts are "… about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception" (p. 352).

2.1.4.2. Narrative writing. In most cases, the narration is considered the first acquired type in the early stages of learning (Cortazzi, 1991). Most of the time, narrative writing "interprets the events of perceptual, memorial, and imaginal experience" (Kellogg, Krueger, & Blair, 1991, p. 3-4), and it requires "the recounting of an event or sequence of events" (Kay Kramp & Humphreys, 1993, p. 83). Examples of such a type of writing include novels, short stories, "simple stories, folk tales, fables" (Richards & Schmidt, 2002, p. 515), and other kinds of narrative texts. From a cognitive standpoint, since narrative texts are more recitative, they require less cognitive effort than descriptive and persuasive texts (Reed, Burton, & Kelly, 1985; Kellogg, Krueger, & Blair, 1991). Indeed,

this is exactly why the use of "… personal pronouns, and specific uses of present, past, and past progressive forms" (Richards & Schmidt, 2002, p. 231) in addition to chronological order (Kane, 1988; Richards & Schmidt, 2002; Robitaille & Connelly, 2007; Page & Winstanley, 2009) tends to be the main characteristics of narrative writing. In such a type of writing, writers have to render meaning by manifesting the truth accounting for (a) characters, who may be persons, animals, or even things that are contributing to the actions; (b) actions, which stand for what characters say and do; (c) settings, which are the places and times where actions take place; and (d) the plot, which refers to the series of events that make up the story in the form of "cause-and-effect chain" (Kane, 1988).

  2.1.4.3. Expository writing. As its name suggests, expository writing "exposes" factual information in such an accurate manner that it is sometimes called "informational". Indeed, writers have better provide detailed information about the subject matter (person, place, thing) regardless the audience's lack of/little background. As pointed out by Fiderer (2002), "an expository paragraph gives directions or uses facts and details to explain information" (p. 17). Forms of expository texts may include (a) providing illustrations, (b) comparing and/or contrasting, (c) providing definitions, (d) making descriptions, (e) cause and effect, (f) providing answers, and (g) making some explanations (Kane, 1988; Richards & Schmidt, 2002). Expository writing is that kind of "paragraph we write in reports or term papers or tests" (Kane, 1988, p. 89).

  2.1.4.4. Persuasive writing. In education, persuasive writing is still fundamental in writing courses (Zeiger, 1985; Odell & Goswami, 1986; Sommers & Saltz, 2004). In second or foreign writing classes, the writing programme is often based on the assumption that novice students have to start writing from the simplest mode of writing (which is descriptive) and gradually move to the difficult one (which is the argumentative type) (Richards & Schmidt, 2002). The main concern of argumentative writing is to convince

readers to believe in the student's point of view by displaying valuable arguments that could activate their reasoning. Argumentative writing also attempts to support different shades of opinions or defend a position on which there is a disagreement (Richards & Schmidt). Therefore, students should seek for appropriate ways that convince their target audience, merely because "quality writing cannot be achieved without quality thinking" (Kellogg, 1994, p. 16). Indeed, this type of writing requires high-order thinking skills. According to the Writing Specifications for the 2011 National Assessment of Educational Progress (2007), writing persuasively requires some "critical thinking processes like analyzing, arguing, evaluating, and synthesizing" (p. 26). Therefore, mastering persuasive writing is of great importance as it enables students "… to produce, evaluate, and act on the professional, ethical, and political discourse …" (Crammond, 1998, p. 230).

     2.1.5. Technology and writing. The present study's main concern urges to highlight the relationship between technology and writing, and how the latter is practiced in a technology-based context. In light of the rapid accessibility to technology, the notion of writing can be approached differently. Such a change has transformed the way students can write beyond both time constraints and classroom borders (Chao & Lo, 2011); thus, what is known as "…digital composition is increasingly becoming a central part of what teachers and students do in the literacy classroom" (Mills & Excley, 2014, p. 436). Hence, "…the definition of "writing" and the nature of writing instruction need to be reconsidered" (Williams & Beam, 2018, p. 4). Consequently, the way of teaching writing has been reconceptualised and many scholars have been coerced into synchronising with the new ways of textualisation without changing the fundamental linguistic skill (Qu, 2017). In the same context, Elola and Oskoz (2017) claim that the main aim behind that change is

…to argue for the need to question and redefine L2 writing pedagogy for our times; that is, to call for a 21st century reevaluation of literacy, writing genres, and associated instructional practices in the L2 classroom. In that context, we need to acknowledge the profound shift that is occurring from traditional notions of literacies to digital literacies. (pp. 52-53)

Therefore, it can be acknowledged that writing within the tenets of technology focuses on the same fundamentals of the traditional way of teaching, but it generates firm relationships between the necessary technological materials and the required pedagogical approaches or the "prescribed course" (Qu, 2017, p. 93).

2.2. Feedback in Writing Classes

Writing is by nature a social act. Indeed, teaching writing necessitates building social bonds inside the classroom through engaging students in the process of giving and receiving comments concerning their pieces of writing either from their peers or from their teachers. Such a process is referred to as feedback. Williams (2003) considers feedback as an important part of teaching writing as it helps the students to realise the social nature of writing since their written work is inherently intended for others to read.

2.2.1. Definition of feedback. Writing does not only mean putting ink on papers without going over what has been written for refinement purposes, but it also refers to receiving some reactions on the different aspects of writing. These reactions take the form of written or oral feedback delivered by teachers or peers (Freedman, 1987). In return, these commentaries must be used in the revising stage as a way to refine some gaps in the students' pieces of writing (Williams, 2003).

Feedback can be defined as a process of spotting others' mistakes; it is "any procedure used to inform a learner whether an instructional response is right or wrong" (Lalande, 1982, p. 141). Feedback is then an "input from a reader to a writer with the

effect of providing information to the writer for revision" (Keh, 1990, p. 294).

So, feedback may occur when some students' verbal behaviours and language aspects are unsatisfactory (Bangert Drowns, 2009). Such a process may create a "reader-based prose" where both writers and readers would share and communicate their interpretations in connection with a particular text (Flower, 1979). In this respect, Bleich (1998) says:

> The term [feedback] refers not only to what a person [reacts] after reading a written text, but to a social system of answering the language initiatives of other people. In this way, we are shifting our attention from the individual focus of 'what a person says' to the social focus of 'what people say to one another.' (p. 34)

Feedback is then one of the most valuable parts of writing that can guide the students throughout their writing through "authentic communication" (József, 2001, p. 27). So, students can better improve their writing, through generating in the process of communication (Harmer, 2004; Murray & Moore, 2006; Nation, 2009; Sackstein, 2017).

In assessment, feedback should not only value the final product but also the process of writing. It is then recommended to provide feedback on preliminary drafts rather than on final ones (Lee, 2017) to help "students to see where their developing text can be improved" (Ferris & Hedgcock, 2005, p. 197). As such, the feedback provided or obtained has a "key role to play in classroom writing assessment" (Lee, 2017, p. 15). Doing so is a formative assessment which "requires that the learners themselves become members of the same community of practice" (William, 2001, p. 177). Contrary to the summative assessment wherein teachers are the only "member[s] of a community of practice" (William, 2001, p. 177) who evaluate the students' first drafts, but students are not required to make again revised drafts. Such a feedback "… tends to be evaluative and summative, informing students about what they did well, explaining the basis for a grade

or a score (if one is given), and perhaps offering general suggestions for consideration in [their future] assignments" (Ferris & Hedgcock, 2005, p. 197).

As already mentioned, since feedback stems from the process-oriented approach, formative feedback cannot be an exception. As the process approach supports the multi-drafted papers, formative feedback also focus on revision and on "… improving accuracy in new pieces of writing" (Bitchener & Ferris, 2012, p. 70). From a formative assessment lens, students are supposed to refine their work based on their readers' suggestions by responding to them several times (Ferris & Hedgcock, 2005), which is the same concept of the process approach of writing. Thus, both concepts share the same principle.

In short, the optimum solution is to sensitise students to the importance of developing many drafts because one draft does not necessarily generate a well-thought-out written output. Indeed, it is necessary to convince the students that their writing can be ideally achieved if they manage to write multiple drafts, that is, their writing product is never complete at a one sitting.

2.2.2. The importance of feedback in writing classes. It is a common truth that much of the learning process is acquired in a collaborative atmosphere. Indeed, requirements of the 21st century introduced new demands to the educational system, which calls primarily for improving the quality of education by creating autonomous students whose learning is personal property. In this scope, the significance of *feedback* in all areas of learning in general and in writing courses, in particular, is worth highlighting.

Since "writing is a social action that usually involves collaboration" (Williams, 2003, p. 281), feedback could then pave the way for the occurrence of such a concept (collaboration[2]), which, on its own, can create a sense of unity inside the classroom. Indeed, both writers and readers would benefit from each others' comments, and most

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[2] The terms collaboration and cooperation are used interchangeably as they are considered synonyms.

importantly, would learn from reading each others' work (Hyland, 2003; Nation, 2009). For this reason, feedback is considered as "the constant of any writing course" (Kroll, 2001).

The literature suggests that if students did not receive any kind of feedback, they would assume that their work is perfect in addressing the intended meaning adequately and in following the required language aspects of writing. Hence, students should have an opportunity to receive some feedback on their writing, because

> A student who is given the time for the process to work, along with the appropriate feedback from readers such as the teacher or other students, will discover new ideas, new sentences, and new words as he plans, writes a first draft, and revises what he has written for a second draft. (Raimes, 1983, p. 10)

The literature also reveals that feedback is not significant only for students, but also for teachers themselves, who would get indirect access to diagnose their students' needs. Upon that diagnosis, teachers would create a supportive teaching environment that best suits their students' own needs and requirements (Hyland & Hyland, 2001; Yang, Badger, & Yu, 2006).

2.2.3. Types of feedback. Responding to students' writing necessitates making a distinction between different types of feedback, namely teachers' feedback and peers' feedback—the main focus of this study.

2.2.3.1. Teacher feedback. The role of the teacher inside the classroom is not restricted to knowledge transmission only, but it is also extended to various tasks. In this respect, Reid and Kroll (1995) say: "teachers often play several roles, among them coach, judge, facilitator, expert, responder, and evaluator as they offer more response and more intervention than an ordinary reader" (p. 18). Indeed, one of the teachers' roles is responding to students' productions, wherein negotiation of different learning aspects takes

place in the form of praise (positive comments), criticism (negative comments), or suggestions (constructive criticism) (Hyland & Hyland, 2019). This is called teachers' feedback that is likely remaining as "the most viable and common form of response to student writing" (Ferris, Pezone, Tade, & Tinti, 1997, p. 159). Teachers' suggestions can be conveyed in the shape of either direct correction (overt correction) (Lee, 1997), or indirect correction or as it is labelled "indirect feedback" (Hendrickson, 1978, 1980; Ferris, 2011). The former indicates teachers' explicit corrections of the students' mistakes, while the latter stands for the covert hints that teachers use to indicate a missing aspect of writing. Regardless of the way of delivering (direct or indirect), suggestions can be addressed either through oral, written, or electronic commentaries (to be discussed in subsequent titles).

Another widely accepted classification of feedback may include techniques indicating the existence of some errors: (a) coded, (b) uncoded, and (c) marginal error feedback (Robb & Ross, 1986; Enginarlar, 1993; Lee, 1997, 2017; Ferris, 2003).

a. Coded: In this case, "…codes are used to indicate the error types"; e.g., "Yesterday, I g͟o͟ to church" (Lee, 2017, pp. 68-69). A meta-linguistic explanation is used; i.e., the clue/symbol (v) is used above the underlined word to help the students determine the error type.

b. Uncoded: Teachers "… simply underline/circle errors"; e.g., "Yesterday I go to church" (Lee, 2017, pp. 68-69). The error is, thus, underlined without any indication of error type.

c. Marginal: The margin is used as a space where the number of mistakes in a single line in the written script is indicated. It can also be used to refer to a "… particular error type in a line of a text" (Lee, 2017, pp. 68-69).

To sum up, teacher feedback is a crucial component in language teaching, especially in writing. Macaro (2001) claimed that students who follow their teachers' feedback would succeed in their writing and gain a deeper comprehension of the language use. However, as students possess different learning levels, teachers should carefully consider using the different feedback techniques because, certain techniques could work with some students and fail with others.

2.2.3.2. Peer feedback. In the conventional way of teaching and learning, the only source of responding to students' written work in EFL classes is usually the teachers themselves, who are the only yardstick that monopolises the process of giving feedback. In an attempt to move away from this commonly-used direction, teachers can produce more authentic reviewers who may create a kind of social interaction and group cohesion inside the classroom (Hansen & Liu, 2005). Peer feedback is then the most appropriate way wherein students will be actively in charge of their learning. Such interaction can be influential and critical (Hattie & Gan, 2011).

Peer feedback generally refers to the process of exchanging opinions with other peers and receiving comments as far as a written script is concerned. Thus, during the development of a particular written script, the student would get some guidance through receiving some "suggestions on how it could be improved" (Storch, 2005, p. 154). Based on these suggestions, students may recover the weak areas that are usually missed, and they may also clear up what may seem confusing (Folse et al., 2010). Since peer feedback is a "two-way street" (Brown, 1994, p. 353) communication process that brought together students to discuss and negotiate meanings, discussions and dialogues related to performances would then generate a solid unity inside the classroom (Liu & Carless, 2006). The use of such a strategy tends to be beneficial in terms of enabling "… writing teachers to help their students receive more feedback on their papers as well as facilitate

students' meaningful interaction with peers and a greater exposure to ideas" (Hyland & Hyland, 2019, p. 7). Furthermore, peer feedback can improve the students' written outputs and can develop the readers' understandings of what good writing is (Hyland, 2003). Peer feedback can also reduce teachers' workloads (Nation, 2009; Ren & Hu, 2012) since it is potentially "… the most frustrating, difficult" (Ferris et al., 1997, p. 155) and time-consuming task (Leki, 1990; Ferris et al., 1997), especially in public academic institutions with overcrowded classes, wherein it is unrealistic to expect teachers to be able to deal with every single student or every single group of students at the same period (Williams, 2003). Peer feedback is then a feasible strategy that can overcome these common complaints.

The literature suggests different terms for such a type of feedback. Most researchers broadly use the term *"peer feedback"* (Zhang, 1995; Hyland, 2003; Guardado & Shi, 2007; Van der Pol, Van den Berg, Admiraal, & Simons, 2008; Sackstein, 2017; Hyland & Hyland, 2019); however, some of them speak about *"peer editing"* (Brown 1994; Brookhart, 2008; Folse et al., 2010), others use *"peer evaluation"* (Chaudron, 1984; Keh, 1990; Zhang, 1995; Nation, 2009), they even refer to *"peer review"* (Mangelsdorf, 1992; Mendonça & Johnson, 1994; Wager, 2002; Harmer, 2004; Loannou-Georgiou, 2005; Murray & Moore, 2006; Edgington, 2012; Wirtz, 2012; Kalish, Heinert, & Pilmaier, 2012), *"peer tutoring"* (Hawkins, 1980; Matsuhashi et al., 1989; Bleistein & Lewis, 2015), and *"peer response"* as well (Urzua, 1987; DiPardo & Freedman, 1992; Nelson & Murphy, 1993; Berg, 1999; Kroll, 2001; Seow, 2002; Liu & Hansen, 2002; Ferris, 2003; Hyland, 2003; Ferris & Hedgcock, 2005). All these terms are used interchangeably to refer to the so-called *"peer feedback."*

2.2.3.2.1. Advantages of peer feedback. From a Vygotskian perspective, much of learning is operational only when students interact with their peers, trying to create what is

called the Zone of Proximal Development (ZPD), which stands for what individuals can do inside the social zone and what they cannot do outside it (Vygotsky, 1978). Indeed, the uprising of Vygotsky's theory denotes the difference between what a student can achieve with and without others' help. Since the concept of peer feedback accords primarily with learning in social environments, it falls then within a socio-cognitive perspective. Hence, it could have potential benefits because it "can be seen as a formative developmental process that gives writers opportunities to discuss their texts and discover other's interpretations of them" (Hyland & Hyland, 2019, p. 7). From a social constructivist view of learning, peer feedback can "…contribute directly to the development of academic and social skills when competent students teach specific strategies and standards for performance to peers who are less skilled" (Wentzel & Watkins, 2011, p. 331). Doing so would create a balance inside the classroom (Cohen & Cavalcanti, 1990). Ferris and Hedgcock (2005) summarise many benefits which are claimed by advocates of peer response, they are stated as follows;

✓ Students can take active roles in their own learning.

✓ Students can "reconceptualize their ideas in light of their peers' reactions."

✓ Students receive "reactions, questions, and responses from authentic readers."

✓ Students receive feedback from multiple sources.

✓ Students gain a clearer understanding of reader expectations by receiving feedback on what they have done well and on what remains unclear.

✓ Responding to peers' writing builds the critical skills needed to analyse and revise one's own writing.

✓ Students gain confidence and reduce apprehension by seeing peers' strengths and weaknesses in writing.

✓ Peer response activities build classroom community. (p. 226)

Given the above mentioned, it can be said that applying this strategy can help

students feel that they are contributing to the development of a vital link with their audience (their peers). This link is usually missing when students write only for their teachers (Hawkins, 1980). As this latter regards writing as occurring in social interactions, a relationship between the giver and the receiver of feedback will occur. Students would eventually become more astute judges of their learning by entering into a reciprocal process of sharing information to deepen and sharpen their writing mastery (Sackstein, 2017). In the long-range goal, such a process also helps students to become more critical readers of their work, which in turn helps them to become better writers (Brown, 1994; Beach, 1998).

2.2.3.2.2. Peer feedback critiques. Despite the positive literature on peer feedback and the abundance of related studies that report the benefits and the effectiveness of peer feedback, there still are numerous studies that criticise some of its aspects and use. Many researchers agree upon the fact that peer feedback may be both a benefit and a challenge for students in different circumstances. For instance, Nelson and Murphy (1993) contend that EFL students are not native speakers of English, in that they "are in the process of learning English," so they might "mistrust other learners' responses to their writing and; therefore, may not incorporate peer suggestions while revising" (p. 136), simply because they sometimes feel "uncertain about the validity of their classmates' responses" (Liu & Sadler, 2003, p. 194). In this case, "… a sense of discomfort and uneasiness among the participants" would emerge, and thus, students would become "rather defensive" (Amores, 1997, p. 519).

Besides, Bleistein and lewis (2015) discuss some critical factors that seem to influence the success of such an operation. Their main criticism was against lower-level students who often find it difficult to experience such an activity because they think that "only 'expert' opinion is valid" (p. 17) as they are more "professional, 'experienced' and

'trustworthy' than their peers" (Yang et al., 2006, p. 188). Therefore, lower-level students consider themselves unable to offer adequate help to their classmates, who are sometimes more advanced than them.

      2.2.4. Modes of feedback. Modes of feedback depend on the way one aims to deliver his insights. There are three main modes of feedback namely: oral, written, and electronic.

      2.2.4.1. Oral feedback. First and foremost, it is worth reminding that feedback comes primarily "through spoken channels" (Frey & Fisher, 2011, p. 77), so the oral mode of responding to students' writing is of a natural course, as sometimes teachers tend to initiate oral communications inside the classroom by asking questions, giving some directions, and providing some information (Brown, 1994). Hence, this oral communication paves the way for the occurrence of "oral feedback," as pointed out by Sinclair and Clouthard (1974) who say that "a typical exchange in the classroom consists of an initiation by the teacher, followed by a response from the [student], followed by feedback, to the [student's] response from the teacher […]" (p. 3). Such oral communications may also help other students to engage in classroom discussions since a great deal of "… verbal feedback comes from peers" (Hattie & Gan, 2011, p. 263). Indeed, these verbal communications would help the students to "… enhance understanding and explore better solutions" related to their writing weaknesses (Yang et al., 2006, p. 193). Thus, oral comments can greatly contribute to the teaching of writing since they are "… more immediate, more personal, more detailed, and more effective" (Williams, 2003, p. 316).

      Other related issues concerning oral feedback are discussed by Frey and Fisher (2011) who consider response structure and tone important aspects that should be accounted for by feedback providers. First, feedback givers should be very specific when

pointing out "what is correct and what is not" (p. 77). Zwiers (2008) talks about three parts of feedback that should be used during a feedback activity: (a) describing the results of students' achievements; e.g., "thanks for showing this to me. I can see that you illustrated the life cycle of the frog accurately and labeled each stage in the correct order" (Frey & Fisher, 2011, p. 78); (b) guidelines concerning what to keep without any modifications so far or what to change; e.g., "be sure to check the spelling for each stage. Two of them are spelled incorrectly. Could you check these in your textbook, please?" (Frey & Fisher, 2011, p. 78); and (c) the use of encouragement feedback language; e.g., "I liked the way you systematically solved this problem" (Zwiers, 2008, p. 245).

Second, there is clear evidence that the way of providing oral commentaries makes a difference. Indeed, the more the tone is "supportive" (Frey & Fisher, 2011), the better the message is effective. In other words, Frey and Fisher (2011) agree that if the tone is given in an unpleasant way —in a "derisive or sarcastic" way— the message will be lost. The tone is, therefore, "the expressive quality of the feedback message" (Brookhart, 2008, p. 33), which affects the way feedback, is "heard."

2.2.4.2. Written feedback. Most often, this type of feedback is not given immediately as it requires a pen and a paper to write one's reflections about a written script. Such reflections can be shaped into different comment forms that convey the intended reactions; the forms can be: (a) statements, (b) imperatives, (c) questions, and (d) hedging (Ferris, 1997; Sugita, 2006; Nurmukhamedov & Kim, 2010). First, statements are used to state the existing problem by saying, for example, "this part is too general" (Sugita, 2006, p. 36) or "this paragraph might be better earlier in the essay" (Ferris, 1997, p. 321). Second, imperatives are used when the reader is "directly asking students to [modify,] change, delete, and add" (Nurmukhamedov & Kim, 2010, p. 272), such as saying "give a specific example" or "explain it more clearly" (Sugita, 2006, p. 36). Third, questions may

be asked by highlighting "elements of doubt and uncertainty" (Nurmukhamedov & Kim, 2010, p. 272), like "what does this mean?" or "is it supported with specific details?" (Sugita, 2006, p. 36). Finally, hedging can "… take many linguistic forms, including adverbs, adjectives, modal and mental/emotive verbs, and conjunctions" (Hinkel, 2004, p. 313), such as "I think, perhaps, might and maybe" (Hyland, 1998, p. 1), which can be used for the sake of "avoiding directness by implying or suggesting" (Nurmukhamedov & Kim, 2010, p. 272). For example, I think this part lacks some arguments, you might add some details (personal example).

The heterogeneous level inside a single classroom necessitates various forms of written comments across different contexts. For example, lower-level students may "…find it hard to interpret hedges in teacher commentary" (Lee, 2017, p. 71). For this reason, each one of these types might be effective in treating particular errors produced by some students better than other types (Sugita, 2006; Nurmukhamedov & Kim, 2010).

2.2.4.2.1. Advantages of written feedback. Several benefits are attributed to written feedback, mainly for the students who would have a great opportunity to refer to the given comments as they proceed to refine their texts. Nation (2009), for example, reports that "written feedback provides a lasting record which can be used to measure progress and to act as a reminder" (p. 139). Indeed, with this long-lasting option, the possibility of forgetting comments, as in the case with oral feedback, is almost impossible, except in case the students lost their papers.

2.2.4.3. Electronic/online feedback. Within the rapid growth of educational technology, a new dimension has been added to the delivery of feedback. Following the 21st century requisites require moving from using papers and pens to screens and keyboards, which necessitates electronic devices (e.g., computers, phones, tablets, etc.) (Kern, 2000). Today, the technological advancement has made it possible to respond to the

students' writing electronically "… by such means as in-text comments, blogs, or e-mail" (Ferris & Hedgcock, 2005, p. 5), this process refers to as online feedback. Online feedback[3] can be defined as that type of interaction that occurs in a networked environment or a networked classroom (Weigle, 2002; Pennington, 2003), it is any kind of comments that are delivered by different technology-mediated platforms, including emails, SNSs, wikis, web-blogs, etc.

According to Tekobee, Lazanko-Pry, and Roen (2012), online feedback happens in virtual spaces that permit students to collaborate across place and time. So, unlike the traditional way of responding to others' works, online feedback does not care too much about the "here" and "now," and it is not bound up with physical settings. Feedback is, therefore, no more restricted to in-class communication, but it goes beyond the classroom borders to form what is called a "digital citizenship" or a "digital community." Online feedback is the submission of the readers' suggestions electronically by turning out the comment function (Hyland, 2003; Nation, 2009). This process can be achieved synchronously (real-time) or asynchronously (delayed time frame) (Hansen & Lui, 2005).

2.2.4.3.1. Advantages of electronic feedback. Technology tends to be a two-sided coin, with both positive and negative features. Indeed, Clark (2012) proclaims that "there is no question that technology has become an increasingly important component of many writing classes" (p. 197). Particularly, online feedback can increase the students' "…participation and interest levels, and motivate them to spend more time and energy on the task" (Hansen & Lui, 2005, p. 33). Online feedback is seen as the crossroad that may have the potential of bringing the students altogether, spending "…more time working on their writing, reading the work of the other students, and engaging in discussions about their writing" (Williams, 2003, p. 170).

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[3] In this study, electronic feedback and online feedback are used interchangeably.

To make a point, networked feedback tends to strengthen the weak parts of the students' pieces of writing when working out the given suggestions that help refine the final manuscripts (Pennington, 2003). From the same perspective, Weigle (2002) finds that in a networked climate of learning, "the most successful papers may not be the ones with the most well-formed sentences and felicitous word choices, but the ones whose authors have reflected on their peers' comments[4] […] to hone their arguments and ideas [, and] to meet [their] expectations" (p. 233). Another important aspect to consider is that once the students know that their works will be published for other readers in an online context, their motivation increases. Hence, they become willing to refine their written works and to polish their drafts as they proceed in the revision process (Loannou-Georgiou, 2005).

According to Russell and Airasian (2012), recording comments electronically has several advantages: it is faster, easy to read, and easy to refer to previous ones; so, it saves time and space. Besides, electronic feedback reduces the possibility of loss, which is nearly non-existent as opposed to paper-based comments. Students can now store their data with high confidentiality in platforms like e-mails, blogs, wikis, SNSs, etc., through which they can be retrieved at ease later in times of need.

2.2.4.3.2. Disadvantages of electronic feedback. As already mentioned, technology is a double-edged sword that has both positive and negative aspects. Certain drawbacks must be, therefore, acknowledged. In a web-threaded feedback environment, the learning outcomes are brought to the students' settings (home, work, etc.). Consequently, students sometimes find themselves obliged to compete against their personal obligations, chief among them; housework, office work, social relationships, and other commitments (Cheaney & Ingebritsen 2006); hence, they can end up doing nothing; in terms of giving

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[4] We have purposefully referred only to the advantages and the disadvantages of electronic peer feedback in particular as it is the study's main concern. However, these advantages and disadvantages are still applicable even to electronic teachers' feedback.

and receiving feedback. Another drawback to consider is that within the tenets of the electronic feedback, students might not take the given feedback as seriously as they would if it was given to them in classrooms (Race, 2005). This implies the possibility of not responding to their peers' commentaries.

2.2.5. Introducing peer feedback to EFL students. Generally speaking, it is commonly believed that if teachers are willing to introduce a new strategy inside the classroom, they are obliged to consider many parameters to effectively integrate it. Teachers should make their students aware of the potential use of such a strategy, and should effectively show them how to make use of it. Therefore, some viable directives are recommended since they partake in the required initiatives to make the strategy successfully work.

As far as peer feedback is concerned, dismissing training students on how to respond to each other's writing is of no avail. Hence, they should be supplied with a full representation of peer feedback to be well prepared for participating in a peer response activity. The purpose of the activity should be then modelled, controlled, and clearly stated; and the responding rules need to be directly suggested (Hyland, 2003). In the same line of thought, Berg (1999) stresses this point believing that "responding to writing is not a skill with which most students, ESL or not, have had extensive experience. It is therefore unrealistic to assume that they will be able to effectively read and respond to someone else's writing [adequately]…" (p. 216). In this respect, Amores (1997) reports that teachers should not expect to have students "…who know each other, or that they know how to interact in a small group, or that they know how to provide feedback that is both helpful and nonthreatening" (p. 520). In this case, teachers should instil in their students a sense of togetherness that might enable them to learn in a collaborative atmosphere, which entails "mutual respect and co-operation—a culture where everyone feels he or she has something

to contribute to classroom activities, where everyone takes responsibility for learning" (Nuthall, 2007, p. 162). Thereby, introducing some directives as far as peer response is concerned becomes a must rather than a choice.

Berg (1999) suggests several considerations for preparing students to participate in peer response; some of them are,

- *Comfortable classroom atmosphere and trust among students*

During peer feedback, it is quite important that the students feel at ease for satisfactory results. This idea is also raised by Hyland (2003), who believes that the students need to feel comfortable sharing their works and working in a collaborative environment. Hansen and Lui (2005) support this idea as well, positing that teachers should create a comfortable environment inside the classroom for the students to establish peer trust to engage in negotiation of meaning. Thereafter, teachers should reduce the degree of anxiety among students and should ensure seriousness in the activity.

- *The role of peer response in the writing process*

Teachers ought to clarify the role of peer response in enhancing writing performances, as opposed to mere teachers' responses. This idea is maintained by Amores (1997) who says that teachers should keep in mind informing the students with the operation purpose, and should not think of it as "… anything more than one aspect of a much more complex, and highly iterative task" (p. 520).

- *Professional writers using peer response*

Students should recognise that even professional writers ask others to proofread their works for evaluation, and doing so is an indication of a smart writer. Sommers (1980) was convinced that experienced writers would always imagine other readers reading their works and influencing, to some extent, their refinement process. Those readers are considered as "… partially a reflection of themselves and functions as a critical and

productive collaborator" (p. 385).

- *Appropriate vocabulary and expressions*

Appropriateness in language and vocabulary should occur while responding to someone's writing. For example, comments such as "your writing is really bad" should be avoided; however, alternatives such as "it would be great if you provide an example here" (personal examples) should be used. Hansen and Liu (2005) agree that language students may not have the necessary expressions to deliver their opinions clearly, so teachers should provide them with some linguistic strategies; i.e., teachers should extend the students' linguistic repertoire. For example, if a point is not clear enough, students should not say directly "this is wrong" which may create a hostile environment, but rather "I' am not sure if this is right" or "could you explain what you wanted to say here?" (Hansen & Liu, 2005, p. 36) are preferably used. Folse et al. (2010) also speak about "helpful comments"; for example, instead of saying "this is bad grammar," one needs to be more specific and rather say "you need to make sure that every sentence has a verb," or instead of saying "I cannot understand any of your ideas," simply say "what do you mean in this sentence?" (Folse et al., p. 60). Thus, teachers have to raise the students' awareness concerning adequate and inadequate comments since they are highly required at this stage (Rollinson, 2005).

- *Anonymity*

Moreover, anonymity in peer feedback activities is another crucial factor that has been raised by many advocates. Johnson (2008), for instance, believes that teachers have to guarantee that the student's name "…is not on the paper, or if it is that it is crossed out. It is important that students' writing be anonymous at this point" (p. 194). Consequently, an anonymous peer feedback can be an optimal choice by which teachers may remove any potential biases, and may help students focus on the text itself only and not on its author

(Coté, 2014).

Accordingly, peer response can be met with due regard to some training guidelines that can avoid a great deal of bias toward the practical side. These training guidelines can assist students to appropriately use the subject matter. This view is maintained by Bleistein and Lewis (2015) who emphasise that by providing a sheet of guidance on how to conduct peer editing, in addition to some "explanation of why editing is beneficial, the chances of success [will be] much higher" (p. 18).

Because peer training is a technique through which students will respond to "what the essay says as well as how it says it" (Mangelsdorf, 1992, p. 274), the way students should respond to a piece of writing should rather focus on the content itself, and never judge the writer (his/her peer). To make the process of responding much easier, a major question should be addressed: "where do our responses focus?" (Griffin, 1982, p. 299). This kind of question helps the students to avoid being vague. This strategy is called by many researchers "focused feedback" (Bitchener, Young, & Cameron, 2005; Sheen, 2007; Ellis, 2008; Bitchener & Knoch, 2009; Nation, 2009; Ferris, 2011; Araghi & Sahebkheir, 2014; Frear & Chiu, 2015). Focused feedback aims to target particular aspects of language; so that the readers can alternatively "…select specific error types for correction" (Ellis, 2008, p. 102) and avoid being "overloaded with information or things to think about" (Zwiers, 2008, p. 244). Ergo, students ought to focus on one or two aspects of writing because narrowing the focus "… can make peer evaluation more effective" (Nation, 2009, p. 143). This step during a peer response activity is of great importance and influential impact.

2.3. Online-Based Communication

In the information age, communication between humans usually takes place online. Indeed, no place for pens and papers or a real face-to-face interaction is available;

almost everything is online. This change has given rise to a novel community of digital natives, paving the way for the occurrence of various cyberspaces which have redefined the way we communicate. Such online spaces are typical of an emerging type of online-based communication which is labelled CMC.

2.3.1. Computer-Mediated Communication. From a historical standpoint, there are many scholars among whom Thurlow, Lengel, and Tomic (2004) believe that CMC dates back to World War II, and particularly it had existed since the first invented electronic digital computer. CMC was found since "… the first recorded exchange of prototype emails" (p. 14) in the early 1960s, whose "primary purpose was to facilitate the transfer of information protocols between computers" (Herring, 1996, p. 2). Thereafter, people-to-people communications have taken place employing computer technology (Herring, 1996). By the 1980s, the term CMC has emerged to embrace all sorts of online platforms that are used for networked communications, including emails, chats, or instant messaging (Baron, 2008). In the 1990s, the term became universally used, especially after its appearance in the title of "an influential online publication, the Journal of Computer Mediated Communication" (Crystal, 2011, p. 1), and certainly within the outgrow of personal computers which have come out everywhere; "…on the desks of office managers, school teachers, college students, doctors, home makers, and so on" (Thurlow et al., 2004, pp.14-15). Henceforth, this trend has been used as support by both teachers and students for language teaching and learning purposes (Simpson, 2002). As maintained by Thurlow et al. (2004), the fast growth of personal computers has a major contribution to making CMC "…so attractive to scholarly attention" (p. 15). All CMC technologies offer the educational context inconceivable potentials "… for transforming how they communicate with and teach students" (Kesley & St.Amant, 2012, p. xiii).

2.3.1.1. Definition. CMC is commonly defined as any communication that "…

takes place between human beings via the instrumentality of computers" (Herring, 1996, p. 1) or via the interconnectedness of computers through which "… individuals or groups separated in space and/or time" (Luppicini, 2007, p. 142) may communicate. These computers are guided through the "… local area networks (LANs) or over the Internet" (Simpson, 2002, p. 414). Technically speaking, when defining CMC, researchers emphasise the use of computers, whose main role according to Kern and Warschauer (2000, p. 13), is to "provide alternative contexts for social interaction; to facilitate access to existing discourse communities and the creation of new ones." CMC, then, refers to "any human communication achieved through, or with the help of, computer technology" (Thurlow et al., 2004, p. 15).

December (1996) conceives CMC differently; he has detached CMC into three key terms —or as Thurlow et al. (2004) call them: "core concepts"— (a) computer, (b) mediated, and (c) communication. In the context of CMC, a computer (core concept 1) is not just a device used for computational purposes; it is a "medium of communication" (Warschauer, Turbee, & Roberts, 1996, p. 1) that facilitates data transmission among users (December, 1996).

In the context of Internet communication, mediation (core concept 2), involves "literally putting a message into media, or encoding a message into electronic, magnetic, or optical patterns for storage and transmittal" (December, 1996, p. 21), with the help of the technological machinery —part of Information and Communication Technologies (ICTs)— that is usually used for communication interchange (Thurlow et al., 2004). Accordingly, the second core concept revolves around particular rules to encode a message on the Internet. December's view implies more than the superficial means of decoding, as opposed to Bodomo (2010), decoding merely appears once the messages are sent from the keyboards and received into the screens without delving into more details concerning the

decoding system. He defined CMC as,

> the coding and decoding of linguistic and other symbolic systems between sender and receiver for information processing in multiple formats through the medium of the computer and allied technologies such as PDAs[5], mobile phones, and blackberries; and through media like the […] email, chat systems, text messaging, YouTube, Skype, and many more to be invented. (p. 6)

The third core concept (communication) concerns human-to-human communication in an Internet-based environment. This communication is dynamic, transactional, multifunctional, and multimodal. First, dynamic communication refers to the non-static exchange of information as "the meaning of messages does not reside in words, but is much more fluid and dependent on the context, shifting constantly from place to place, from person to person, and from moment to moment" (Thurlow et al., 2004, p. 17). Second, transactional means that there is a kind of transaction between the individuals as the process of "communication is constantly changing as two (or more) people interpret each other and are influenced by what the other says" (Thurlow et al., 2004, p. 18). Third, multifunctional communication serves more than one function. For example, "communication may be used to influence people's behavior or attitudes, to inform people, to seek information, to exert control over people [etc.]" (Thurlow et al., 2004, p. 18). Fourth, multimodal is concerned with the other "meta-messages" that are usually used side by side with verbal messages (e.g., vocal, movement, physical appearance, artefacts, and space) (Thurlow et al., 2004).

All the four aforementioned aspects of communication shaping the core of how communication is used to "express our identities, to establish and maintain relationships,

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[5] Personal Digital Assistant: A very small computer used for storing personal information and creating documents, and that may include other functions such as telephone, fax, connection to the Internet, etc. (Hornby, 2000).

and eventually to build communities" (Thurlow et al., 2004, p. 18). However, as the literature on CMC continues to grow, Warschauer (1997) pointed out five features that make CMC distinguishable from other communications. They are: "(a) text-based and computer-mediated interaction, (b) many to-many communication, (c) time- and place-independence, (d) long distance exchanges, and (e) hypermedia links" (p. 470).

Owing to technological advances, the term CMC can comfortably be extended, wherein the term computer itself is no longer restricted to desktops and laptops; however, it enlarged onto smaller devices such as the BlackBerry, mobile phones, palmtops, and PDAs. They are not really computers, but they share nearly the same options, and they are also powerful (Baron, 2008; Bodomo, 2010). Consistently, some scholars start talking about "[ICTs], alluding to the machines themselves (computers, personal digital assistants, mobile phones) rather than to the information they conveyed" (Baron, 2008, p. 12). Thus, a general term was needed to cover the language used through the gadgets of ICTs, which made some researchers speak of "electronically-mediated communication (or EMC)" (Baron, 2008, p. 12).

The present study, however, follows the traditional term 'CMC' when referring to both online communication and all ICT devices, because our prime focus is on the way of communication, and not on the used device.

2.3.1.2. Computer-Mediated Communication modes. CMC is different from other types of communications as it distinguishes between two distinct levels or modes of communication: synchronicity and asynchronicity. Warschauer (1999) justifies this point of interest: "probably, the most important distinction is between forms that are asynchronous, such as e-mail and forms that are synchronous or "real time," such as chat groups" (p. 6), which both allow for different settings and outcomes. CMC can be even divided into two dimensions: communication with a single person that is "one-to-one," or

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with a larger group that is "one-to-many" (Baron, 2008, p. 14). Table 1 summarises CMC modes.

Table 1

Modes of CMC

	Asynchronous	Synchronous
One-to-one	Email, texting on mobile phones	Instant messaging
One-to-many	Newsgroups, listservs, blogs, MySpace, Facebook, YouTube	Computer conferencing, MUDs[6], MOOs[7], chat, Second Life

Source. Baron (2008, p. 14)

2.3.1.2.1. Synchronous CMC. Synchronous CMC shares nearly the same conditions of face-to-face communication. However, unlike the latter which takes place in nearby locations, CMC is achieved in remote locations. In synchronous CMC, all communicating participants are online simultaneously (Hathorn & Ingram, 2002; Mills, 2006), they can interrupt each other (Baron, 2008), wherein the "… message is sent and immediately received" (Mills, 2006, p. 60). An example of synchronous communication could happen in different programmes such as; "messenger programmes (e.g., MSN and Yahoo)" or "telephony software such as Skype (http://www.skype.com) and video conferencing" (McDonough et al., 2013, p. 82).

2.3.1.2.2. Asynchronous CMC. In contrast to synchronous communication, the asynchronous one occurs regardless of time, place, and the simultaneous presence of interlocutors. In other words, with the asynchronous mode of communication "a message is sent but is not necessarily received (accessed and read) immediately" (McDonough et al., 2013, p. 82). All the concerned parties communicate at their convenient time and place that best fit their schedules (McComb, 1994). Asynchronicity can then free the students'

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[6] Multi-user domains
[7] Multi-object oriented: Both are "web sites where students can participate in real-time discussions similar to simulations. Students can assume imaginary identities as they participate" (Ferris & Hedgcock, 2005, p. 355).

time and space, since they can "initiate discussions with their teachers or with other students any time of day, and from a number of places, rather than only during class or office hours" (Warschauer et al., 1996, p. 3). The asynchronous mode of communication gives students extra time and a broad opportunity to think about some study-related issues. Besides, since students are not bound by the conditions imposed by either teachers or the classroom agenda, they would have equal access to learning discussions (Hathorn & Ingram, 2002; Ingram & Hathorn, 2004). Such a mode of communication could be achieved through bulletin boards, blogs, and emails (Murray, 2000; Blake, 2008; Nguyen, 2008; McDonough et al., 2013), and as a response to the new technological advancements, it would be now possible to use applications that can provide "a locus for group exchange and activity such as Ning and Facebook, [Google] docs, Twitter, social [networks]…" (McDonough et al., 2013, p. 82).

2.3.1.3. Forms of CMC. "Synchronous" or "asynchronous" CMC could take different forms: [oral], textual, or visual (Figure 7).
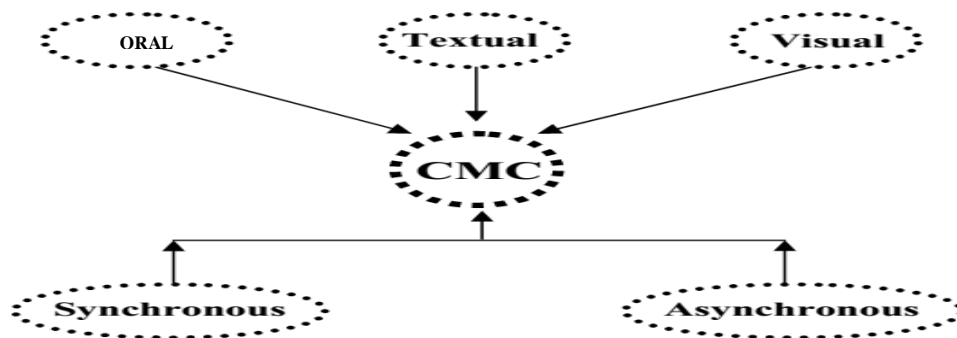
Figure 7. Modes and Forms of CMC
Source. Nguyen (2008, p. 27)

2.3.1.3.1. Text-based CMC. Since the main concern of the present study is directed toward the written form of CMC, it is, then, necessary to shed light upon text-based CMC. Text-based CMC stands for all those typed messages from the senders' keyboards that appear in the shape of legible written texts on the recipients' screens (Herring, 1996;

2005). Text-based CMC involves partners communicating with each other by means of "the medium of the written word along with other symbolic systems such as numbers and emotional icons" (Bodomo, 2010, p. 6). Basically speaking, although "bandwidth and hardware for two-way audio and video is now widely available" (Paulus, 2007, p. 1322), the textual nature of CMC is still gaining weight in the educational milieu (Paulus, 2007; Nguyen, 2008), as it can make the language use "persistent, visual and archivable" (O'Rourke, 2008, p. 232). O'Rourke uses the word "archivable" referring to the act of "recording"; in other words, textual CMC keeps records of all outgoing and incoming writings, which can be referred to whenever remedial work is needed. Thus, text-based CMC enables the students to reflect upon and retrieve prior knowledge as they proceed in the process of discussion (Ingram & Hathorn, 2004).

   2.3.1.4. CMC and language skills. As the world moves into the fourth decade of the 21st century, today's classrooms should be organised in a way that meets the students' needs and characteristics. For the new generation of students who are frequently bounded by the use of the different digital gadgets such as smartphones, computers, iPhones, and other Internet devices, communication becomes easier and almost "as natural as breathing" (Kelsey & St.Amant, 2012, p. x).

   Since CMC covers any human-to-human online communication, it can be used to meet the current generation's academic purposes. CMC can be used to sustain students' language productive and receptive skills (listening, speaking, reading, and writing) (Levy & Stockwell, 2006; Garrote, 2018). A considerable amount of studies has been widely conducted to apply the different modes of CMC —either synchronously or asynchronously— wherein the findings are mostly promising that CMC provides satisfactory results in developing the four language learning skills. Some studies are mentioned in Table 2.

Table 2

The role of CMC in developing language learning skills

Language Skills	Sample Research Studies	Modes of CMC	
		ACMC	SCMC
Listening	Durairaj and Umar, 2015	✓	
	Volle, 2005		✓
Speaking	Bakar, Latif and Hamat, 2013	✓	
	Payne and Whitney, 2002; Stockwell, 2003; Satar and Özdener, 2008; Natsir, 2016		✓
	Abrams, 2003; Lin, 2014	✓	✓
Reading	Mohamad, Hussin, Amir, Ya'acob, Kummin, and Zahidi 2012	✓	
	Greenfield, 2003		✓
Writing	Davis, and Thiede, 2000; Mohammadi, Jabbari and Fazilatfar, 2018	✓	
	Li, 2000; Camacho, 2008		✓

2.3.1.5. Advantages of CMC in language teaching and learning. The use of CMC has so many facets and aspects that have made the idea of online learning and teaching possible. Accordingly, many scholars emphasised the potential use of CMC in language teaching and learning (Warschauer, 1995, 1996; Hathorn & Ingram, 2002; Simpson, 2002; Comeaux & McKenna-Byington, 2003; Salmon, 2003; Thurlow et al., 2004). Many of the controversial questions concerning CMC are about the positive effects offered by these technologies to the educational milieu. Undoubtedly, CMC proved to have substantial advantages. This mode of communication can supply the educational context with optimal conditions, and can enhance learning by providing the students with alternative options. Equality, recorded feedback, mutual learning, adequate time for learning, students' unity, anonymity, and fostering learning dialogues are good instances of the major advantages of CMC. They are better explained in the following titles:

2.3.1.5.1. Equality. Students can have an equal opportunity as far as participation is concerned, as opposed to face-to-face discussion, in which most of the time both the teacher and few active students dominate the floor (Warschauer, 1996; Warschauer & Meskill, 2000; Graham & Misanchuk, 2004; Zumbach, Hillers, & Reimann, 2004), whereas "shy students, students with unusual learning styles, and students who are apprehensive about writing" are often excluded (Warschauer et al., 1996, p. 5). In a CMC mode of learning, introvert students would be the most "prolific" ones (Chun, 1994, p. 21). Thus, if students recognise that they do not have to wait for their turns, their participation rate would rise, as they can all participate at the same time without the possibility of interrupting each other (Loannou-Georgiou, 2005).

2.3.1.5.2. Recorded feedback. In CMC activities, "all data can easily be stored and re-used for feedback" (Zumbach et al., 2004, p. 92). Teachers, for instance, can refer to previous drafts and check if their students are following their instructions, and eventually can measure their progress (McComb, 1994).

2.3.1.5.3. Mutual learning. Because CMC allows "an equal distribution of comments" (Zumbach et al., 2004, p. 90), it can then create "opportunities for mutual support" (Kukulska-Hulme, 2004, p. 264), such as the possibility of learning from each other's mistakes (Kukulska-Hulme, 2004). Thereby, students would be "actively participating in the construction of knowledge" (Ingram & Hathorn, 2004, p. 217). Indeed, as CMC allows students to better notice others' written inputs; it can enable them to incorporate those inputs into their own work.

2.3.1.5.4. Adequate time for learning. CMC tends to extend the classroom time (Ingram & Hathorn, 2004) by allowing students to write at their own pace as they have extra time for planning than in face-to-face discussions (Warschauer, 1996).

2.3.1.5.5. Students' unity. A CMC space can make students more involved in their

learning, having "stronger connections to other members of the class and the teacher" (Hathorn & Ingram, 2002, p. 329). Indeed, CMC can create a solid link among students by building a digital school community, and thus, giving a sense of togetherness (Yakimovicz & Murphy, 1995).

2.3.1.5.6. Anonymity. Anonymity is one of the most important features that may contribute to structuring a successful peer feedback activity, which can be well enhanced in a CMC environment. Graham and Misanchuk (2004) maintain that "anonymity" can mitigate certain characteristics that usually appear in a traditional classroom"; indeed, they posit that CMC may "remove the need for accountability," and it can "insert a barrier among members, including a lowering of inhibitions" (p. 188). CMC can also enable participants to interfere with "prior messages in a non-threatening way" (Hathorn & Ingram, 2002, p. 329).

2.3.1.5.7. Fostering learning dialogue. In a traditional classroom, most learning discussions are cut out because of many reasons, including (a) the official time, which most of the time gets over, and (b) some unexpected circumstances that may crop up. However, learning discussion in CMC can be extended beyond the classroom borders, where more time would be available to carry on discussions held in classrooms. CMC can enable the students to contact their teachers or their peers apropos their learning at any time. In so doing, learning becomes a dialogue rather than a one-way-process lecture (McComb, 1996).

2.3.1.6. The teachers' role in a CMC environment. In a CMC environment, the teacher's role shifts from "an authoritative disseminator of knowledge" to an "e-moderator" (Simpson, 2002, p. 415). According to Salmon (2003), the essential role of an e-moderator is "promoting human interaction and communication through the modelling, conveying and building of knowledge and skills" (p. 4). The e-moderator undertakes this

feat "through using the mediation of online environments designed for interaction and collaboration" (Salmon, 2003, p. 4). Such a role shift does not imply teachers' passivity in a CMC classroom. Instead, teachers' roles in such network-enhanced classrooms are adjusted to include "coordinating group planning, focusing students' attention on linguistic aspects of computer-mediated texts, [...], and assisting students in developing appropriate learning strategies" (Warschauer & Whittaker, 2002, p. 371).

      2.3.2. Social Network Sites. SNSs are included in web 2.0 applications (O'Reilly, 2005; Beer & Burrows, 2007; Selwyn, 2007; Fahy, 2008; Richter & Koch, 2008; Bodomo, 2010; Walther, Tong, Deandrea, Carr, & Van Der Heid, 2011; Martin & Hesseldenz, 2012; Ryan, 2012; Tekobbe, Lazcano-Pry, & Roen, 2012). These sites are receiving increasing popularity as they sprouted worldwide (Boyd & Ellison, 2007; Richter & Koch, 2008; Belanche, Casaló, Flavián, & Guinalíu, 2010; Boyd, 2011; Lin, Peng, Kim, Kim, & Larose, 2011; Mavridis, 2011; Mendelson & Papacharissi, 2011). SNSs are commonly defined as websites that enable participants to create social ties. They usually gather individuals of similar interests to form shared connections (Boyd & Ellison, 2007; Boyd, 2011), and they "present the latest networked platform enabling self-presentation to a variety of interconnected audiences" (Mendelson & Papacharissi, 2011, p. 252). This definition implies that these sites provide a space in which individuals could display their achievements to a wide range of threaded public. Kaplan and Haenlein (2010) posit that SNSs are "applications that enable users to connect by creating personal information profiles, inviting friends and colleagues to have access to those profiles, and sending emails and instant messages between each other" (p. 64). This definition denotes that SNSs are limited in function, and the connection is restricted to limited individuals.

      In this respect, Boyd and Ellison (2007) use the term "network" rather than "networking" as the latter often refers to the relationship between strangers. For them,

"participants are not necessarily 'networking' or looking to meet new people; instead, they are primarily communicating with people who are already a part of their extended social network" (p. 211). Most often in some SNSs such as Facebook, we come across different expressions such as: "I do not accept strangers"; "you do not know me, please do not add me"; "I do not accept people with pseudonyms"; "write your real name; otherwise I will drop you out!", and so on (examples retrieved from different Facebook accounts). These expressions are written in the "profile bio" found in the static part of the Facebook front page, and they often stand for refusing to build virtual communities with strangers. Thus, users of those sites are just sustaining their offline social relationships via the SNSs (Lampe, Ellison, & Steinfield, 2006; Mendelson & Papacharissi, 2011). Though the two terms (network and networking) are different, they are still used interchangeably (Boyd & Ellison, 2007).

SNSs are similar to all those online platforms that belong to CMC; however, what characterises such platforms, and makes them different from other CMC tools, is a number of features, including profiles, friends' lists, and public commenting tools (Boyd, 2011). These features are summarised in Table 3.

Table 3

Features of Social Network Sites

Profiles	Friends' lists	Public commenting tools
-Determine who can see what the users are sharing. -Can be "truly public" or "semi-public."	Require double approval confirmation. -Can be visible or invisible to others.	-Commenting feature that displays conversations on a person's profile. -Status updates and bulletins options encourage the sharing conversation.

Source. Boyd (2011, pp. 211-213)

2.3.2.1. *The role of SNSs in language learning development.* Quite recently, the way languages are taught and learnt has been greatly influenced by the technological

advancements. Nowadays, it is possible to blend the use of some SNSs with the teaching and learning instructions, which is considered to be a powerful idea (Mazman & Usluel, 2010) that has brought about many changes in what, how, when, and where to teach and learn.

Such sites have added new forms of engagement between both teachers and students. Accordingly, many researchers emphasise the extent to which SNSs could scaffold different educational activities, by supporting the academic exchange of information, and by raising interaction among students, which itself, could foster active learning and many other possible skills of language learning (Selwyn, 2007; Ajjan & Hartshorne, 2008). A substantial number of researches have examined the impact of such online forums on the development of various aspects in language learning, including, collaboration, critical thinking skills, and feedback (Table 4).

Table 4

The use of different SNSs in language learning development

Aspects of language learning	Sample research publication	The type of SNS
Collaboration	Shukor and Hussin, 2015; Ajid, Reni, Yunita, and Dwi, 2018	Facebook, WhatsApp
Critical skills	Kawamura and Wu. 2015; Faryadi, 2017	YouTube; Facebook
Feedback	Dunlap and Lowenthal, 2009; Wichadee, 2013; Syed Abd Halim, Mohamad, Haiqal, and Yunus, 2018	Twitter, Facebook, Skype

Drawing on already existing research and studies in the field of CMC including SNSs, the extent to which students are addicted to the various online media may be confirmed. The new generation of students masters the use of such cyberspaces, which became integral in their daily life activities. A recent study by Smith and Caruso (2010) found that nearly 90% of undergraduates use social network sites to communicate with their peers about topics related to their studies. As odd as it may seem, the findings of this study can be met in the entire world. In Algeria, for instance, youth are now creating

numerous educational pages and groups for the sake of providing and receiving new information concerning their studies. Indeed, students publish in these groups and pages many updates such as information concerning the registration procedures, lessons, makeup sessions, make-up exams, classroom announcements, contests, and even the marks of some courses and so many other publications. Thereby, one can be always updated on all that is happening without having to physically attend; all that you need is a Facebook account or any other account in the other SNSs.

Despite the feasibility of such SNSs; still, some teachers across the world refuse their use in educational contexts. The stark reality reveals that some Algerian teachers are also afraid of using SNSs inside their classrooms due to many issues, including distraction and inability to control their students. Remarkably, they do not even attempt to figure out if the use of such cyberspaces works out or not. One possible explanation is that some teachers are tech-illiterate, who show little if non-existent knowledge on the use of technology. To them, it would be much more challenging to work in an online-based environment. For that reason, they prefer to stick to the traditional way that they follow merely because it is risk-free, and they would rather remain in their comfort zone than adjusting to what today's classrooms are calling for (personal information: discussion at conferences).

2.3.2.2. Facebook as a sample of SNSs. Facebook is characterised by the simple to-use option, and it is almost a text-based form of CMC (the main concern of our study). It falls within the profile-based service that is organised around the users' profile pages (Communities and Local Government, 2008). Such a service enables people to create personal profiles through which they dimensionally connect, through posting status updates and notes, sharing videos, links, and photos, and so forth (Ryan, 2012; Tekobbe et al., 2012).

Academically speaking, Facebook is the most used SNS for educational purposes, and particularly in higher education (Kelsey & St.Amant, 2012). In the beginning, Facebook has been established for universities (Boyd & Ellis, 2007; Ryan, 2012). At that time, Facebook was designed by Mark Zuckerberg primarily for his fellow students at Harvard University (Baron, 2008; Bodomo, 2010; Kaplan & Haenlein, 2010; Hunt, Atkin, & Krishnan, 2012), and its use gradually reached most universities of the United States and Canada (Wikipedia, 2019). This brief historical account demonstrates the academic orientations of Facebook, and not only its social applications.

Facebook is currently the most frequently used online social network site (Kaplan & Haenlein, 2010; Tekobbe et al., 2012). It is a CMC medium that has gained popularity from both generations, digital natives and non-digital natives (Bodomo, 2010), and it allows its users to interact in an asynchronous mode of communication (one-to-one, one-to-many) without considering the "here" and "now" (Baron, 2008).

It is widely recognised that teachers should search for their students' preferences and start working accordingly. Because "many students spend much of their time connecting with others on Facebook" (Tekobbe et al., 2012, p. 95), "…liking or commenting on posts, or simply updating their own profiles" (Hunt et al., 2012, p. 188), educators must invest this occasion and "… seriously consider the potential pedagogical opportunities inherent in its use" (Tekobbe et al., 2012, p. 95).

2.3.2.2.1. Educational benefits of Facebook in EFL classes. Being a medium of CMC, Facebook can also be used for educational purposes. From an academic perspective, Facebook could enhance language learning (Godwin-Jones, 2008) by enabling an easy communication between instructors and students. Besides, it could foster the development of digital citizenship skills (Fordham & Goddard, 2013), and "a sense of community in language classrooms" (Blattner & Fiori, 2009, p. 19). Facebook has benefits for both

teachers and students.

- Benefits for EFL teachers

Nowadays' EFL teachers could greatly benefit from the Facebook potential services, within and beyond the classroom walls. Teachers are now able to extend the official time, focusing more on in-class discussions and engaging students in other activities outside the classroom boundaries (Fordham & Goddard, 2013; Cunha, van Kruistum, & van Oers, 2016). As the "successful mastery of a foreign language will depend to great extent on learners' autonomous ability both to take an initiative in the classroom and to continue their journey to success beyond the classroom and the teacher" (Zhu, Y., 2018, p. 27), Facebook practices can then help the teachers to foster the sense of autonomy inside and outside the classroom. Teachers could also keep in touch with their students in case they have to communicate some important educational issues (Bosch, 2009). They can "list a variety of official data such as the place and time of the class, office hours, email address, assignments, announcements, and can post documents and discussion topics" (Blattner & Fiori, 2009, p. 19). In most cases, Facebook has replaced the use of emails, telephones, and other related technological means as it can be used as a tool for gathering professional information (Kabilan, Ahmad, & Abidin, 2010).

- Benefits for EFL students.

EFL students also benefit from the diversified advantages of Facebook. Statistics revealed that Facebook has received the most sustained interest by the new generation of EFL students to be integrated as a supporting tool during the learning process, rather than any other SNS (Madge, Meek, Wellens, & Hooley, 2009). Due to the abundant number of educational services that this online environment offers, EFL students can benefit from various advantages include; (a) the easy connection with classmates (Blatter & Lomicka, 2012), (b) the development of some EFL students' language skills (Bosch,

2009), (c) the comfortable environment for those students struggling to learn in a face-to-face mode of learning, where the speed of the conversation is often too fast (Stacey & Gerbie, 2007). Therefore, students could now learn at their own pace without being frustrated by the various classroom's extraneous variables, including the teacher, the settings, the classmates, and so forth. Indeed, Facebook could provide sufficient support to prevent introvert students from being overwhelmed by various quandaries.

   2.3.3. Blended learning. As the present study is related to fusing some in-class activities (writing assignments) with some out-of-class practices (peer feedback) pursued basically on Facebook (online peer feedback), the concept of blended learning must be considered. Blended learning encompasses both synchronous and asynchronous online learning opportunities to better create a unique learning environment. According to Garrison and Vaughan (2008), blended learning is defined as "the thoughtful fusion of face-to-face and online learning experiences" (p. 5). They further add that this concept combines the strengths of each learning mode that are compatible with both the "context and the intended educational purpose" to "sustain vital communities of inquiry" (p. 5). Therefore, coupling the properties of both modes of communication, traditional and technological, goes beyond the capabilities of each separately (Garrison & Vaughan, 2008). Blended learning represents "an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning" (Thorne, 2003, p. 16).

   Blended learning has two types distinguished by Yoon (2011); they are named Weak Blended Learning (WBL) and Strong Blended Learning (SBL). WBL refers to learning that is based on both online and offline elements to "supplement each other, and the presence or the absence of one element is [neither] essential nor detrimental to the class." In contrast, SBL refers to the learning "where both online and offline elements are

necessary in the classroom, and they come together to construct meaningful and interactive environments" (Yoon, 2011, p. 239).

The current study, though, applies SBL for two main reasons. The first reason is that each learning orientation aims separately to accomplish a certain objective. While the second reason is that both orientations are equally important to reach satisfactory teaching and learning outcomes.

Conclusion

This chapter reviews some literature concerning several issues directly related to the current investigation. The review of literature provides the scaffold upon which the study scope is broadened.

The theoretical part is based upon three sections. The first section discusses some writing issues: definition, the difficulty of writing in EFL contexts, approaches to teaching writing, and the different types of writing, being indispensable elements of any written task.

The second section expounds on some prerequisite aspects of feedback, namely definition, types, modes, and web-enhanced feedback. Most importantly, some guidelines that any teacher can follow when introducing peer feedback in any language classroom; are also presented. These guidelines are considered fundamental procedures as students cannot proceed in such an activity without some pre-directives. In other words, without receiving some training, peer feedback would not be possible.

The third and the last section deals with CMC and mainly with some reviewed considerations related to its definition, modes, forms, and advantages in language teaching and learning. This part also explores the concept of SNSs from different perspectives, with an emphasis on Facebook. This section focuses on the role of SNSs and the educational advantages of Facebook in EFL classes. Most importantly, some previous studies and

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researches concerning the role of CMC as helpful tools in developing language learning

skills in this rapidly globalised world are accounted for.

CHAPTER III: RESEARCH METHODOLOGY

Introduction

This chapter provides a general overview of the methodological framework that this study is grounded on, in addition to the rationale behind each choice. It describes the research paradigm, the research design, the research instruments, the population, and the sample. It explains the different procedures of peer feedback training, lesson plan, and grouping the students of the experimental group. In addition, it presents the reliability tests of instruments. It also describes the peer review activity settings. Finally, it expounds the data analysis procedures, in terms of statistical tests, that help test the hypotheses and answer the research questions.

3.1. Research Paradigm

All research should be based on a particular philosophical assumption; i.e., researchers should first try to figure out the philosophical elements that govern their research, and they should firmly understand the beliefs that guide its practice (Leavy, 2017). Researchers should consider the epistemological issues concerned with accepted knowledge in research (Bryman, 2012). Accordingly, they should select the appropriate paradigm that helps them answer the research questions. A paradigm is "a worldview or framework through which knowledge is filtered; it is a foundational perspective carrying a set of assumptions that guides the research process" (Leavy, 2017, p. 11). In the literature, there are multiple paradigms that guide social research; however, this section briefly reviews the most popular research philosophies: positivism, interpretivism, and pragmatism.

Positivism, as first proposed by the French philosopher Auguste Comte (Cohen, Manion & Morrisson, 2018) is "an epistemological position that advocates the application of the methods of the natural sciences to the study of social reality and beyond" (Bryman,

2012, p. 28). Positivism is used to search for cause and effect relationships, so it is not affected neither by the investigation nor by the investigator; it relies on "… deductive logic, formulation of hypotheses, testing those hypotheses, offering operational definitions and mathematical equations, calculations, extrapolations and expressions, to derive conclusions" (Kivunja & Kiyuni, 2017, p. 30). On the flip side, positivism can be less successful in the context of classroom and schools, since when it comes to study the human behaviour, there is an "… immense complexity of human nature and the elusive and intangible quality of social phenomena contrast strikingly with the order and regularity of the natural world" (Cohen et al., 2018, p. 10).

An interpretivist paradigm, thus, comes to overcome that shortfall. This paradigm aims to "get into the head of the subjects being studied" by trying to understand "the subjective world of human experience" (Kivunja & Kiyuni, 2017, p. 33). It focuses on capturing the participants' viewpoints to socially construct and negotiate meanings (social constructivism) (Creswell, 2007). However, like the previous approach, interpretivism has its critics. Findings that stem from an interpretivist approach tend to lack reliability because of subjectivity. Indeed, the participants' interpretations of the world might be "contradictory" or even "inconsistent"; hence, interpretivism fails "to record and take note of trivial but often crucial pauses and overlaps which count towards giving accurate and balanced views about the aspect of social life under investigation" (Nudzor, 2009, p. 119).

Schisms within positivism and interpretivism are bridged by the so-called "pragmatism," which is seen as a combination of both stances that aims at balancing any potential weaknesses of each perspective separately (Nuzdor, 2009).

Thereafter, many questions have been raised; they are about how knowledge can be acquired, and how it can be experienced (Kivunja & Kiyuni, 2017). Answering such queries helped in positioning and contextualising the present research, in understanding the

epistemological stance of our paradigm. Thus, the nature of our experiment requires the use of a mixed-methods approach that stems from a pragmatist philosophy, which itself "opens the door to multiple methods, different worldviews, and different assumptions, as well as different forms of data collection and analysis" (Creswell, 2014, p. 11). Indeed, pragmatism helps to better answer the research questions and to better verify the research hypotheses by using multiple views that eventually lead to more valid results.

3.2. The Study Design

This research follows the quasi-experimental design to see whether or not Facebook comments would help improve the students' writing performances. Hence, the study opts for a pre-test− post-test non-equivalent group design, which is the most used one in educational research (Cohen et al., 2018). This design, however, indicates that participants are not randomly assigned to experimental and control groups (Fraenkel, Wallen, & Hyun, 2012; Cohen et al., 2018). As a matter of fact, this study follows the principles of such a design since it is difficult, if not impossible, to conduct a true experimentation in the field of language learning due to the complexity of human behaviours (Hatch & Farhady, 1982). However, the outcomes of this design "are still compelling, because they are not artificial interventions in social life and because their ecological validity is therefore very strong" (Bryman, 2012, p. 56).

While conducting this study, a number of research steps were monitored to ensure an accurate investigation. Table 5 clearly shows the sequence of the different steps followed before, during, and after the intervention.

Table 5

Procedures of data collection

Phase	Step	Tool	Time	Objective
The Pre-interventional Phase	Step 01	Piloting the study instruments	Five weeks	-To guarantee authentic outcomes.
	Step 02	Pre-questionnaires. (Teachers and students)	Two days	-To get an in-depth insight into the participants' perceptions and attitudes.
	Step 03	Teachers' interview	30 minutes per each	-To get as closer as possible to what the teachers really hold concerning teaching writing.
	Step 04	Piloting the intervention	One month	-To measure the intervention effectiveness.
	Step 05	Piloting the scoring scale	One day	-To test its reliability.
	Step 06	Placement Test	90 minutes	-To place the students at the general writing level and at the right level in each component.
	Step 07	Classroom Observation	14 sessions (21 hours)	-To get in-depth information concerning the students' level in every single component.
	Step 08	Pre-test (experimental and control groups).	One day	-To measure the students' writing performances before the intervention.
	Step 09	Pre-training	Four sessions (6 hours)	-To raise the students' awareness toward the peer feedback activity.
	Step 10	Peer feedback training	Four weeks, three hours per each (12 hours)	-To help the students improve the quality of their feedback.
The Interventional phase	Step 11	Lessons	Four hours and 30 minutes (270 minutes)	-To make the students able to cope with the different aspects of writing (organisation, grammar, and mechanics).
	Step 12	Online peer feedback through Facebook (the four progress tests)	Seven weeks and three days	-To investigate the effect of Facebook peer feedback on developing students' writing performances.
The Post-interventional Phase	Step 13	Post-test (experimental and control groups)	90 minutes for each group	-To measure the students' writing performances right after the intervention.
	Step 14	Post-interview (experimental group)	One hour	-To get an in-depth insight into the intervention results.

The table shows that the process of data collection is fulfilled through three main phases (the pre-interventional phase, the interventional phase, and the post- interventional phase) where both quantitative and qualitative data collection instruments are used. The

main purpose behind this combination is to deeply understand the phenomenon under investigation (Cohen et al., 2018), as one method by itself is insufficient "to address the research problem or answer the research questions" (Creswell, 2012, p. 535), and because one method will "only yield a partial understanding of the phenomenon being investigated" (Cohen et al., 2018, p. 32).

In such a way, this study is predominantly quantitative in nature (quasi-experimentation); however, some qualitative aspects (interviews and open-ended questions of the questionnaires) are applied to further validate the quantitative data, to best answer the research questions, and to confirm the research hypotheses. Consequently, the mixed-methods approach seems to be appropriate due to its feasibility in collecting and analyzing data.

3.3. Population and the Sample

3.3.1. Population. The targeted population N includes all second-year LMD students registered in the academic year 2019/2020 in the Department of Literature and the English Language at Tebessa University. The population contains (N=200) students; their age varies from 18 to 31 years old.

The rationale behind choosing second-year students of English lies in, several reasons. First and foremost, the aim is to enhance the students' paragraph writing and not essay writing, being primarily the first step that should be logically acquired and that precede essay writing. The essay writing itself is believed to be less complex compared to paragraph writing, as coined by Oshima and Hogue (2006) who claimed that "writing an essay is no more difficult than writing a paragraph except that an essay is longer" (p. 56); i.e., if a student can succeed to write a good paragraph, s/he can write a good essay (Oshima & Hogue, 2006).

The second motive for selecting second-year students is that they have dealt with

paragraph writing during the second term of their first-year, yet superficially, but they still have prior knowledge about it. Hence, this population seems homogeneous as the students share the same learning background due to studying the same Written Expression course.

Next, the first-year students of English are only concerned with acquiring the basics of paragraph writing in the second term. Therefore, it would be neither ethical to disregard the given syllabus nor practical to deal with paragraph writing during this year, especially since paragraph writing requires relatively a long time and thorough teaching and learning procedures. Thus, first-year students are not recommended. Third-year Licence students are also excluded because they are likely concerned with essay writing. Thus, little could be expected from both levels concerning the present study's research aim.

Concerning the second-year Written Expression syllabus (see Appendix D), it is based on the process approach of writing with its different stages (see Section 1, Chapter II, Pages 21-27). Hence, it is congruent with the main concern of this study, being peer feedback, which itself is often considered a key feature of the process approach (see Section 1, Chapter II, Page 27). Thus, the ministerial syllabus is in accordance with the study's perspectives.

The last reason to consider is firmly related to time. Since paragraph writing is recommended to be meticulously taught during the first term of the second-year, which is often much longer than the second term. It would be then adequate to investigate the effect of the online peer feedback through Facebook on developing the students' writing over this period of time.

It can be said, therefore, that the reasons stated earlier make this population likely representative.

3.3.2. The sample. It is neither possible nor desirable to study the whole population; that is why a sample seems to be a manageable version of the whole

population. A sample is the core focus of the main research enquiry (Kumar, 2011). Accordingly, since it is unattainable to study every single student of the whole population (*N=200*), sampling is, therefore, the only way that helps select only a few students. As this research follows the quasi-experimental design, randomisation is not feasible to assign students to the intended groups, for the principles of this design call primarily for selecting the natural social setting that already exists in reality (Campbell & Stanley, 1963). The quasi-experimental design allows no full control over some extraneous variables, including mainly "the scheduling of experimental stimuli (the when and to whom of exposure and the ability to randomize exposures) which makes a true experiment possible" (Campbell & Stanley, 1963, p. 34). Therefore, a "full experimental control" is absent in this study since it aims to work "out of the laboratory and into the operating situation" (Campbell & Stanley, 1963, p. 34), yet that design is still "an alternative to the laboratory experiment" (Cohen et al., 2018, p. 402).

In response to the quasi-experimental principles, the most adequate sampling method is the non-probability sampling, which does not follow the theory of probability during the selection of participants (Kumar, 2011). In this case, convenient sampling is the most feasible technique as it "consists of those persons available for the study […] because of administrative limitations in randomly selecting and assigning individuals to experimental and control groups…" (Best & Khan, 2006, p. 19).

This sampling technique selects whoever happens to be available (Cohen et al., 2018). However, previous discussions in the literature do not highly recommend it in research because of the sampling errors that might occur. Hence, due to this potential bias, "results that derive from convenience sampling have known generalisability only to the sample studied. Thus, any research question addressed by this strategy is limited to the sample itself" (Bornstein, Jager, & Putnick, 2013, p. 361). Accordingly, it is important to

note that this study is mainly limited due to availability restrictions and to administrative conformity, which made the convenience sampling technique the only possible option at hand.

Thus, the sample subjects are already existing intact groups. They are 38 students in each group; the experimental group (*n=38*) consisting of nine males and 29 females, and the control group (*n=38*) consisting of seven males and 31 females. The former group receives the intervention, while the latter undergoes the traditional Written Expression courses. The design is better explained in Figure 8.
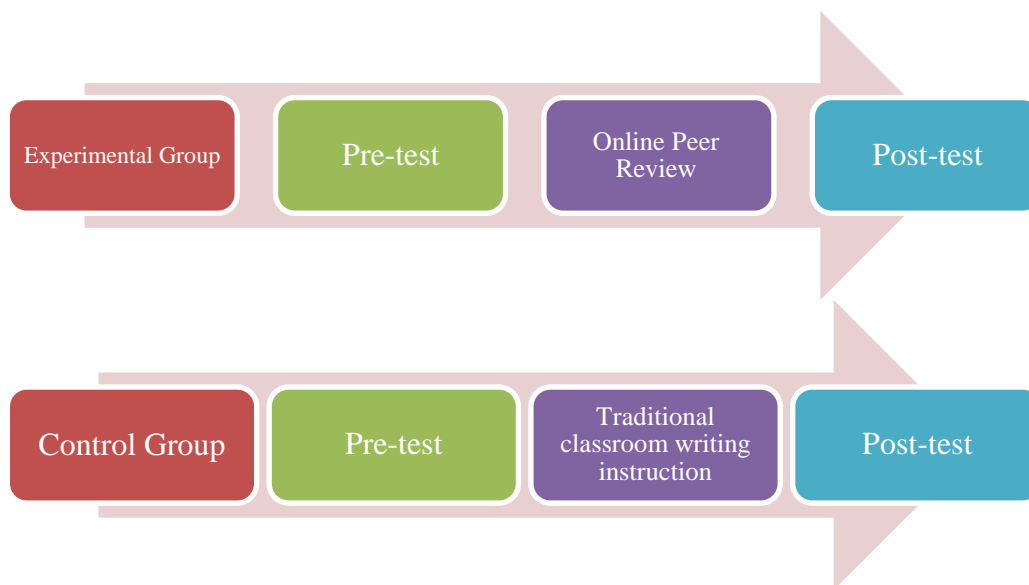
Figure 8. The pre-test− post-test non-equivalent group design

3.4. Informed Consent

From an ethical standpoint, getting participants' agreement is necessary before the intervention. In other words, we need "to ensure that participants are fully aware of the purpose of the research and understand their rights" (Bell, 2005, p. 44). Concerning the experimental group members, their consent was obtained (see Appendix E) to participate in this study. They were informed that the study's aims are basically for educational purposes; i.e., there is no risk in being part of this research, and the data of the study remain highly confidential and anonymous and do not affect their tutorial class grades.

ONLINE PEER FEEDBACK AND ITS EFFECT ON THE WRITING SKILL

3.5. Description of the Study Instruments

  3.5.1. Description of the questionnaires. According to Brown (2001), questionnaires are

    any written instruments that present respondents with a series of questions or

    statements to which they are to react either by writing out their answers or selecting

    from among existing answers. Questionnaires are particularly efficient for gathering

    data on a large scale basis. (p. 6)

  While conducting questionnaires, researchers usually include some suggestions to guide the respondents' answers (Brown, 2001). This data gathering tool may provide "…structured, often numerical data, able to be administered without the presence of the researcher and often comparatively straightforward to analyse" (Cohen et al., 2018, p. 471). For this reason, questionnaires are good instruments for needs analysis (Creswell, 2012).

  3.5.1.1. Teachers' questionnaire. The teachers' structured questionnaire (see Appendix A) is primarily designed to identify the teachers' viewpoints concerning the teaching of Written Expression; it sought to obtain information as far as the existing problems that usually hinder second-year university students are concerned, the time allotted to teaching writing, and so forth. The questionnaire is administered to six teachers from the Department of Literature and the English Language at Tebessa University.

  The questionnaire is composed of three sections, and it contains 16 questions. Section One, labelled "general information" with questions from one to three, aims to know the teachers' position, their teaching experience, and if they have already taught the Written Expression module for second-year university students. Section Two, named "the writing skill" with questions from four to 11, inquires, respectively, into (a) the kind of writing the teachers are required to teach in the second-year, (b) assessment of their

students' writing performances, (c) teachers' satisfaction with the given syllabus, (d) students' involvement in out-class activities, (e) the use of feedback in writing classes, (f) teachers' satisfaction with the time allotted to teaching writing, (g) the common difficulties that usually face second-year students, and the causes behind their weaknesses (time, lack of practice, the syllabus, or the lack of feedback). Section Three "the educational use of technology," consisting of questions from 12 to 16, invite the teachers to (a) rank their familiarity with the use of technology, (b) grade their use of technology inside the classroom, (c) categorise the use of the technological gadgets in education, (d) choose the appropriate SNS in teaching, describe their agreement toward the use of SNSs for educational purposes, and (e) give some suggestions concerning the use of SNSs as tools assisting students' writing performances.

   3.5.1.2. Students' questionnaire. Due to some students' absenteeism at the very beginning of the academic year, 190 students from the whole population returned the questionnaire. The students' structured questionnaire aims at eliciting the students' opinions concerning the writing skill. It is divided into four sections including 14 items of different types: open-ended questions, close-ended questions, yes/no questions, ranked questions, scaled questions, and multiple-choice questions (see Appendix B).

   Section One labelled "personal information," includes two questions concerning the respondents' age and gender. Section Two labelled "the writing skill," encompasses three questions. Question Three is concerned with the students' most interesting language skill. Question Four seeks to identify the students' current level in writing, and Question Five casts around recognising the students' writing problematic areas. Section Three labelled "peer feedback," is devoted mainly to identify the students' knowledge concerning the concept of feedback in general and peer feedback in particular. Therefore, Questions Six, Seven, and Eight aim (a) to elicit students' agreement to receive feedback from their peers,

from their teachers, or none of them, (b) to figure out students' comfort during a peer review activity, and (c) to expound the usability of their peers' suggestions for refinement purposes. Section Four, entitled "Social Network Sites," consists of six questions (from nine to 14). These questions try to depict the students' use of SNSs, and their frequency use, the most used SNS, and the form used when using such a web forum (textual, oral, or both). In addition, it seeks to discern the participants' possession of smartphones, computers, or any other electronic devices, and the availability of Internet connectivity (either mobile data or Wi-Fi). This section also tries to unveil the students' viewpoints concerning learning through the SNSs.

3.5.2. Description of the interviews.

3.5.2.1. Teachers' interview. The interview (Appendix C) was carried out with two Written Expression teachers. In practical terms, we were aiming to conduct it with more than two teachers; however, due to many constraints, including time constraints and the teachers' busy schedule, it was not possible to conduct it with more than two. This interview encloses four structured questions.

The first question, "what kind of difficulties do you mostly encounter when teaching writing?" aims to reveal the difficulties that usually appear in EFL writing classes. The aim behind the second question, "in your opinion, at which stage of writing do your students have a great problem?" is twofold: first, to confirm if the teachers are using a peer review strategy in their writing classes, and second, if they do so, which stage is the most problematic. The third question, "do you usually involve your students in a collaborative writing environment?" seeks to figure out if the teachers promote their students' learning in a social atmosphere. The fourth question, "are there any suggestions you could offer to the students to overcome their writing deficiencies?" tries to gain some useful suggestions that could be used during the intervention and from which the students

could benefit.

    3.5.2.2. Students' interview. The students' interview (see Appendix F) is a structured focus group interview, which is compatible with the study's prime aim to support social interactivity. Through such interviews, more reliance is directed to group interaction rather than to individualistic viewpoints. Doing so guarantees, to some extent, the participants' interaction with "… each other rather than with the interviewer, such that the views of the participants can emerge – the participants' rather than the researcher's agenda can predominate" (Cohen et al., 2018, p. 532). They would rather "make additional comments beyond their own original responses as they hear what other people have to say," yet they "… need not agree with each other or reach any kind of consensus. Nor is it necessary for people to disagree." Nonetheless, what matters most is to get "high-quality data in a social context where people can consider their own views in the context of the views of others" (Patton, 2015, p. 696).

    Prior to conducting the focus group interview, two criteria have been considered: the size of the focus group and the homogeneity of interviewees. First, the focus group interview is carried out with 10 volunteer students, which is considered a typical number in such kinds of interviews (Chrzanowska, 2002; Kvale, 2007; Krueger & Casey, 2015; Patton, 2015). It can be seen that the focus group size is small enough so that all participants could have an equal opportunity to share their perspectives, and it is quite large so a diversity of perceptions can be obtained (Krueger & Casey, 2015).

    Second, the focus group interviews should be composed of participants who possess certain characteristics in common (Krueger & Casey, 2015). Therefore, the homogeneity of interviewees is crucial. Accordingly, the interviewees seem homogeneous to provide insightful information about how they perceived the online peer response activity as they share some commonalities. For example: taking the same tests, receiving

the same procedures concerning the peer feedback training and classroom instructions (lessons and in-class activities), and taking part in the same online peer response activity. The focus group interview lasted about 60 minutes, which is considered to be "a reasonable cost" (Krueger & Casey, 2015, p. 28).

The interview consists of seven questions, classified into two main sections. The first section sheds light on *"the students' experience with Facebook peer review."* Question One in this section, "how do you describe your peer review experience on Facebook?" aims to unveil the students' perceptions toward the use of Facebook during a peer review activity. Question Two, "what kind of difficulties have you encountered during peer reviewing on Facebook?" detects the obstacles that the students faced during the process of online peer feedback, which might hurdle the flow of such an activity. Question Three, "to what extent has Facebook contributed to minimise some barriers that usually appear in a face-to-face peer response activity?" highlights whether Facebook could reduce some common problems that the students usually face in a non-web environment. The second section is entitled *"the potential benefits of online peer response in writing classes."* Question Four in this section "what did you learn when reviewing your peers' writing output?" expounds if the students were availing when trying to review their peers' written work. Question Five; "did you find it helpful when your peers evaluate your writing?" confirms if the students had benefited from each other's suggestions and if their peers' suggestions were helpful and insightful enough. Question Six, "which one is more beneficial, when evaluating, when being evaluated, or both?" determines whether the students were benefiting from others' mistakes, or others' comments concerning their own work, or both. Question Seven, "which writing component do you most develop during the online peer review?" unravels how using Facebook helped the students' writing in terms of developing its different components.

3.5.3. Description of the syllabus. The second-year Written Expression syllabus in the Department of Literature and the English language at Tebessa University is composed of five essential writing areas: (a) paragraph writing, (b) the writing process, (c) the five-paragraph essay, (d) style and clarity, and (e) types of essays. The first term is mainly devoted to paragraph construction, wherein the students are supposed to deal with the writing processes and the different steps that writers should go through to produce a coherent paragraph. The second term is devoted to the basics of producing essays, the types of essays, the five-paragraph essay, and the style and clarity of essays. The intervention has been conducted during the first term to abide by the given syllabus.

3.5.3.1. Instructional materials (lessons plan). Findings from both teachers' and students' questionnaires reveal that the most problematic writing components are organisation of ideas, content, grammar rules, and mechanic conventions. Such aspects are the focal points during the tutoring activity, so students of the experimental group are not expected to master them. Thus, a series of lessons is designed to help them build an elementary understanding as far as the different conventions of such aspects are concerned.

The teaching procedures set up for each lesson are not similar, for each lesson has its own method, timing, procedures, and rationale (Appendix G). Briefly, the following considerations reflect the rationale behind the design of the lessons:

• First, based on an understanding of the students' basic needs (Richards & Renandya, 2002), it was found necessary to create some lessons that can effectively helped us to produce the desired teaching and learning outcome.

• Second, managing to overcome those existing problems has kept the study objectives safe, because, without appropriate and careful planning, the peer feedback activity could not have been run out at any point in time.

Concerning the component "content," it has been focused upon throughout the whole term, as it is part of the syllabus.

3.5.4. Description of the intervention. The principles of the main study are similar to those applied in the pilot study; however, as the period is longer, and the number of participants is larger, some refinements have been made to further ensure the success of the concept.

During the pilot study, the e-moderator (the teacher) found new members who did not belong to the group, yet they did not take part in the peer review activity; however, they were not concerned with the group activity. Thus, it was decided to fix some confidential parameters in the Facebook group dedicated solely to the experimental group, which was created on November 12th, 2019, by the teacher herself (Figure 9).
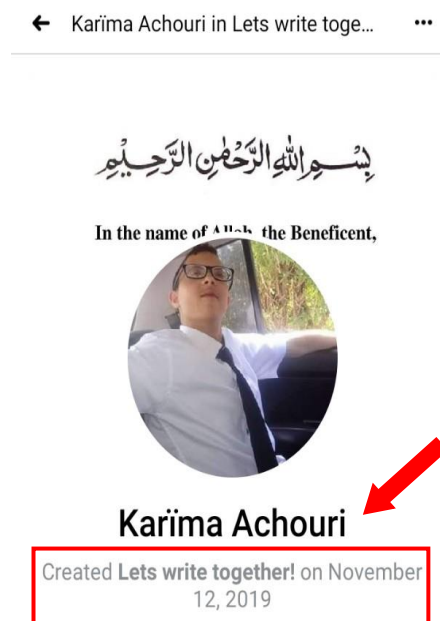
Figure 9. The educational Facebook group creation date

This educational group was made private and hidden (secret) (Figure 10), as opposed to that of the pilot study which was visible to everyone and anyone could find it. The created group is under a cloak of invisibility where no external users can search for it or request to join it. Thus, to limit access for the intended Facebook members only

(experimental group members), the teacher added their delegate to the group, who herself had added her classmates since she had all their Facebook accounts, as they already had a Facebook group in common (a group where they post any updates concerning their studies, make-up sessions, lessons, tutorial grades, presentations, administrative notes, and so forth). The students' joining requests were approved only by the admin (the teacher herself), who was the only one approving them. Such measures offer the students a kind of digital privacy, which is nearly the same privacy in a face-to-face classroom environment, where no external students can have access to each others' classrooms. As such, the students take the situation more seriously.
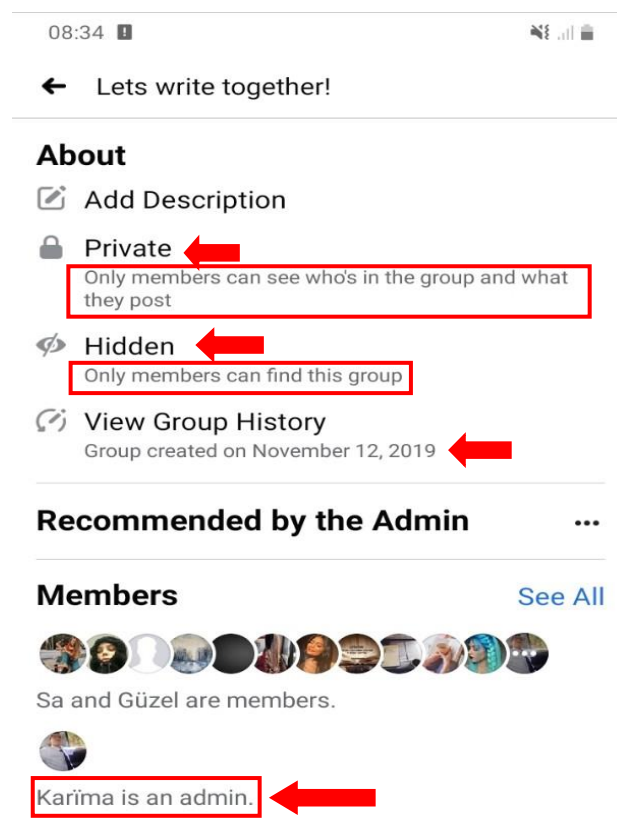
Figure 10. A Screenshot of the intervention educational group information

Along with the verbal clarification and other procedures (peer feedback training) addressed to the experimental group members, a description and further guidelines (Appendix H) were posted on the wall of the Facebook group to remind the participants of the course aims.

As teaching within a blended learning approach of education requires "providing more flexible learning opportunities" (Allan, 2007, p. 2), students of the experimental group were given a flexible period of time as an opportunistic way to join the group. This opportunity is attributed to the Internet access, scholastic occupations, and other daily life commitments. Those students were given nearly two weeks to join the educational group, starting from November, 15th to November, 27th (Figure 11).
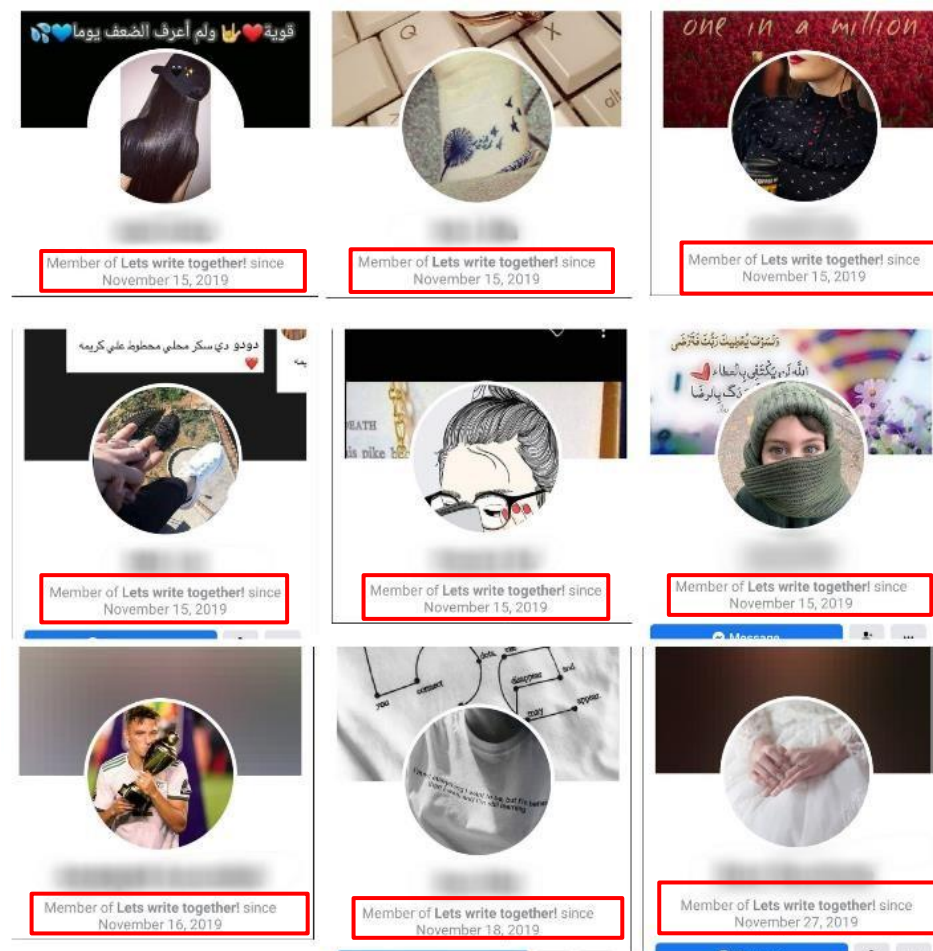
Figure 11. A screenshot of the students' dates of joining the group

After the given period of time, almost all the students had successfully become members of the same community, except two female students who did not join the educational group merely because they did not have Facebook accounts due to some personal situations (their husband's and fiancé's refusal of having a Facebook account);

thus, they were excluded from participating in the intervention. All in all, the total number

of the educational group members is 38 students (Figure 12).
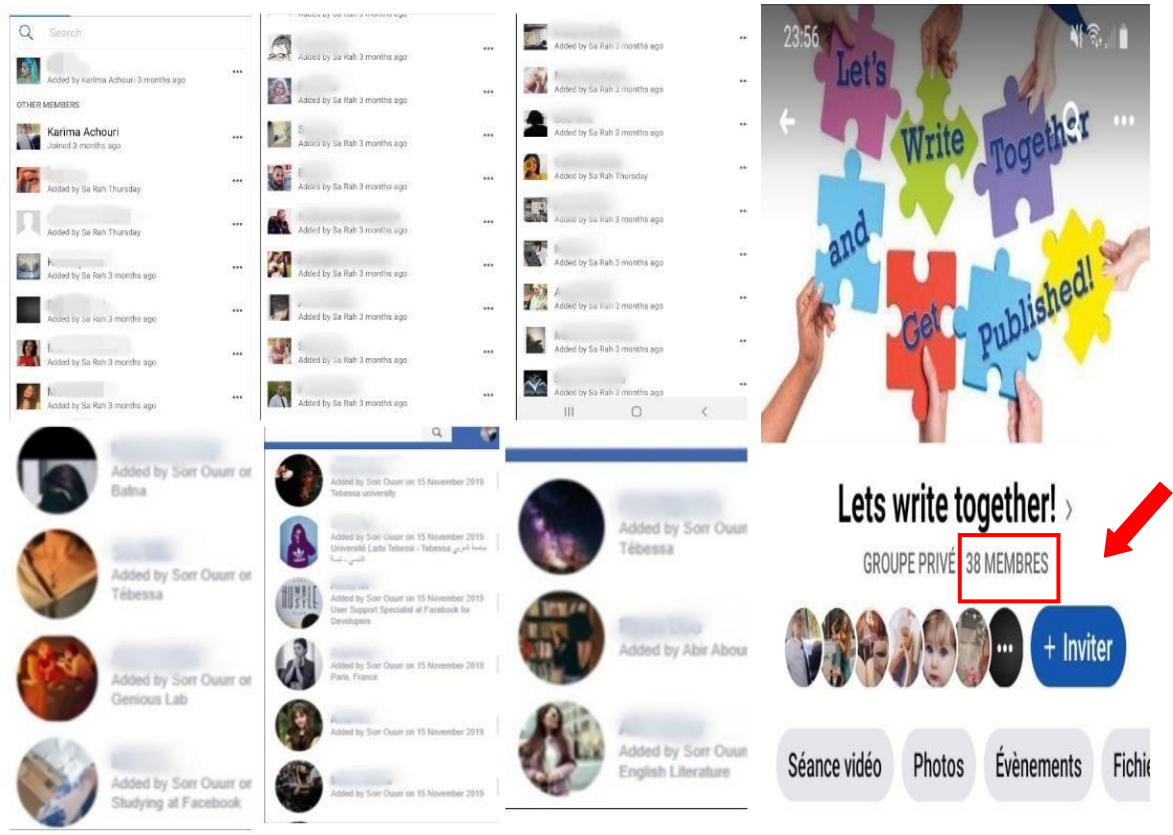
Figure 12. A screenshot of the educational Facebook group members

3.5.5. Description of the tests (pre-test, progress tests, and post-test). Since the

teacher researcher is responsible for teaching the students under investigation, there were

not any difficulties during the administration of tests, as all of them were given on regular

scheduled sessions. First, a pre-test (Appendix I) was designed for both control and

experimental groups to test their initial level in writing, and right after the end of the

intervention, both groups took a post-test (Appendix I) to assess their writing progress to

compare the results of both groups.

After teaching the different stages of the writing process (drafting, revising, editing,

and publishing), students of the experimental and the control group started taking the

progress tests. The four progress tests (Appendix I) have tackled different subjects

intentionally assigned by the teacher to help the students to get accustomed to writing about a diversified range of topics. The progress tests have been set under the same conditions; they all lasted approximately 75 minutes to 90 minutes, and they all took place in the classroom to eliminate any possible external help, such as the use of the dictionary, the use of the different web search engines, or the use of any other kinds of help that might affect the students' writing authenticity.

The progress tests of the control group are scored depending on the students' first drafts, for they did not go through the different writing stages. However, each progress test administered to the experimental group took four basic stages: (a) drafting, where a first draft was written by the students in the classroom, and published by the teacher later on Facebook, (b) revising, where the students made commentaries concerning the two writing components (content and organisation), and accordingly, the refined paragraphs were published again for (c) editing, in which the students focused on grammar and mechanics, after which (d) publishing the final copy took place (Appendix J). Each stage of writing spanned four to seven days, so starting from the first step to reaching the final version of writing lasted approximately 13 days per each progress test as shown in Figure 13 and better explained in Figure 14.
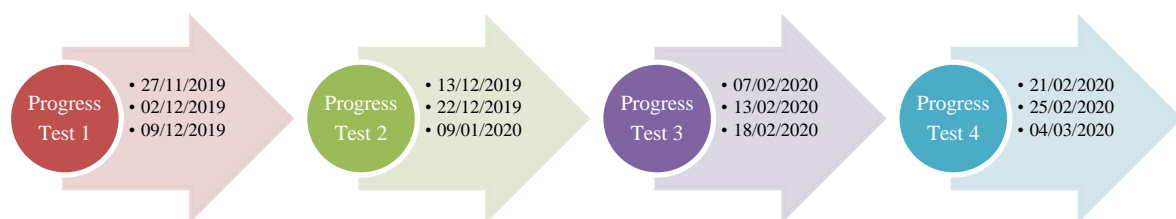
Figure 13. The interval time of the four progress tests
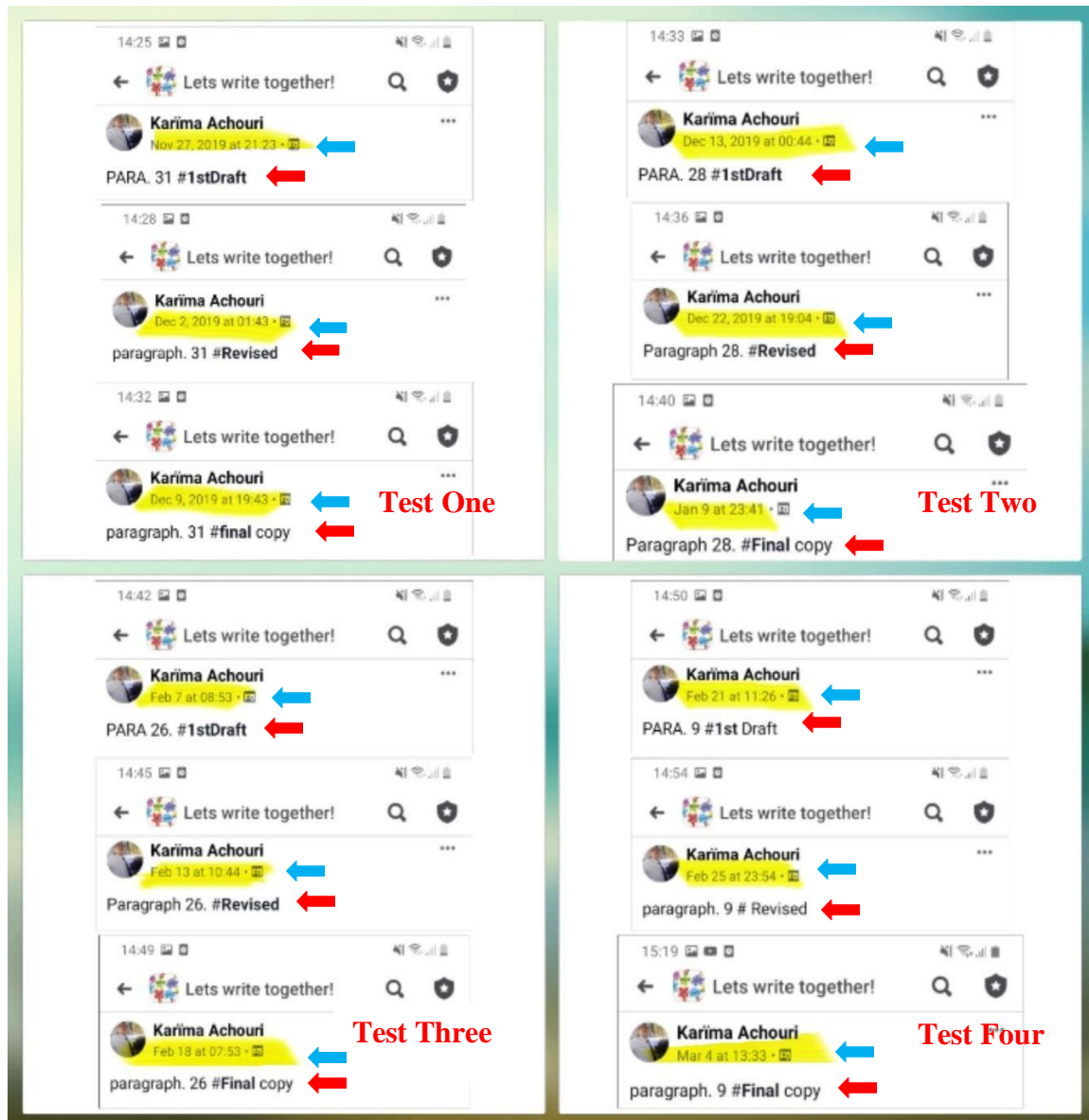
Figure 14. Screenshots of the interval time of the four progress tests

Each time, after collecting the students' paragraphs, the teacher published them on Facebook after rewriting them herself (Appendix K). The main objective behind such a step was a precautionary measure against students' attempts to proofread their writings by running the automatic spelling and grammar checker on their devices, especially that both grammar and mechanics are among the writing components under investigation. Besides, publishing shots of the students' handwritten papers was avoided to preclude problems of misunderstanding, especially that some students had bad handwriting. Retyping the paragraphs was, then, an adequate option. Moreover, publishing the paragraphs by the

teacher had supported anonymity, which is considerably recommended in peer review activities.

After publishing the first drafts on the educational Facebook group, the students proceeded with the second stage in the process of peer review (revising). Once they refined their work according to their peers' suggestions, they moved to the third stage (editing). The deadlines were set out with due regard to their academic commitments. Students were restricted with deadlines that are very important to manage online-based classrooms as the traditional ones (Stephenson, 2002).

Monitoring students in a distant learning mode requires some technological practices to control the learning situation to ensure a more rigorous learning environment. Turning off commenting was, then, a practical option to disable students from commenting after the deadline. Thus, once the deadline reached an end in the stages of revising and editing, no one could have access to commenting on the assigned paragraphs (Figure 15).
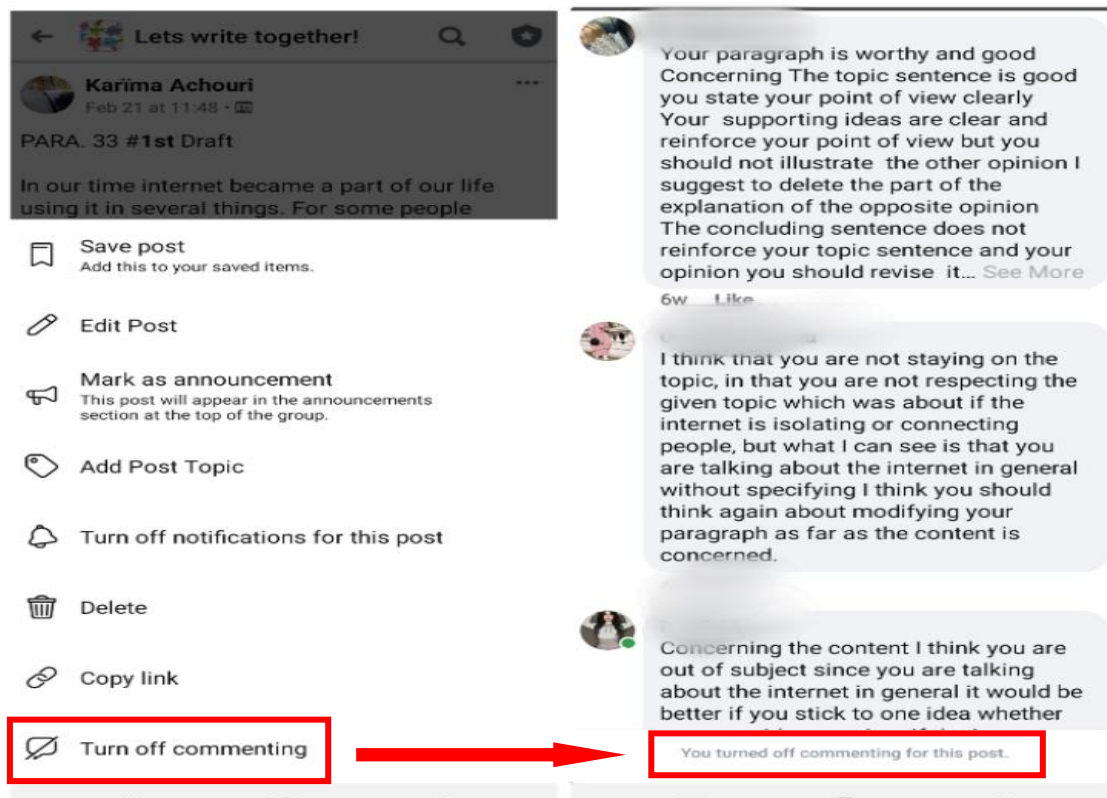
Figure 15. Turning off commenting

3.5.6. Description of the scoring scale. Students' paragraphs are analytically scored using an analytical scoring scale adapted from Jacob et al. (1981) (Appendix L). Scripts are assessed on the basis of the four writing components: organisation, content, grammar, and mechanics. Each writing aspect is rated up to four levels: (a) very poor, (b) fair to poor, (c) good to average, (d) excellent to very good; and each level has been numerically scored from 0 to 5 points.

The choice of this scoring scale is justified by its usefulness for non-native language students who are more likely to show "a marked or uneven profile across different aspects of writing" (Weigle, 2002, p. 120). Yet, this scoring scale is criticised mainly because it takes longer than other scoring scales (Weigle, 2002); however, in our case, we have not been affected by such a limitation as the number of participants is moderate.

3.6. Piloting the Study Instruments

Before administering any research instruments to the target sample, a pilot test is of paramount importance. In this regard, Oppenheim (1992) claims that "every aspect of a survey has to be tried out beforehand to make sure it works as intended" (p. 47). In this study, piloting encompasses pre-questionnaires (both teachers and students), the intervention (online peer reviewing through Facebook), teachers' interview, students' interview, the scoring rubric (the evaluation grid), the pre-test, the progress tests, and the post-test.

3.6.1. Piloting the questionnaires. After designing the questionnaires, they have been tested on a small group of students and teachers before their final distribution. This procedure is highly recommended by a number of scholars and researchers, such as Light, Singer, and Willett (1990), Oppenheim (1992), Weir and Roberts (1994), Best and Khan (2006), Dörnyei and Taguchi (2010), and many others. This pretesting attempt may help

the researchers to check the "feasibility" (Kumar, 2011) of instruments in use, to identify problems (Dillman, Smyth, & Christian, 2014), such as "lack of discrimination in the questions" (McDonough & McDonough, 1997, p. 177), and to measure the validity, the reliability, and the authenticity of the questionnaire, as pointed out by Cohen et al. (2018), who claim that "piloting the questionnaire would help the researchers to check its validity, clarity, readability, eliminate ambiguities, to identify irrelevant items and so on" (p. 471). Doing so reveals if the created questions are yielding the expected data.

3.6.1.1. Teachers' questionnaire. Many researchers, among whom Best and Khan (2006) claim that "… colleagues and experts in the field of inquiry may reveal ambiguities that can be removed or items that do not contribute to a questionnaire's purpose" (p. 324). Indeed, experts "…rate the instrument in terms of how effectively it samples significant aspects of its purpose, [and] providing estimates of content validity" (p. 324). Accordingly, the questionnaire is piloted with two Written Expression teachers, and in accordance with their suggestions, some questions have been reformulated before the final distribution.

3.6.1.2. Students' questionnaire. It was piloted with a group of 15 students who are nearly similar to the target sample (Bell, 2005; Mertens, 2010) in some characteristics, including age and educational profile. The sample of 15 students is much more appropriate as "the use of statistical analyses with samples less than 10 is not recommended" (Hill, 1998, p. 3). Most often, "samples with N's between 10 and 30 have many practical advantages" (Isaac & Michael, 1995, p. 101), such as the clarity of instructions and the ease of calculation.

With regard to the time factor, piloting data gathering tools is usually done "to test how long it takes recipients to complete them" (Bell, 2005, p. 147). Generally, the appropriate length of any questionnaire is seen to include a maximum of four pages (Dörnyei & Taguchi, 2010). Indeed, the students' questionnaire consists of four pages,

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which makes it adequate. To confirm its appropriateness, the participants were observed during the completion of the questionnaire items, to measure the time spent.

Table 6

The questionnaire accomplishment time

Time	Participants	Percentage
1 Hour	00	0%
30 min	04	26.66%
25 min	04	26.66%
20 min	04	26.66%
15 min	03	20%
Total	15	100%

Table 6 clearly demonstrates that none of the participants exceeded 30 minutes, which is often seen as a convenient "completion limit" (Dörnyei & Taguchi, 2010, p. 12) and appropriate length that does not affect the participants' readiness to answer, since most students are reluctant toward participating in long questionnaires.

Another consideration when piloting questionnaires is dissecting potential pitfalls concerning wording, which might be ambiguous (Dörnyei & Taguchi, 2010). Participants were asked about any existing problems as far as clarity is concerned (Table 7).

Table 7

Clarity of the questions

Answers	Number	Percentage
Yes	08	53.33%
No	07	46.66%
Total	15	100%

Results from the table show that the majority of the participants (53.33%) have some problems concerning some items, which have been reformulated as follows:

• Question Four was "rate your current level in writing?" and it becomes "how would you categorise your current level in writing?" (your skills in writing English paragraphs).

• Question Five had an ambiguous choice (the sixth choice). Hence, more details are

added between parentheses to make the choice clearer.

• Question Six was "check one statement that best describes your answer," and it becomes "read the following statements and tick in (✓) the box that best describes your answer."

While undertaking the questionnaire, students were struggling with open-ended questions; they had many queries such as: how to answer these questions? Is it possible to skip those questions? and so many other inquiries. Hence, some open-ended questions became optional[8] so that the students freely answer them.

After such refinements, the time of the questionnaire is more adequate and appropriate, and students' deterrence from answering such a kind of questions is reduced; even if they refrain from doing so, they would answer in a hasty way (McDonough & McDonough, 1997; Mertens, 2010; Cohen et al., 2018).

3.6.1.3. Piloting the questionnaires with Cronbach's Alpha. First, Cronbach's Alpha is "a measure of reliability and, more specifically, internal consistency" (Cresswell, 2012, p. 606). The alpha's coefficient value is approximately between 0 and 1; whenever values move towards 1, the rate of reliability is effectively high, and whenever they reach 0, the rate of reliability is low (George & Mallery, 2016) (see Table 8). Accordingly, the coefficients of reliability of the questionnaires are, therefore, calculated.

Table 8

Measurement of Cronbach's Alpha, the coefficient of reliability

>0.90	**very highly reliable**
0.80 0.90	**highly reliable**
0.70 0.79	**reliable**
0.60 0.69	**marginally/minimally reliable**
<0.60	**unacceptably low reliability**

Source. Cohen et al. (2018, p. 774)

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[8] We had only two optional questions and they do not harm our objectives from the questionnaire.

As far as the reliability coefficient of the questionnaires are concerned, Cronbach's Alpha on the set of variables (questions) is reliable enough; i.e., the questionnaires measure what was intended to be measured. Tables 9 and 10 show the reliability of the teachers' and students' questionnaires, respectively.

Table 9

Reliability coefficient of the teachers' questionnaire

Variables (sections)	Number of questions	Cronbach's Alpha
1.General information	03	,781
2.The writing skill	09	,935
3.The educational use of technology	06	,852

Table 10

Reliability coefficient of the students' questionnaire

Variables (sections)	Number of questions	Cronbach's Alpha
1.Personal information	02	,769
2.The writing skill	03	,833
3.Peer feedback	04	,768
4.Social Network Sites	06	,789

Cronbach's Alpha values on the set of variables are up to (0,60), which is the low reliability coefficient (see Table 8, Page 94). Thereupon, a high level of internal consistency exists in both questionnaires.

3.6.2. Piloting the interviews. Both teachers' and students' interviews have been also piloted. Hence, further refinements were made to avoid any issues that may emerge during the interview.

3.6.2.1. Teachers' interview. As interviews take a great deal of time, and as it was really difficult to have more than one teacher, the teachers' interview was piloted with that available teacher only, who had been verbally informed about our intentions before conducting the interview. She was informed about "the purpose of the study, the amount of time that will be needed to complete the interview, and plans for using the results from the

interview" (Creswell, 2007, p. 134). At this stage, the major plan was to measure the validity and the reliability of the designed questions. After undertaking the interview, some modifications were made, such as reformulating the second question, which was too broad, in a way that catches the teachers' understanding, and that gets reliable answers.

    3.6.2.2. Students' interview. Students' interview was also piloted with five students. Right after, the researchers made the necessary changes to ensure the clarity of the questions and their appropriateness in terms of measuring the intended concept; and the time they took to respond to the researcher.

    3.6.3. Piloting the intervention. As a preliminary step toward conducting a research study, a small-scale study, or as called by Teijlingen and Hundley (2002, p. 33) a "mini version of a full-scale study," is required. A pilot study helps researchers to gain more insights about their studies, as it may "… give advance warning about where the main research project could fail, where research protocols may not be followed, or whether proposed methods or instruments are inappropriate or too complicated" (Teijlingen & Hundley, 2002, p. 33).

    This pilot study was conducted to highlight the conditions under which we aimed to work, and to identify the problems that might occur during the implementation of the intervention, which in turn allowed us to make further adjustments. It was also carried out to measure the extent to which peer feedback could be successful in an online mode of communication, and the workability of Facebook during a peer response activity.

    3.6.3.1. Procedures of piloting the intervention. The first step toward a peer review activity is familiarising students with such an activity, so at this stage, training is highly required. Students of the pilot study were intensively trained along with two sessions, three hours per each. Afterward, the teacher created a Facebook group on September, 18th 2019 named "Let's write" (see Appendix M). After the participants had

joined this group, all the drafts were published (see Appendix N). After that, students were asked to make some commentaries on each others' writing by adhering themselves to the given guidelines already published on the group wall and abiding by the given components that should be commented on at each stage of writing. Students made some refinements in accordance with their peers' comments and suggestions during the three steps of drafting, reviewing, and editing (see Appendix O), until a final version of their writing was published.

The pilot study lasted for one month from September 18th, 2019 to October 18th of the same year. Opting for such a period is attributed to many circumstances, such as the students' academic occupation, daily life commitments, and the teacher's busy schedule. The participants took a pre-test before being exposed to the intervention, a progress test, and a post-test right after.

3.6.3.1.1. Participants of the pilot study. The use of a web-based tool in this study does not necessitate classroom settings, except for the sessions devoted to the peer feedback training and the tests (pre-test, progress test, and post-test). Students of this small-scale study voluntarily participated without any administrative commitments, and they were verbally informed about the study objectives. They are 10 students (four males and six females) from the same population (see Appendix P). It is a relatively small number; however, it is "… always advisable to conduct a pilot experiment with a small group of subjects" (Verma & Mallick, 1999, p. 97). Moreover, this number of students seems appropriate and sufficient merely because it would be hard to control a large number of students in a distant learning environment, especially that we do not teach those students personally.

During the pilot study, the students' age, gender, writing level, and knowledge concerning the concept of peer feedback were not quite focused upon, for the prime aim

was to check the utility and the feasibility of peer feedback on Facebook. Meanwhile, any unexpected conditions that may appear, and that could negatively affect the forthcoming study proper, were being checked.

3.6.3.1.2. Piloting the pre-test, the progress tests, and the post-test. To ensure further authenticity to the study, all the tests (pre-test, progress tests, and post-test) were piloted using Cronbach's Alpha to check their reliability and consistency (Tables 11, 12, 13, 14, 15, 16).

Table 11

The pre-test reliability test

Reliability Statistics	
Cronbach's Alpha	N° of Items
,776	4

Table 12

Progress Test 1 reliability test

Reliability Statistics	
Cronbach's Alpha	N° of Items
,803	4

Table 13

Progress Test 2 reliability test

Reliability Statistics	
Cronbach's Alpha	N° of Items
,761	4

Table 14

Progress Test 3 reliability test

Reliability Statistics	
Cronbach's Alpha	N° of Items
,798	4

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Table 15

Progress Test 4 reliability test

Reliability Statistics	
Cronbach's Alpha	N° of Items
,843	4

Table 16

The post-test reliability test

Reliability Statistics	
Cronbach's Alpha	N° of Items
,808	4

The tables indicate that the coefficient of Cronbach's Alpha varies between (α= .77, α=.80, α=.76, α=.79, α=.84, and α=.80), which implies that all tests have a high level of internal consistency, for the higher the score, the more reliable the generated test is.

3.6.4. Piloting the evaluation grid (scoring profile). The evaluation grid was tested as well; some selected samples from the target population took a written test, and based on their scores, Cronbach's Alpha coefficient was calculated (Table 17).

Table 17

Reliability test of the evaluation grid

Reliability Statistics	
Cronbach's Alpha	N° of Items
,829	4

Table 17 illustrates that the scoring profile, which consists of four items (organisation, content, grammar, and mechanics), is internally consistent as α (,829) is near to 1 rather than to 0, which is a high level of reliability.

3.7. Peer Review Training

Before the peer review training took place, a pre-training stage had been conducted as is recommended by many researchers. For instance, Rollinson (2005) claims that thoroughly explaining the activity objectives may raise the students' awareness of the

value of peer response, and it can help teachers to ensure students' readiness to be involved in such a social experience. This stage was quite difficult, especially when convincing some of the participants to accept that "… their peers are qualified to act as substitutes for the teacher, and critique their writing" (Rollinson, 2005, p. 26).

Since we are teaching EFL students, we cannot expect a successful and reliable peer feedback activity unless adequate training takes place. Following the footsteps of previous researchers in the area of peer evaluation, intensive peer feedback training sessions were conducted at the very beginning of the academic year during six weeks (12 sessions; i.e., 18 hours). The training sessions were chunked into three main phases: (1) Min's (2006) in-class modelling, (2) evaluation checklist, and (3) Hansen and Liu's (2005) Linguistic strategies.

3.7.1. Min's (2006) in-class modelling. Modelling is considered to be an important step in group work, especially if the students have never dealt with such social activities (Mangelsdorf, 1992; Brown, 1994). Following Min's modelling, the teacher discussed with the experimental group members some former paragraphs (written by themselves). She made an in-class demonstration to show them how to respond to a piece of writing using a four-step procedure (Appendix Q). To start with, the teacher addressed some questions to the writer to explain his/her intention, such as "by giving these reasons, do you mean….." This type of question raises the student's awareness that, during a peer feedback activity, they may simply ask for clarification to guide the writer to adequately refine a certain writing issue. Second, in locating the source of the problem, questions like "I think when comparing the two concepts, you have lost the flow of organisation" emphasises a problem of organisation. Third, the students were also informed that another complementary step, explanation, is required when identifying the problematic area to convince the writer to respond to their suggestions, because without "solid reasoning, even

good suggestions are likely to be ignored" (Min, 2006, p. 123). As the last step, the students were taught how to provide practical suggestions, by supplying some examples such as "if you are trying to say that forced marriage is… you can simply say that…" (personal examples used during the peer review training).

After a full demonstration, small groups of students were formed for practice, in which they had followed Min's four-step procedure. In the end, students were provided with a handout containing some rules and laws (Appendix R) by which they should abide during the forthcoming peer review activities.

3.7.2. Evaluation checklist. As has already been mentioned in Section 2 (Chapter II, Page 50), it is not advisable to comment in a chaotic way without focusing on particular aspects of writing; commenting should better be, more **"*focused.*"** The students under investigation were, then, trained to comment on the most problematic components that have been recognised in previous research steps (organisation, content, grammar, and mechanics), on the basis of which a revising checklist (Appendix S) is designed and given to the students, as recommended by many researchers (Berg, 1999; Hansen & Liu, 2005; Chen, 2010). The checklist embeds a number of useful questions that, once answered, help the students to understand the criteria of each aspect of writing and to figure out any potential problems. For example, in a question like "[does the writer] provide enough background information? Is it relevant/necessary?" (Appendix S), the student would check the relevance of the paragraph's content to the assigned topic, wherein irrelevance necessarily urges commenting accordingly.

3.7.3. Hansen and Liu's (2005) Linguistic strategies. As part of peer review requirements, expressing suggestions and commentaries is firmly related to appropriate language use. As the participants of the current study are EFL students, they may encounter some language deficiencies while expressing their thoughts. Drawing on Hansen

and Liu's (2005) concept, students of the experimental group were provided with a list of sentence starters (Appendix T). Such a list helps students not to get bored of being involved in such a social activity because of their limited vocabulary, and it avoids most of the language difficulties they usually commit when attempting to respond to each others' work.

3.8. A Sample of the Online Peer Review Process

In the online setting, a closer examination of the students' commentaries revealed their commitments to Min's peer feedback four-step procedure. Figure 16 demonstrates the way the students tried to get further explanations about what seemed ambiguous. They were asking for clarification to urge their peers to clarify their intention as a way to refine their works.
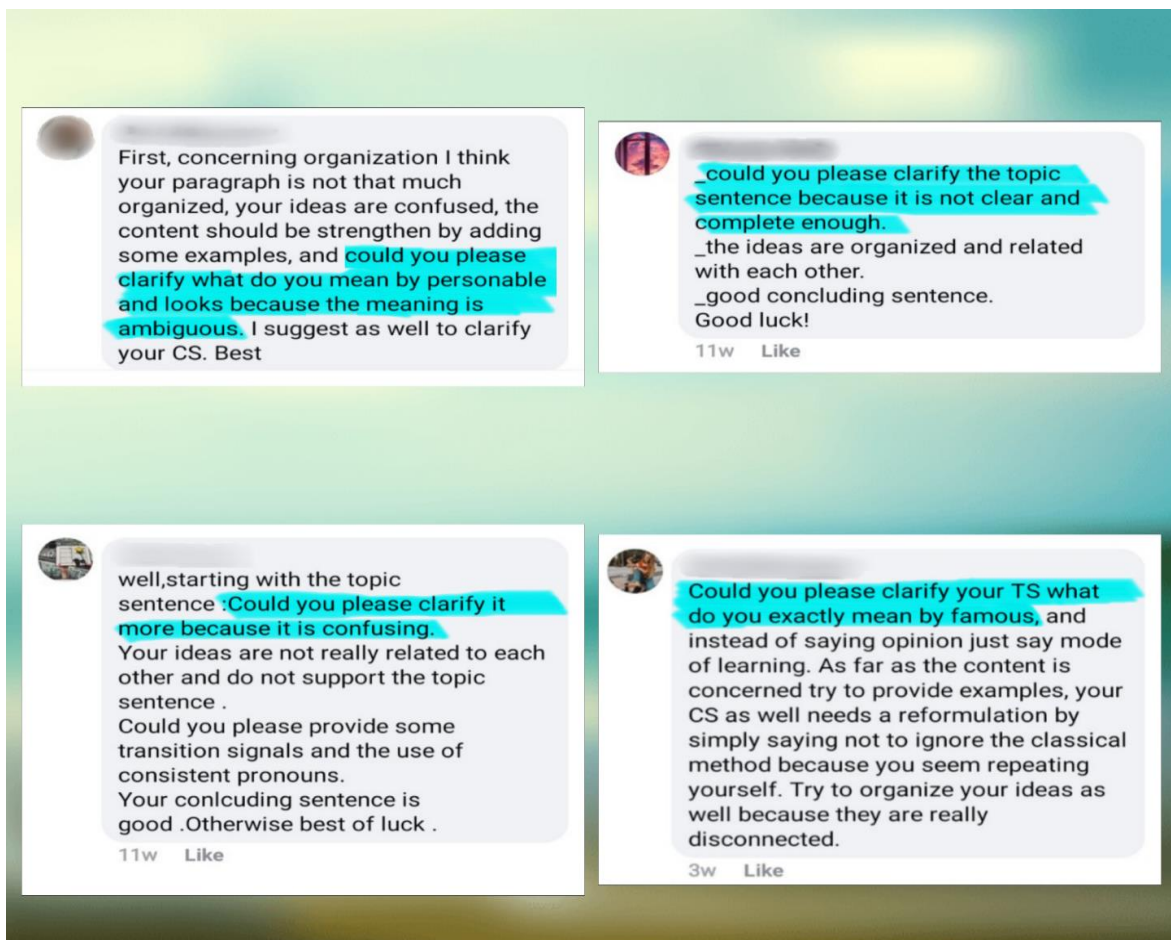
Figure 16. Samples of the peer reviewing process (clarification step)

In the identification step, students attempted to locate the problematic area, either a sentence or a confused idea. In this way, they helped the writer to be aware of the existing problem. Figure 17 better exemplifies the concept.
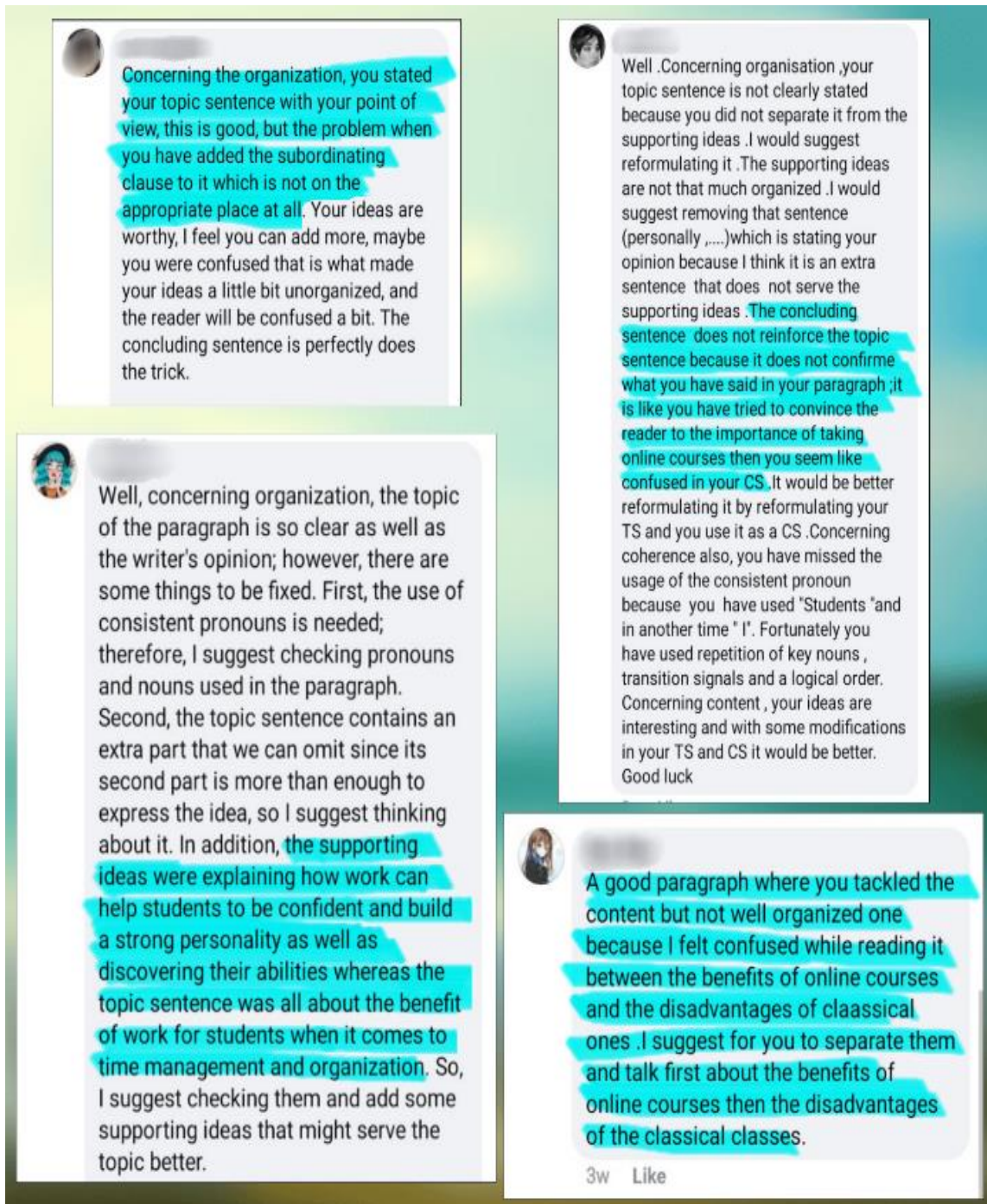
Figure 17. Samples of the peer reviewing process (identification step)

In the explanation step, the students' commentaries became more persuasive. Figures 18 and 19 reveal how reviewers (students) provided their peers with thorough

explanations concerning why they thought that certain aspects of their writing were causing a problem.

Figure 18. Samples of the peer reviewing process (explanation step "1")

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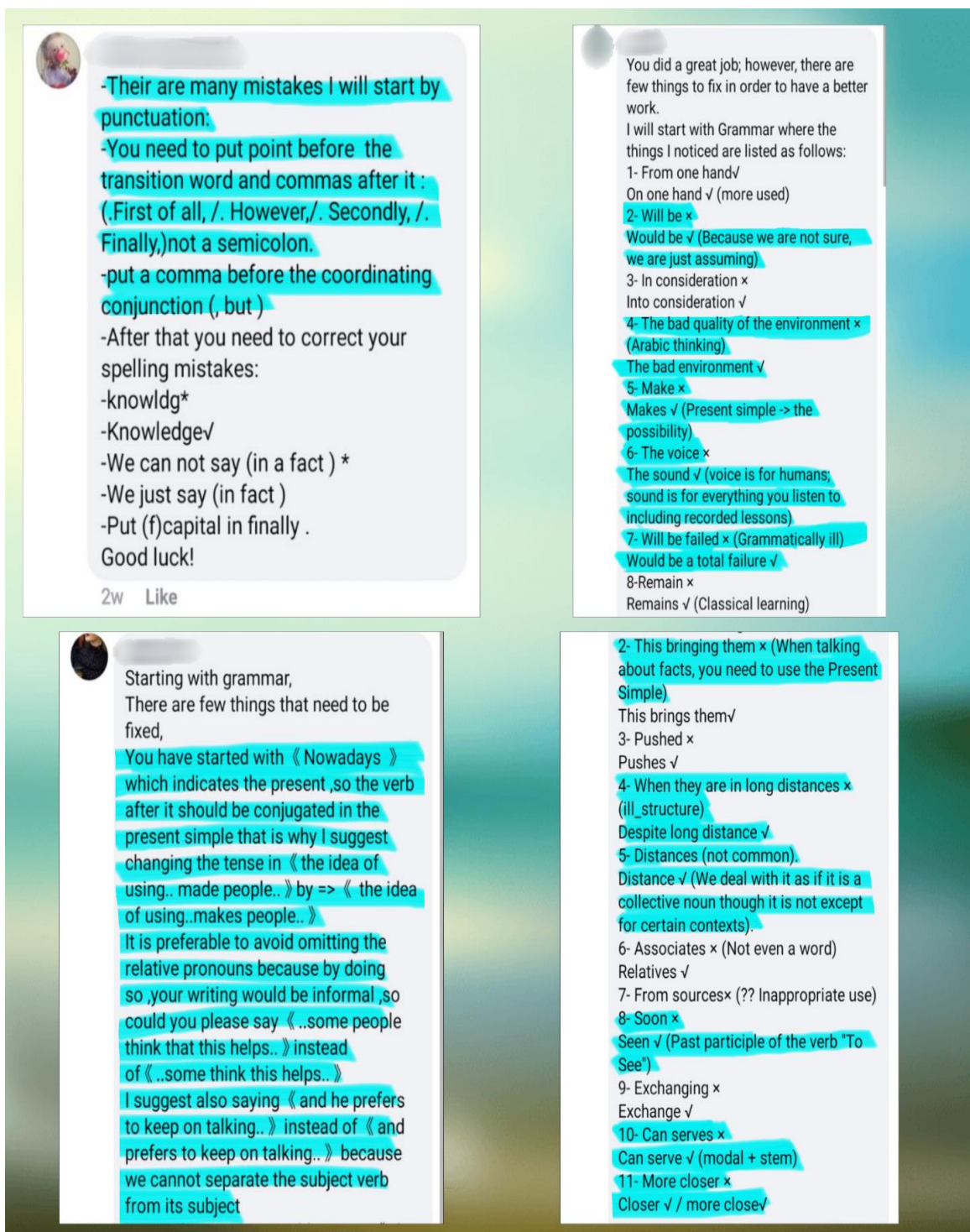
Figure 19. Samples of the peer reviewing process (explanation step "2")

As the last step in Min's peer feedback procedures, students suggested some examples that might be used to adjust their peers' expressed ideas or words. Figure 20 demonstrates the different suggestions given by the students to their peers as ways to treat the areas that needed some refinements.
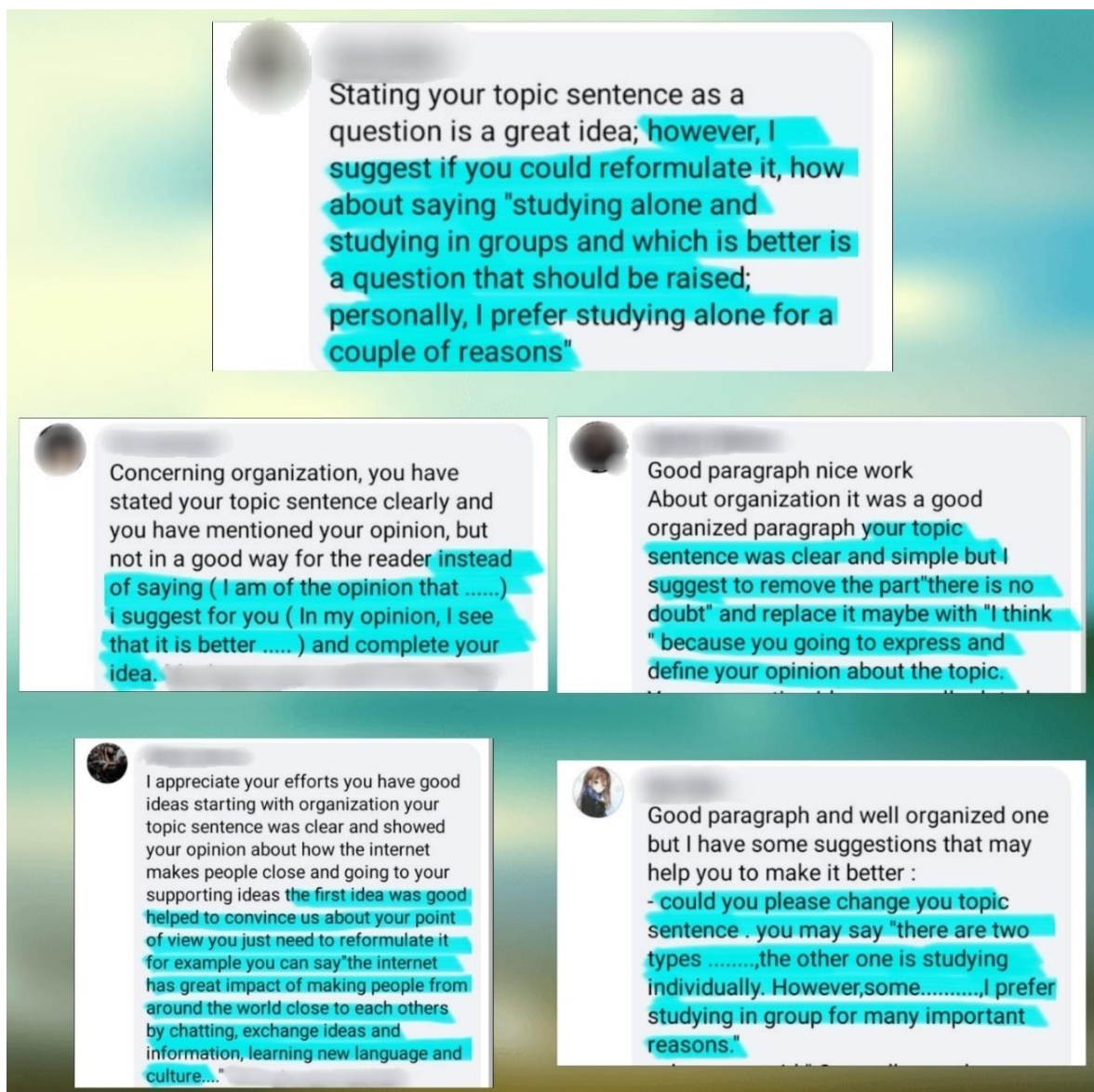
Figure 20. Samples of the peer reviewing process (suggestion step)

It can be seen that Min's steps are interrelated, as the achievement of each one separately requires the function of the next one. For example, after locating the problematic area, be it a grammatical problem, an organisational issue, or a content problem, the nature of the problem should be thoroughly explained. Right after, workable solutions to those problems are suggested. Hence, each step is important for the accomplishment of the peer review process.

3.9. Grouping Students of the Experimental Group

As a further step in the intervention, each student of the experimental group is

supposed to comment on a number of paragraphs, for we aim at providing each written paper with a fairly equal opportunity of being revised and edited.

Therefore, students are divided into groups of five, which tend to be more manageable (Brown, 1994; Rollinson, 2005; Sackstein, 2017). Given the assumption that, during a peer review activity, members of the same group should vary in terms of intellectual abilities, heterogeneous grouping is then a feasible strategy. Indeed, weak students can rely on advanced peers who are seen as a source of information (Esposito, 1973; Liu & Hansen, 2002). Hence, within the same group, there must be students with a high level of competency over a particular skill, and others who are weaker in that skill (Sackstein, 2017). Such considerations further confirm that a peer response activity is consistent with Vygotsky's ZPD as there is "a more capable peer who assists the others in learning a new concept and, thus, helps the other students develop within the zone" (McCarthey & McMahon, 1992, p. 31). Therefore, groups are formed accordingly.

However, grouping students heterogeneously is not an easy task, for much time is needed to classify the students' levels. First, a placement test was administered at the beginning of the academic year after identifying the problematic areas that need improvement (organisation, content, grammar, and mechanics); to place the students' at the right level in each writing component. Besides, since the teacher researcher was a Written Expression teacher in the Department of Literature and the English Language at Tebessa University, she had access to the students' previous year scores (the first-year scores) wherein their global profiles indicated different scales: lower-level students, average-level students, and upper-level students.

Furthermore, deciding where to place each student is also correlated with the pre-test and a structured classroom observation (Appendix U). The observation was conducted during the classroom written tasks during which the students' oral skills were excluded;

i.e., only writing aspects were taken into consideration (organisation, content, grammar, and mechanics). It lasted nearly two months before the intervention took place. In the observation grid, the writing components are classified from 0 to 5; where 0 stands for very poor and 5 stands for very good. The use of a structured observation is attributed to our belief that it can serve as a feasible way to directly observe the frequency of the predefined variables (the writing components) by each participant (Given, 2008). The observation coupled with the placement test established comparisons of the students' scores in every single component.

In the end, a list of students was structured according to the three learning profiles: lower-level, average-level, and upper-level students.

3.10. The Rationale behind Working through Web 2.0 Applications

3.10.1. Some parameters. Introducing web 2.0 services inside the classroom requires taking into consideration the teachers' and students' characteristics and the nature of the teaching and learning context to make a final decision about what kind of web 2.0 applications should be used. These parameters help in planning teaching activities within a web-based sphere (Benson & Brack, 2010) to fit the teachers' plan, to meet the students' requirements, and to go hand in hand with the teaching and learning context. Accordingly, to narrow the choice of the appropriate web 2.0 application that best provides solid grounds for the present study, these parameters have been followed.

3.10.1.1. Characteristics of the teachers. requires a competent teacher vis-à-vis his/her familiarity with technology use. The teacher's familiarity with the daily life use of technologies is crucial since it has an impact during the planning process (Benson & Brack, 2010). A tech-illiterate teacher needs some technological training or assistance to proceed within the process, which is not the case of the researcher of the present study, for she does not need any training as she is skilful with the use of technology.

3.10.1.2. Characteristics of the students. In educational technology, much concern is given to the generational factors and preferences for learning through technology, which is the reason why a number of cut-off dates have been identified to differentiate between generations (Benson & Brack, 2010). As the participants under investigation are digitally homogeneous, in the sense that they are all digital natives, they can easily engage in an online mode of teaching and learning.

3.10.1.3. The nature of the teaching and learning context. Understanding the teaching and learning context is equally important to the aforementioned criteria, because without recognising any contextual variables, further steps during teaching may be influenced. Internet connectivity is one example of contextual variables, especially in an online mode of teaching. Thus, it is highly recommended to consider what network access students have (Benson & Brack, 2010). Accordingly, the questionnaire administered at the beginning of the study embeds a question concerning whether the students have WI-FI connectivity or they use mobile data. Their answers reveal that most of them have mobile data, and this has kept us safe since the students can have Internet access everywhere.

Generally, these aspects scaffold the use of technology in classrooms, yet we have to ascertain other parameters to decide on the used web, being web 2.0 tools.

3.11. The Rationale of Selecting Facebook as an Educational Cyberspace

Although recognised as being tools for social interaction (Madge, Meek, Wellens, & Hooley, 2009; Stirling, 2014), SNSs are also made for educational purposes (Benson & Brack, 2010), especially at the tertiary level (Falahah & Rosmala, 2012). Particularly, since Facebook is under the scope of SNSs, we have been motivated to use it merely because it is "a vital tool for teaching and learning in the 21st century and for making education more social." Thus, with the possibility of creating a Facebook group, students are enabled "to discuss tasks among themselves […] collaborate and learn from each

other" (Fordham & Goddard, 2013, p. 2). Besides its appropriate use in education, Facebook can also help us attain our objectives because of its asynchronous nature.

In more practical terms, the researchers emphasised two aspects: (a) whether the students have already used the technological tools that the researchers aim to work with (Benson & Brack, 2010), and (b) how fast the Internet connectivity is. Concerning the first aspect, the students under investigation are familiar with the use of Facebook, and they have even dealt with the concept of Facebook groups (Chapter III, Page 85); not as we aim, though, but the parameters remain the same (posts, comments, notifications, etc.). Accordingly, no training sessions toward its use are scheduled. Concerning the second aspect, as Internet access, is one major contextual variable, it should be mentioned that both speed and connectivity play an important role in determining the quality of the web-based teaching and learning process, so if both are far from satisfying, online teaching and learning could not be successfully achieved. Fortunately, Facebook does not need broadband Internet access; i.e., stable and fast Internet connectivity is not so required. In Algeria, for instance, the use of Facebook can be free as some telephone operators offer free access to it (called *Facebook Zero*). So, one can get access to Facebook without any data charges, and even if there are charges, they are at significantly lower prices as it offers low-cost services.

Thus, in case students of the experimental group cannot afford an Internet access to Facebook with data charges, they still can afford it without subscribing to a 2G, 3G, or 4G Internet plan (Figure 21).
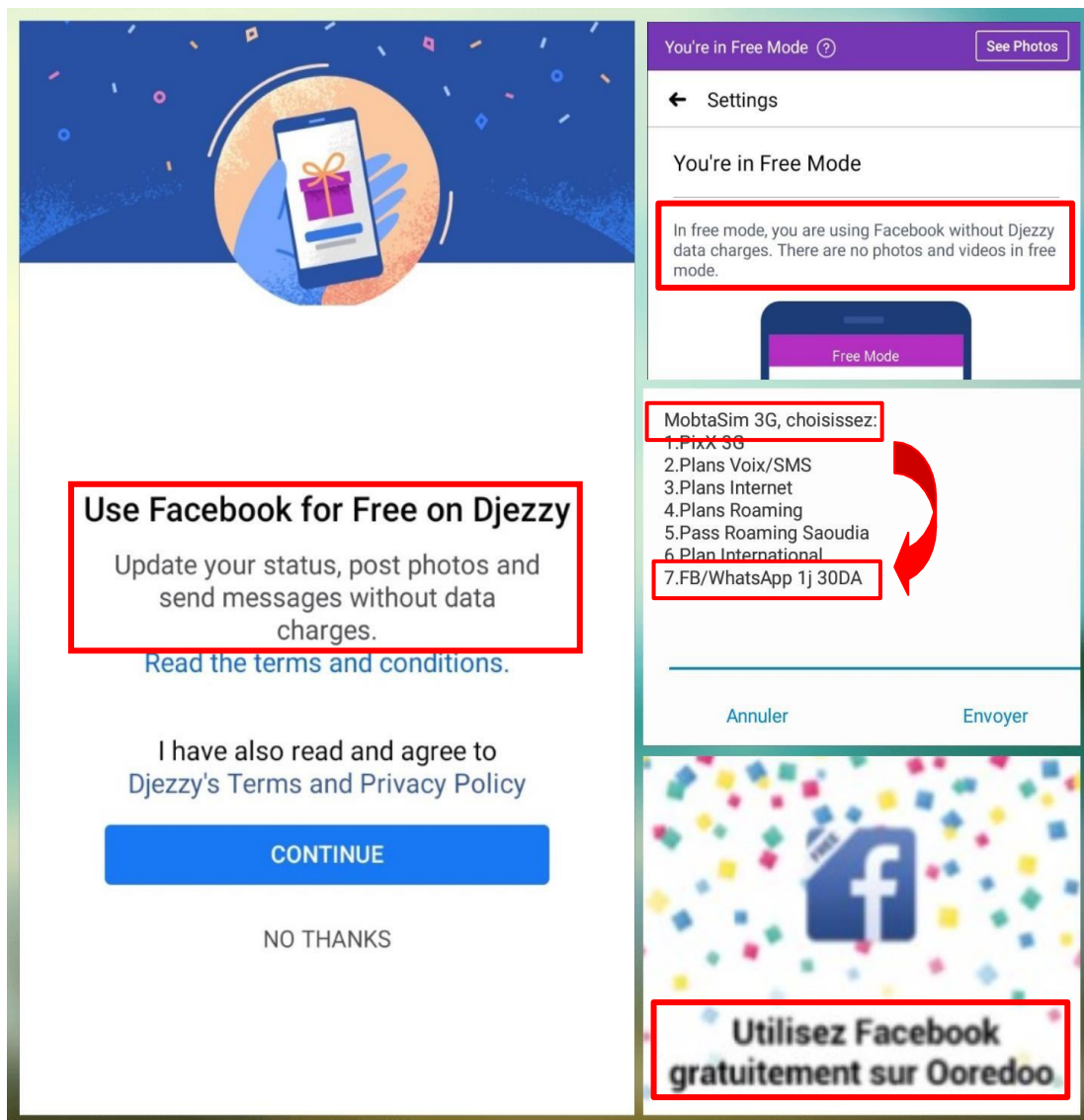
Figure 21. Screenshots of the free access option to Facebook in different telephone operators

3.11.1. Practical tools of Facebook. Teaching in a blended learning environment requires a set of procedures: (a) setting rules inside and especially outside the classroom borders to better control the students' activities, (b) checking the students' participation and involvement, and (c) expressing favourable judgments of the students' achievements (their feedback in our case).

Owing to some options available on Facebook, we were able to remotely control the participants' engagement to keep the group healthy and organised (Figures 22, 23, 24, and 25).
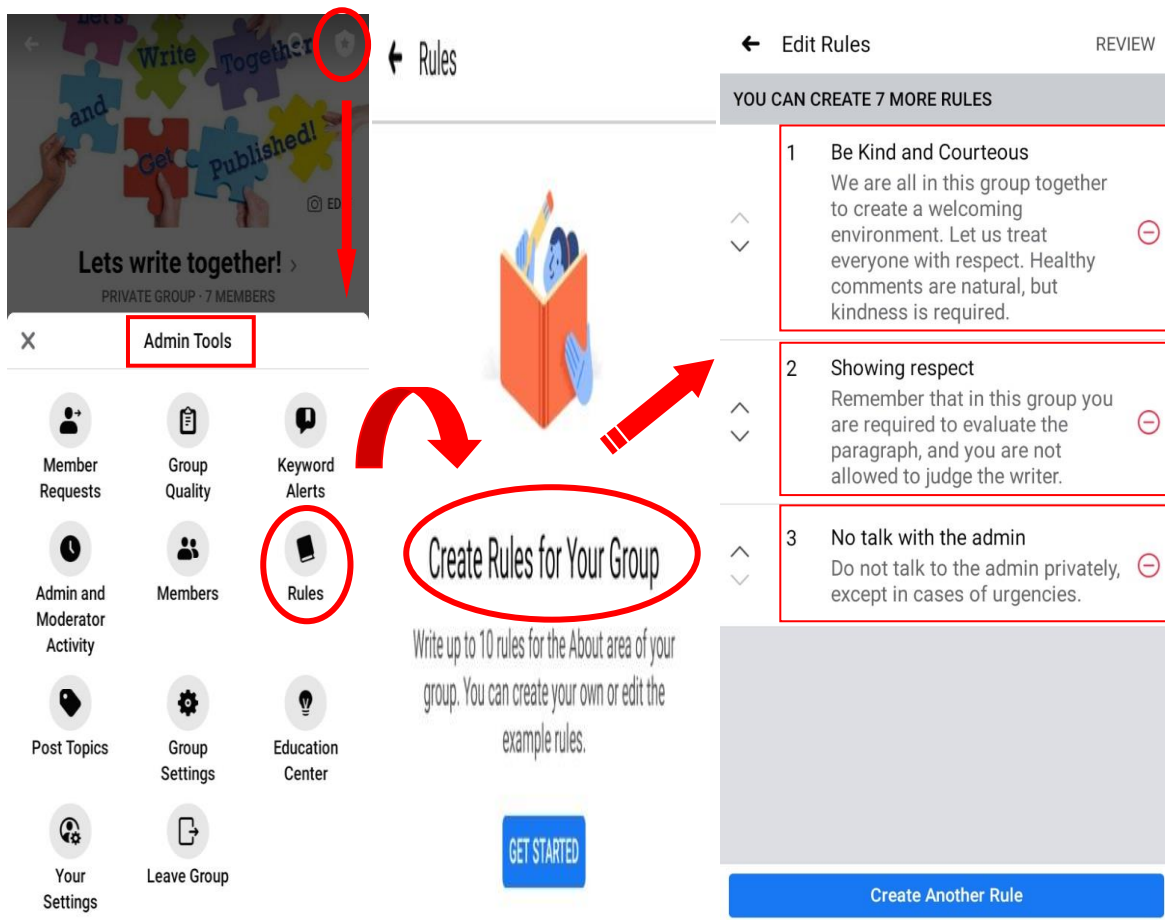
Figure 22. The educational Facebook group rules

Figure 22 demonstrates the educational Facebook group rules. The students have to adhere to the community guidelines; otherwise, they will be banned from the activity as a way to prevent them from breaching the principles again. One useful Facebook feature, then, is '*muting members*' and temporarily disable commenting for a particular period of time (12 hours, 24 hours, three days, or seven days), yet they can still access the group.

For instance, during the peer feedback activity, one student violated the peer feedback rules, wherein he commented without showing any respect; he was rather judging the writer and not treating the piece of writing appropriately; that is why he was muted along the period of the revising stage. After being muted, a notification was sent to the student containing: (a) the group rule that his comment has violated, (b) the period during which he cannot comment, and (c) a formal note (feedback) in which the teacher further

explained the reason behind muting him (Figure 23).
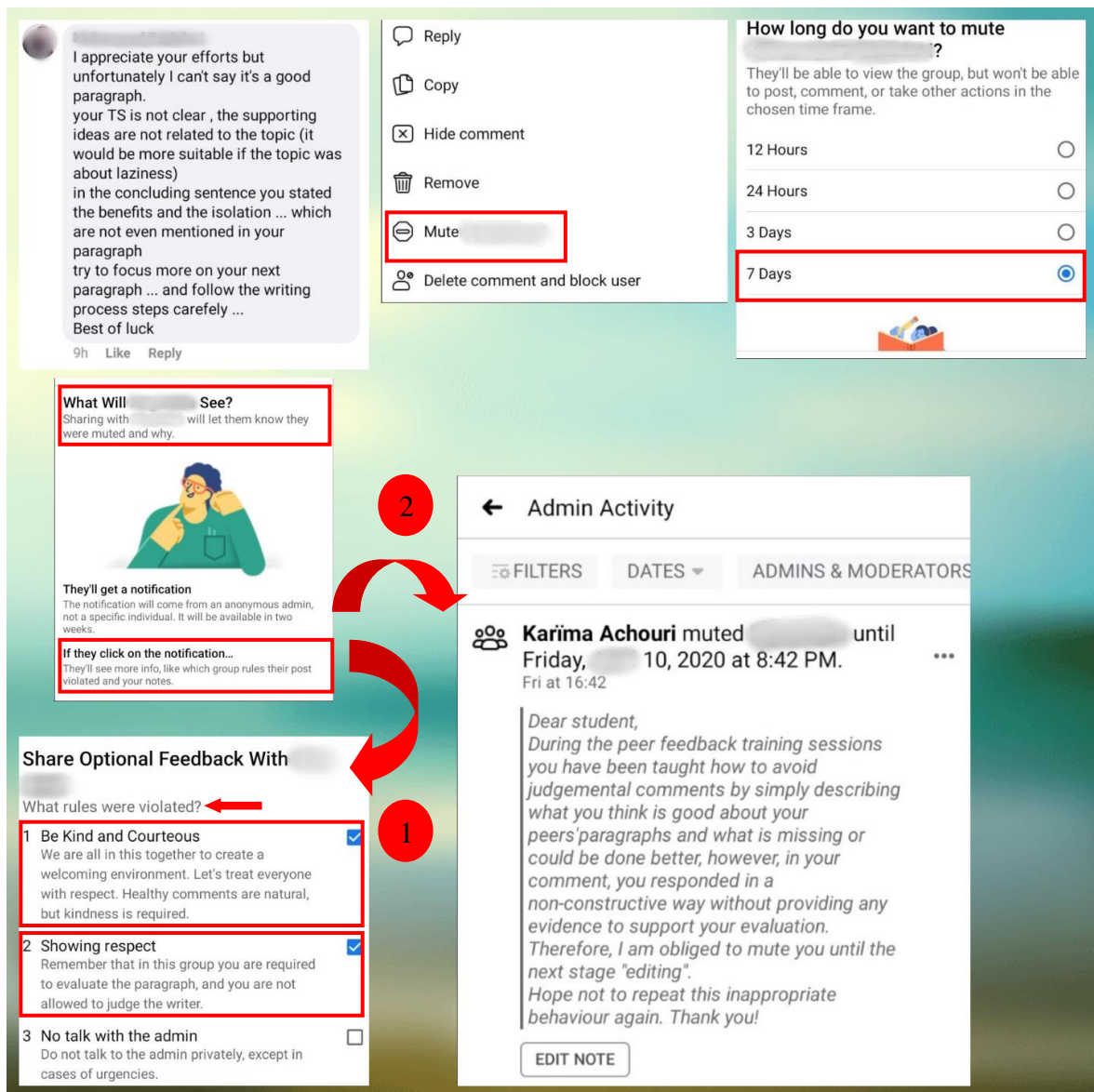
Figure 23. A sample of the different steps of muting a student breaching the rules

As a classroom extension, the educational Facebook group must be as carefully managed as a traditional classroom. Hence, confirming that all students have seen the published paragraphs is another issue. Therefore, the "seen by" feature which appears next to each post is the most adequate function as it helps to check how many group members (students of the experimental group) have seen the published paragraphs (Figure 24). Doing so controls the students' participation, especially those students who had little interest to work beyond the classroom borders and who could deny seeing the posts.
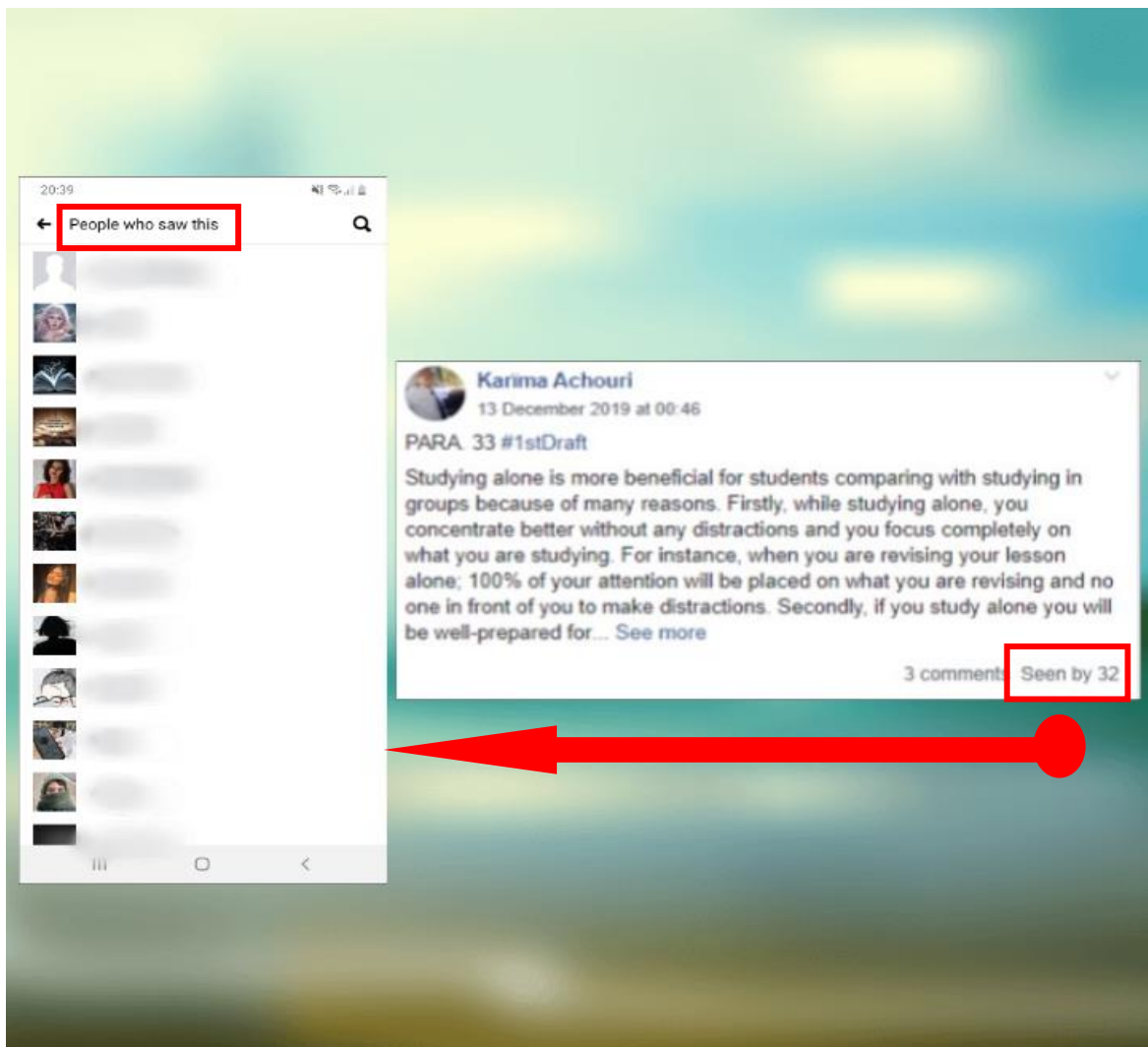
Figure 24. A sample of the "seen by" feature

Usually, in a face-to-face classroom, the teacher verbally praises the students who respond adequately to their peers' outputs as a way to value their performances and to tell them how much their contributions are worthy. Therefore, trying to manage our online educational cyberspace, as we do in our traditional classroom. The students' constructive comments are acknowledged by liking (pressing the like button[9]) them and sometimes replying by saying, for instance, excellent, well done, nice, …etc. Such features can be motivators (Andersson, 2016) for the students, as they can show appreciation (Lee & Lee, 2017) toward their efforts (Figure 25).

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[9] The like button has been recently updated and make more than five emojis, the love emoji was the one used in this study.

ONLINE PEER FEEDBACK AND ITS EFFECT ON THE WRITING SKILL
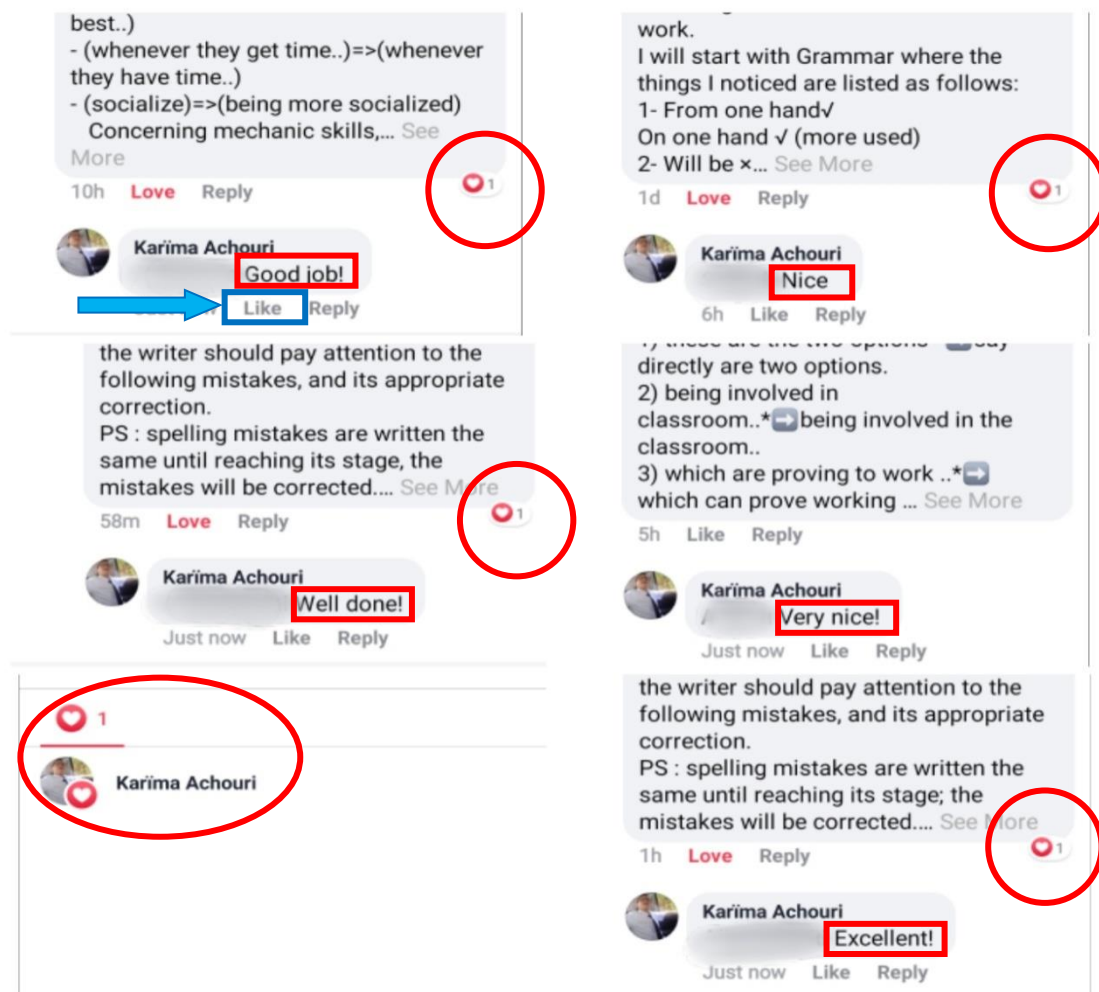
Figure 25. Samples of liking and replying to the students' comments

3.12. Data Analysis Procedures

Describing the findings requires the use of some statistical measurement tools. Hence, both descriptive and inferential statistics are applied to interpret the study data. Within the principles of the former, particularly the mean, the Standard Deviation (SD) and frequency are computed. The latter is concerned with the use of the different statistical tests that make inferences, draw conclusions, and make decisions about the whole population on the basis of the sample data.

3.12.1. Descriptive statistics.

3.12.1.1. The mean. Mathematically speaking, the mean formula is as follows:

$$\overline{x} = \frac{\sum xi}{n},$$ where n= the number of participants, $\sum xi$ stands for the sum of the scores.

3.12.1.2. The SD. The SD can be calculated by using the following statistics formula: $SD = \sqrt{\sum \frac{(xi - \overline{x})^2}{\cap}}$.

3.12.1.3. Frequency analysis. A deeper analysis and a detailed evaluation of the scores obtained on the set of variables are carried out using frequency analysis to see the number of their occurrence. The variables, being the writing components, are scored between 0 to 5 points. The frequency analysis is conducted using the SPSS Software, Version 23.

3.12.2. Inferential statistics.

3.12.2.1. The rationale behind choosing the independent sample t-test. An important step in any research paper is, undoubtedly, data interpretation; however, choosing the appropriate statistical technique to analyse those data is the most important. In statistical terms, our choice was grounded on some considerations. As the present study includes two sample groups it seeks to inquire about any significant difference between their mean scores before and after the intervention. Therefore, an independent sample t-test is an appropriate statistical test as it may compare the two mean scores of both groups. This test assumes that "the two mean scores are independent of each other" as the two groups are different from each other (Larson-Hall, 2016, p. 178).

However, before running the independent sample t-test, some "safety checks" (Cohen et al., 2018) should be considered to determine if the sample is normally distributed and has equal variances. Otherwise, a non-parametric difference test (e.g., Mann-Whitney U test and the Wilcoxon test[10]) or another type of parametric test (e.g., Welch t-test[11]) should be used instead (Larson-Hall, 2016) (Figure 26).

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[10] These tests are used when the sample is not normally distributed.
[11] This test is used when the sample has unequal variances.
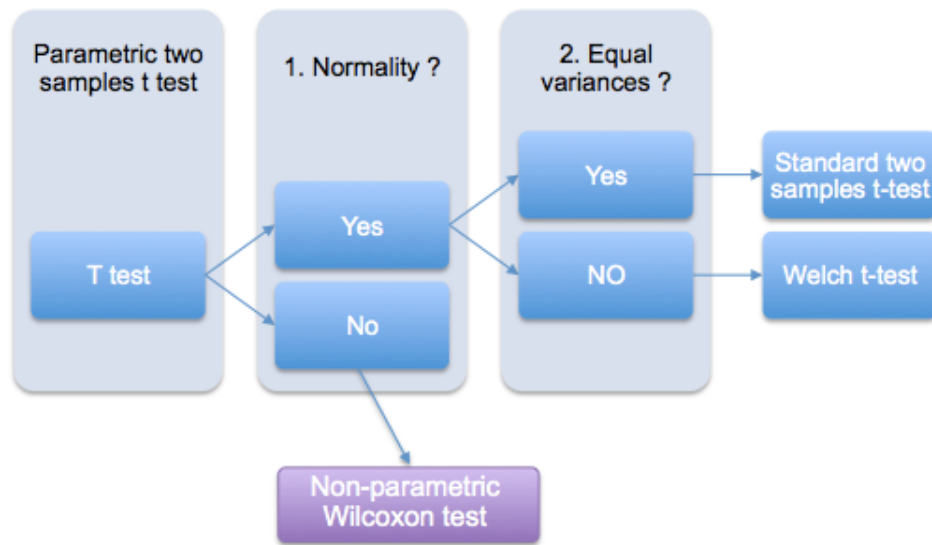
Figure 26. Conditional application of the independent sample t-test
Source.http://www.sthda.com/french/wiki/test-de-student-est-il-toujours-correct-de-comparer-des-moyennes

Convinced by the argument stated earlier, the normal distribution of the data needs to be assessed first. In conjunction with the use of the Shapiro–Wilk test, the Quantile–Quantile plot (Q-Q plot) and the box plot are also used to recheck the distribution normality (Marshall & Samuels, 2017). According to Larson-Hall (2016), in a Q-Q plot, "if the sampling distribution and the normal distribution are similar, the points should fall in a straight line. If the Q-Q plot shows that there is not a straight line, this tells us it departs from a normal distribution" (p. 107). As far as the box plots are concerned, Rosenthal (2012) says that if the plots upper and lower halves of the boxes have the same degree, the data are in a normal distribution. Ghasemi and Zahediasl (2012) similarly claim that a box plot which is "symmetric with the median line at ***approximately the center of the box*** and with symmetric whiskers that are slightly longer than the subsections of the center box suggests that the data may have come from a normal distribution" (p. 487).

To assess the equality of variances for the two groups, Levene's test is ran. Levene's test checks if the two sample groups have the same kind of variability. However, the variance does not need to be precisely equal, but just close enough. Thus, it should be

insignificant because "a significant result on Levene's test indicates that the homogeneity assumption is untenable" (Gray & Kinnear, 2012, p. 643). Both tests are treated by SPSS.

Conclusion

This chapter has attempted to give a detailed account concerning the research work; it discussed the different steps followed before, during, and right after the intervention. It presented the research settings, the research paradigm, the research design, the population, the sampling procedures. It described the syllabus, the instructional materials, and the different study instruments (the intervention, questionnaires, interviews, tests, and the scoring scale), and it discussed their reliability and validity (piloting the instruments). Besides, the different feedback training procedures were thoroughly explained. In the end, the procedures followed to analyse the obtained data are presented. This chapter, therefore, is the first step toward the interpretation of the obtained data, which are presented in the next chapter.

CHAPTER IV: ANALYSIS AND INTERPRETATIONS OF THE RESULTS

Introduction

After describing the research settings in the previous chapter, this chapter interprets the obtained data from the different research tools, including teachers' pre-intervention questionnaire, students' pre-intervention questionnaire, teachers' interview, pre-test, progress tests, and post-test of both groups, and students' post-intervention interview. The obtained data are analysed descriptively and inferentially, and they have been presented in three phases: the pre-interventional phase, the interventional phase, and the post-interventional phase.

4.1. Data Analysis

The data of the present study were analysed quantitatively and qualitatively using different methods. The different interpretations are presented in the following titles.

4.1.1.   The Pre-interventional phase.

4.1.1.1.   Teachers' questionnaire.

Items One, Two, and Three: How long have you been teaching English?

- What is your teaching position? and

- Have you ever taught Written Expression for second-year university students of English?

Table 18

Teachers' profile

Teachers' experience	N	%	Teaching Writing	N	%
-1-5 years	02	33.33%	**-Yes**	06	100%
-6-10 years	03	50%	**-No**	00	00%
-11-15 years	01	16.66%			
-More	00	00%			
Teachers' position	**N**	**%**			
-Part-time teacher	02	33.33%			
-Lecturer	04	66.66%			
-Senior lecturer	00	00%			
-Professor	00	00%			
∑	**06**	**100%**		**06**	**100%**

Results of these items show that 50% of the questioned teachers have been teaching English for 6 to 10 years, 33.33% have been teaching it for 1 to 5 years, only one teacher (16.66%) has been teaching English for 11 to 15 years, and no one has been teaching it for more than 15 years. Table 18 also shows that all teachers (two part-time teachers and four lecturers) have taught the module of Written Expression to second-year university students of English. Overall, the sample's experience and position seem heterogeneous in terms of having teachers with different teaching expertise and diversified professional standards.

Item Four: What type of writing are you required to teach for second-year university students of English?

Table 19

What type of writing are you required to teach for second-year university students?

Teaching	N	%
-Sentence construction	00	00
-Paragraph writing	06	100%
-Essay writing	06	100%
Σ	06	100%

In this item, it can be seen that paragraph writing and essay writing are required at this stage of learning. Accordingly, we can assume that the given syllabus is logical to a far extent as, in most cases; the writing skill is cumulative in nature. Indeed, the parts precede the whole; i.e., paragraph writing should precede essay writing because it is a prerequisite for it.

Item Five: Overall, how would you rate your students' writing performances?
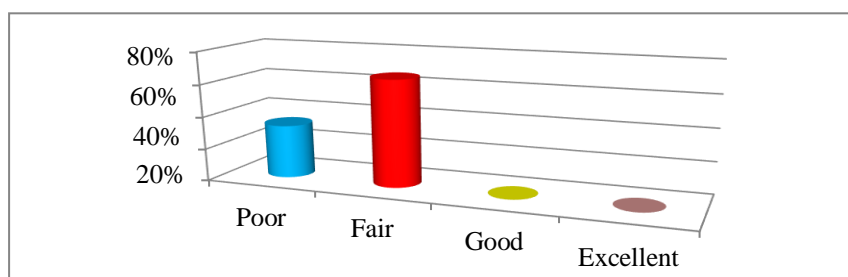
Figure 27. Students' level in writing according to the teachers

This item is essentially set to evaluate the students' level in writing classes. We can see that most students seem to have a fair level as raised by a large majority that represents 66.66% of the respondents, while 33.33% of them claim that their students have a poor level. However, none of the sample teachers selected the good or the excellent level, which can be the result of many factors contributing to producing students with a limited level, including the lack of practice and the lack of some basic prerequisites that should be acquired at the first stages of language learning (first year).

Item Six: To what extent are you satisfied with the syllabus provided by the administration?

-And why?

Table 20

Satisfaction of the provided syllabus

Written Expression programme	N	%
-Somewhat dissatisfied	00	00%
-No opinion	00	00%
-Somewhat satisfied	02	33.33%
-Very satisfied	04	66.33%
Σ	06	100%

Two out of six teachers show little satisfaction with the given syllabus, and they claim that they often make some modifications in the syllabus by adding or omitting some elements to meet the students' requirements. The following excerpt better clarifies their point of view:

[Excerpt 1, teacher C]

"*If good results are sought, the syllabus should be applied in an appropriate way; by making minor refinements; adding and deleting some elements and even reinforcing others, those refinements are often very necessary because most of the times some elements could not be able to match most of the students' needs.*"

However, the majority express a strong satisfaction. They claim that the

tenets of such a programme can better develop the students' abilities in writing as they are required to follow the principles of the process approach at this stage, which allows them to go backward and forward during their writing. For them, the idea of writing over and over again could help students in scaffolding their potentials and in detecting their deficiencies as well.

Item Seven: How often do you ask your students to write outside the classroom?
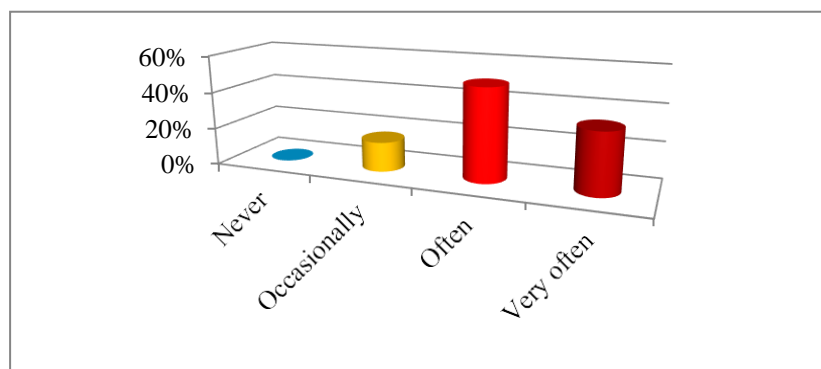
Figure 28. Frequency of teachers asking students to write outside the classroom

Figure 28 shows that a large majority of respondents (50%) ask their students to write outside the classroom, 33.33% ask them very often, and 16.66% ask them occasionally. Thus, all teachers usually provide their students with outside practice, regardless of how often that occurs.

At first glance, such percentages denote a contradiction to responses to Item Five, concerned with the students' level. In this case, we assume that if those teachers are often asking their students to write at home, why do students still have a fair level? And if those students are regularly doing their assignments, how come that their level has not been rated at least "good?" This contradiction might be interpreted in two ways. The first one can be related to the students themselves, for they do not generally give too much concern to the given assignments to the point that they do not even submit them; they are severely occupied with their personal commitments and most often they are satisfied with just

getting by (except a small minority). A second possible interpretation could be attributed to the teachers who might not control their students' writing. To our belief, the students' level can only be enhanced through much practice and regular assessment. When teachers do not respond to their students' work, they may feel that they are not doing something worth to value; that is why they may feel bored and even unmotivated. Hence, they would give up doing any assigned task. Having this in mind, we should confess that responding to students' writing may not seem practical in our context, where the teachers are overburdened with the huge number of papers due to the overcrowded classrooms.

Item Eight: Do you use feedback in your writing classes? (Justify your answer)

-If yes, what type and mode of feedback do you use, and why?

Table 21

The use of feedback in writing classes

Feedback Use in Classroom			Types		Modes	
Yes	No	Occasionally	Teacher	Peer	Written	Oral
04 (66.66%)	01 (16.66%)	01 (16.66%)	04 (66.66%)	(00%)	04 (66.66%)	(00%)

Table 21 shows that the majority of teachers make use of feedback in their writing classes. They emphasise using written (mode) teacher feedback (type), for they have neither time nor energy to use oral feedback or peer feedback. One teacher responded negatively because such a strategy does not seem practical, especially in overcrowded classes. Another one uses it occasionally because she lacks enough time to handle multiple roles (information and feedback provider). Once she used it, she would use the written feedback by simply spotting the errors; underlying them without identifying their nature. Such a way could help the students in making some efforts to correct themselves; however, lower-level students who receive feedback in such a hasty way cannot make any profit so far. So, revealing the nature of the problem seems to be practical at some learning stages and with some students where some directions are highly required. Hence, using symbols

or writing some remarks would be more helpful. So, if teachers succeed to devote some time to teacher feedback or peer feedback, the teaching of writing is very likely to succeed. From an ethical standpoint, we do not intend to criticise the teachers' ways of teaching, but we are simply stating our assumptions as a matter of fact.

Item Nine: How do you find the time given to teaching writing?

-If insufficient, how many hours do you propose for teaching writing to second-year university students of English? (Justify your choice, please).

Table 22

The time allotted to teaching writing

Feedback in Classroom	N	%
-Sufficient	00	00%
-Insufficient	06	100%
Σ	06	100%

There is a consensus concerning the time allotted to teaching writing; all teachers agree that three hours per week are not enough in an EFL context, wherein the students are in extreme need of the teachers' thorough guidance and regular writing activities. The following excerpt can better exemplify this point:

[Except 2, Teacher A]

"I would recommend six hours per week. Writing needs practice, and students can be better guided inside the classroom to avoid plagiarism committed at home and to give instant feedback. Honestly, three hours per week are not even enough to cover the syllabus sometimes."

Item Ten: What are the second-year university students of English most commonly faced difficulties when producing a piece of writing?

Table 23

Second-year university students' most faced writing problems

Writing aspect	N	%
Inadequate use of grammar	6	100%

Inappropriate choice of vocabulary	3	50%
Inadequate development of the topic	6	100%
Lack of coherence	4	66.66%
Lack of cohesion	4	66.66%
Organisation	5	83.33%
Mechanics (punctuation, spelling)	6	100%
Others	00	00%

Table 23 clearly displays the problematic areas that students often encounter during writing. All teachers emphasised that students commit errors related to the inadequate use of grammar, the inadequate development of the topic, and mechanics. 83.33% of them claim that organisation is another intricate. 66.66% claim that students' writing lacks both coherence and cohesion. Inappropriate choice of vocabulary have also been reported as problematic aspects of writing with percentages 50%. Such findings may explain the students' fair level.

Item Eleven: Do you find that all the previous weaknesses are related to: the time devoted to teaching writing, lack of practice, lack of feedback, and/or the inadequate syllabus, others?
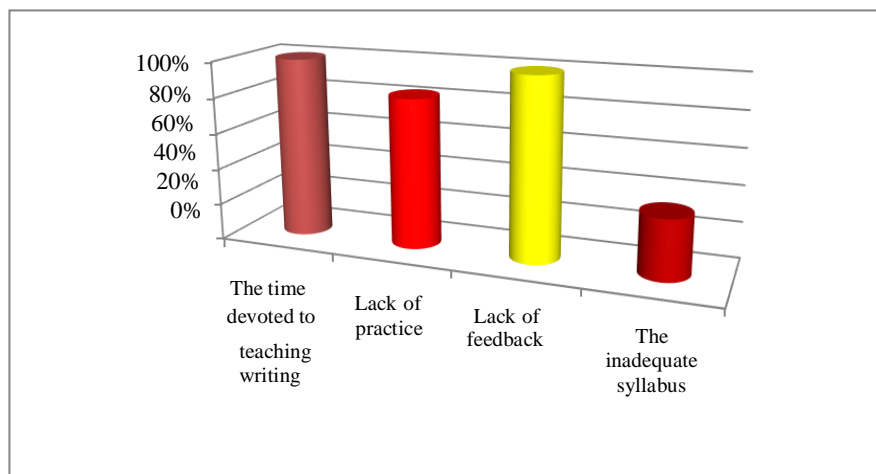
Figure 29. The factors influencing the students' writing

Figure 29 displays the major factors influencing the students' writing. Teachers selected more than one factor. All of them see that the time devoted to teaching writing and the lack of feedback is negatively affecting the students' performances, besides the

lack of practice and the inadequate syllabus that has been reported by 83.33% and 33.33% of the teachers, respectively. No other factors have been reported.

Item Twelve: Rank your familiarity with the use of technology?

Table 24

Teachers' familiarity with technology

Technology Familiarity	N	%
Beginner	00	00
Average	03	50%
Intermediate	02	33.33%
Expert	01	16.66%
Σ	06	100%

This item seeks to know the teachers' technological savvy. Three teachers have categorised their familiarity with technology as average, two are intermediate, and one considers herself as an expert.

Item Thirteen: Have you ever integrated some technology into your writing classes?

-If so, what kind of technological gadgets do you often use? (blogs, wikis, SNSs)
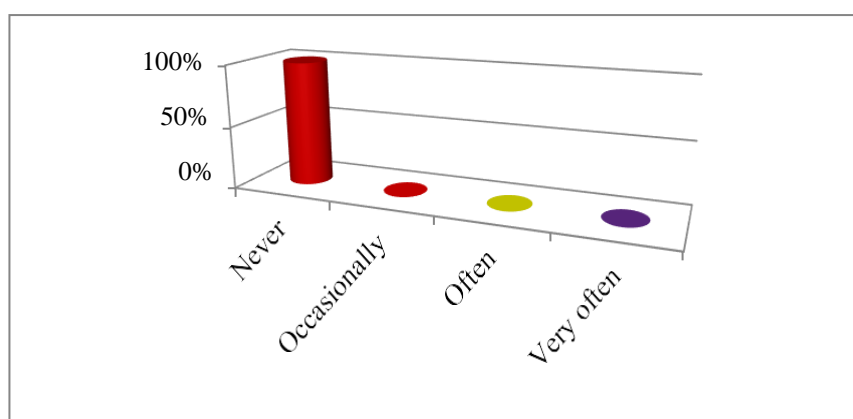
Figure 30. Frequency of integrating some technology into writing classes

Figure 30 shows that all the sample teachers have never integrated some technology into their writing classes. This answer allowed us to assume that those teachers are either not aware of the importance of integrating some technology in the writing classes, or they simply do not consider its practical use in language classrooms as an

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alternative language learning material. Thus, since no one of the samples has positively

responded to this item, the second half of this item has been automatically dropped out.

Item Fourteen: Do you find the use of such technological gadgets?

-Somewhat interesting, interesting, very interesting, innovative.
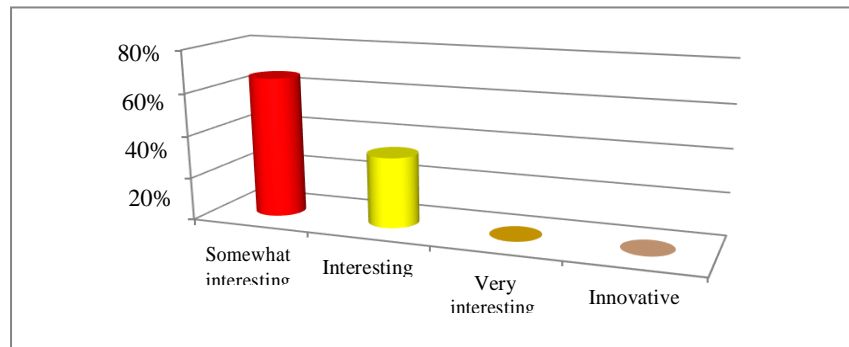
Figure 31. Teachers' perceptions about the use of the various technological gadgets

Among the six teachers, only two (33.33%) of them claim that the use of

technology in educational contexts is an interesting idea, while the majority (four teachers:

66.66%) consider it partially interesting. Their answers reveal the teachers' upholding the

conventional ways of teaching. Those teachers are often seeking ways to defend their

teaching methods without any attempt to explore the potential use of technology in

education, and how it could bring new expectations into their language learning classes.

Item Fifteen. According to you, do you agree on the use of the SNSs for educational

purposes? (definitely agree, somewhat agree, neutral, somewhat disagree, definitely
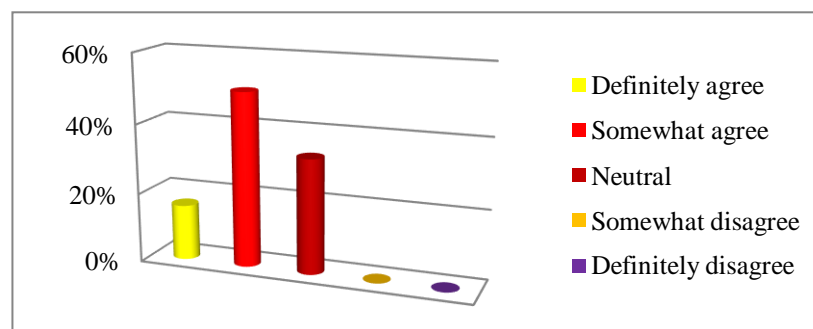
disagree.)

Figure 32. Teachers' agreement about the use of SNSs in education

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Half of the teachers (50%) agree to some extent upon the use of technology, 33.33% remained neutral, and only one teacher (16.66%) definitely agrees. The responses of those who are impartial and who concur to some degree may be traced back to their familiarity toward using technology (Item 12, Page 126). Thus, since most of those teachers consider themselves tech-illiterate, they might be afraid of not being able to control the students in a distant mode of teaching and learning, especially that the current generation of students know more about how to manipulate the different technological tools than teachers do.

-If you agree, which one of the following do you choose; and why?

-Facebook, Twitter, My Space, YouTube, others
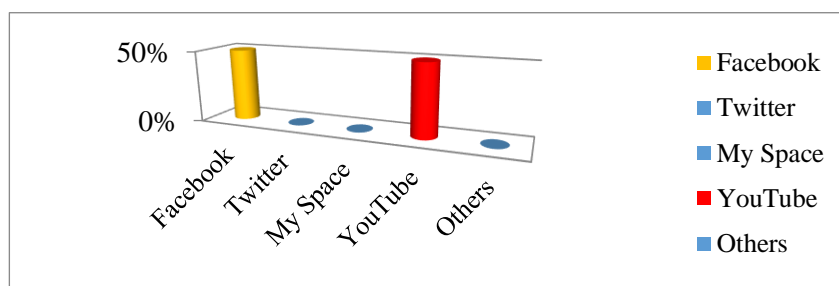
Figure 33. Teachers' most preferable SNS

An equal percentage of 50% is given to both Facebook and YouTube as the most suitable online platforms for educational purposes, while the other SNSs are not chosen. Receiving no justification for their choices could be expressive as well. Indeed, their answers may either reflect their familiarity with those two sites in terms of non-academic use and preference, or their awareness of the existence of the numerous educational pages and groups on Facebook and the educational channels on YouTube.

Item Sixteen: If you agree, could you suggest some possible guidelines concerning the use of such SNSs to assist our students' writing performances, and to overcome any obstacles that could appear?

This item intends to get some further suggestions from the teachers as far as the

integration of SNSs in the educational arena is concerned. A great majority of the respondents (four teachers) have not responded to this item. They claimed that they have little to offer concerning the subject, and are not qualified enough in educational technology. However, a small minority (only two teachers) posit that working in a web-based context requires serious and careful assistance, because according to them if any mistake is committed, the teaching process might fail to go through the expected plan.

4.1.1.2. Students' questionnaire.

Items One and Two: What is your gender, and how old are you?

Table 25

The Students' profile (age and gender)

Age	N	%
18	30	15.78%
19	50	26.31%
20	35	18.42%
21	15	7.89%
22	15	7.89%
23	10	5.26%
24	16	8.42%
25	10	5.26%
26	00	00%
27	00	00%
28	04	2.10%
29	00	00%
30	05	2.63%
Other	00	00%
Σ	190	100%
Gender	N	%
Male	97	51.05
Female	93	48.94
Σ	190	100%

The first question aims to identify the students' gender. The results display that nearly the same percentage of both genders are enrolled in the Department of Literature and the English language at Tebessa University. Such a finding rejects the common belief that female students have more tendencies and competencies to learn foreign languages, especially English than males do. Nowadays, this is no longer exclusive to female students as it was generally acknowledged (personal information: discussion at conferences).

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The second item is purposefully included to shed light upon the students' generational identity because we still believe that having digital native students, who were generally born after the 1980s, would better affect the current study's objectives. From the obtained statistics, the students' age varies between 18 and 30, among which the majority (26.31%) are 19 years old. Therefore, the sample students' profile is appropriate to best fit the principles of this study.

Item Three: Please indicate your order of preference with a number between 1 and 4, where 1 (the most favoured) and 4 (the least favoured)? and why (optional)?
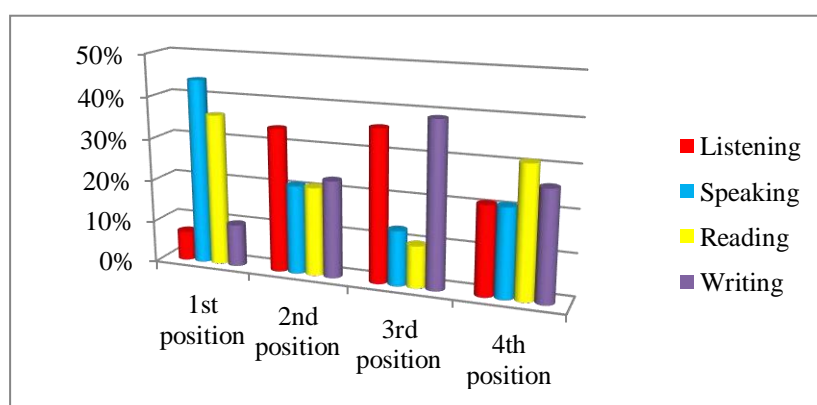
Figure 34. Order of students' preferences of the four skills

Item Three aims to reveal the students' most preferable skill. Figure 34 clearly shows that a great majority of the respondents (44.73%) prioritises the speaking skill, while 36.84% have equally put the reading skill in the same position. Besides, it can also be noticed that very few participants put both writing and listening in the first place with 10.52% and 7.89%, respectively. This response unravels why students are eager to learn speaking the English language more than giving too much importance to the other skills. Indeed, they consider learning a foreign language as neither associated with knowledge about reading, writing, and listening, nor to the grammar or the rules that govern it. Learning a foreign language is rather related to speaking the language fluently, for such a skill mostly outperforms the usage of the other skills as it is required in every daily,

academic or professional situation.

The students' responses mirror their ignorance of the importance of other language skills. For instance, they ignore that, in most English learning contexts, the majority of the scholastic activities are performed through writing. According to them, the more they practice the language through speaking, the better they achieve other skills; i.e., after having a good command of the speaking skill conventions, the other skills will naturally follow.

Figure 34 also shows that both listening and writing have been overwhelmingly placed in the third and the fourth positions with percentages of 36.84%, 21.05% and 39.47%, 26.31%, respectively. Their choices are attributed to the fact that such skills are considered hard to attain, and they both need quite a long time to be well-developed. From another perspective, the students' little interest in writing can be attributed to the difficulties they often encounter during this process. Accordingly, we deduce that some skills are given more interest than others.

Item Four: How would you categorise your current level in writing (your skills in writing English paragraphs)?
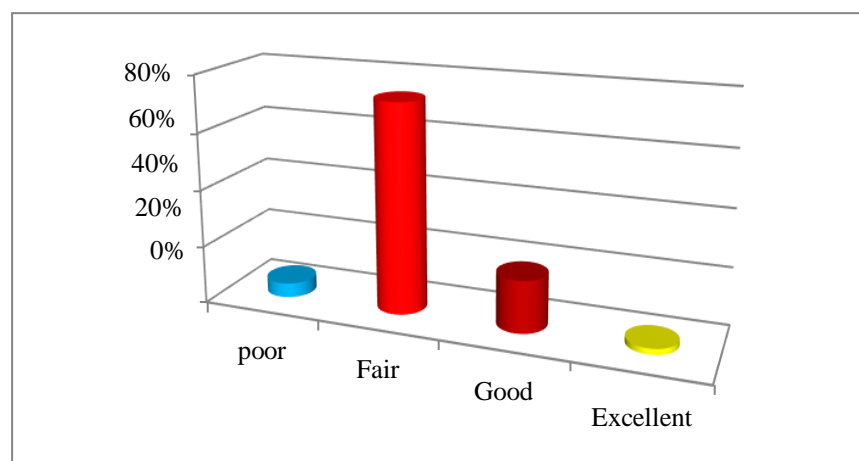
Figure 35. Students' level in writing according to the students

Item Three demonstrates that a little interest is given to writing, which is further validated within the objective of Item Four. The majority of the participants (73.68%)

claim that they have a fair level, others (18.42%) see that their level can be assessed as good, while 5.26% seem to have a poor level; however, hardly any participant (2.63%) thinks that their level is excellent. This result seems to be compatible with that of the teachers. Such a finding, then, reflects to a far extent the difficulty of the writing skill and the challenges that usually face the teachers and the students alike.

Item Five: Do you think that your written production lacks: content, organisation, vocabulary, coherence, cohesion, mechanics, grammar, others.

Table 26

Students' deficiencies in writing

Writing aspect	N	%
Content	139	73.15%
Organisation	169	88.94%
Vocabulary	49	25.78%
Coherence	66	34.73%
Cohesion	38	20%
Mechanics (punctuation, spelling)	89	46.84%
Grammar	98	51.57%
Others	00	00%

This multi-choice item was first asked to the teachers, but it was necessary to ask it again to the students. This item shows that the students' writing lacks all the areas in Table 26. Indeed, organisation and content seem to be more problematic with nearly 88.94% and 73.15%, respectively. Grammar and mechanics are also intricate areas (51.57% and 46.84%). Coherence is another problematic aspect of writing with 34.73%, while vocabulary and cohesion seems to be less problematic with 25.78% and 20%, respectively.

The results obtained from both teachers' and students' questionnaires are not different, wherein all writing aspects are selected as difficult to attain. However, the most problematic ones are organisation, content, grammar, and mechanics. In general, such findings, answer the first research question, which is *"what are the second-year university students of English most problematic writing aspects that need further assistance?"*

The following section, which includes Questions Six, Seven, Eight, and Nine, is

designed to answer the second research question, which is *"what are the second-year university students of English initial perceptions of the concept of peer feedback?"*

Item Six: Read the following statements and tick in (✓) the box that best describes your answer (I prefer to receive feedback from my teacher, I prefer to receive feedback from my peer, I prefer to receive no feedback). Please justify your answer.
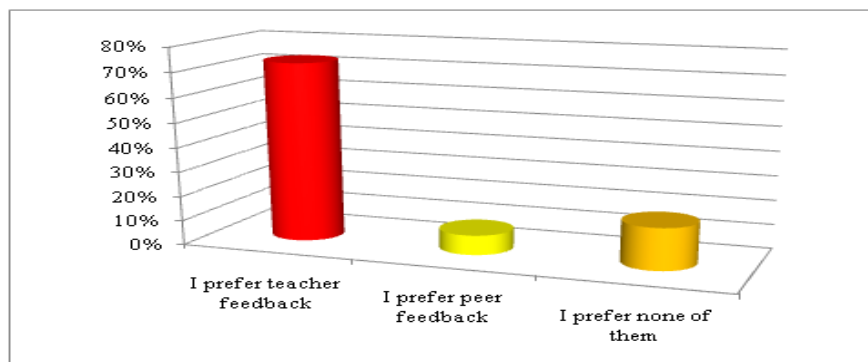
Figure 36. The students' most preferable type of feedback

Figure 36 clearly shows that a great majority of the participants (73.68%) are in favour of the teacher feedback, whereas peer feedback has been given little, if no, interest (8.42%). The remaining students (17.89%) prefer none of the types of feedback, for they do not want to be provided with any comments concerning their learning. Neither by their teachers nor by their peers.

Justifications of preferring teacher feedback are summed up as follows:

- We trust our teachers' abilities because their level is not the same as ours. Their experience and advanced levels enables them to provide an accurate feedback.

- My teacher provides me with the correct steps to refine my work.

- My teacher has more knowledge and skills that have been gained throughout time, and that enable him/her to deal appropriately with my produced mistakes.

- I can refine my work without a minor doubt.

- My teacher can understand me more than my peers.

- I could never forget the information provided by my teacher.

- My teacher provides me with objective feedback as opposed to my peers.

Students preferring peer feedback defend their viewpoints; they are summarised as follows:

- My teacher's feedback is often sharp, so I prefer to receive some comments from my classmates.

- I cannot decipher my teacher's feedback in terms of clues, circles, question marks, underlining; that is why I always cease to refine my work. This point has been emphasised by Zamel (1985) who claimed that "teachers' marks and comments usually take the form of abstract and vague prescriptions and directives that students find different to interpret" (p. 79).

- I find my peers' feedback more explicit and straightforward.

- My classmates and I share almost the same level, and we have too many things in common; that is why we can find a suitable way to spot the produced problem and to make things so clear.

Respondents who do not prefer either type of feedback did not provide any explanations, which made us assume that those students are often convinced to succeed with the least minimal effort. Indeed, they do not care about achieving more than enough of their academic accomplishment; that is the reason why they seem disengaged in any classroom task.

Item Seven: During the writing process, do you often receive some feedback from your peers?

Table 27

Reception of peer feedback

	N	%
Yes	36	18.94%
No	154	81.05%
Σ	**190**	**100%**

Table 27 reveals that only 36 students (18.94% from the whole population) often receive feedback from their peers, while a great majority, which represents 81.05% of the population, has never experienced such an activity, for they have not been asked by their teachers to review their peers' writing.

As a follow-up inquiry, students are asked about their comfort toward the reception of their peers' feedback. Their answers are displayed in Figure 37.

- If yes, do you feel comfortable when you receive your peer feedback?
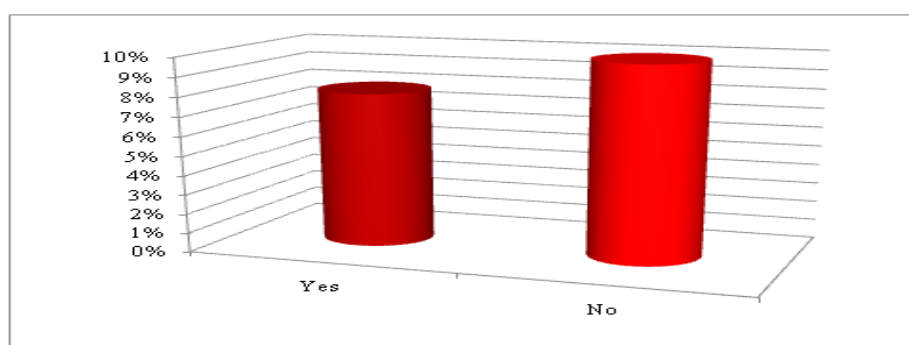
Figure 37. Students' comfort toward the reception of their peers' feedback

It can be seen that 8.42% of the respondents are comfortable with their peers' comments, while 10.52% claimed that they are not comfortable.

-If no, justify you answer.

Students who responded negatively have directly associated their discomfort at peer feedback with the way it is received. They most often receive their peers' feedback in the form of criticism, and the fact of being denounced usually triggers a sense of discomfort, which itself leads to trigger shame, embarrassment, anger, and even resentfulness. Therefore the way of providing feedback is very delicate; that is why the feedback provider should be very careful not to give negative or destructive comments to decrease the recipient's self-esteem.

Item Eight: Do you follow your peers' suggestions in improving your writing?

-If no, justify your answer.

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Table 28

Students' commitments to their peers' suggestions

Students' commitments	N	%
Yes	16	8.42%
No	20	10.52%

As shown in Table 28, 8.42% of the students show their commitment to their peers' suggestions, while the remaining students (10.52%) do not follow their peers' commentaries to refine their works accordingly.

This item would certainly reinforce responses received in Item Six (Page 133). Indeed, uncertainty toward peers' feedback denotes the fear of receiving erroneous feedback, for most students consider their peers unqualified enough to comment on their work, and feedback that is received from peers whose level is more or less the same would not usually be a practical option (Rollinson, 2005). The following excerpt better clarifies the viewpoints of students who do not follow their peers' suggestions:

[Excerpt 3, student 21]

"I usually prefer to get some help from my teachers, because I feel afraid of having wrong feedback because my peers and I almost share the same educational background, when I'm not convinced with my peers' feedback, I don't refine my work, also when I feel embarrassed when I received it in an ironical tone, I immediately quit the debate, without making any modifications; that is why I always consider my teacher feedback the best method."

Responses from this item have been collected from students who have already experienced the peer tutoring process. Thus, two issues are raised: First, the students' refusal of receiving some feedback from their peers can be related to the lack of frequent involvement in such a social activity, so we cannot expect any decent outcome from

students who got engaged in a peer response activity in a spasmodic and an irregular way; that is the reason why they could not get accustomed to the process itself. Second, the students' hesitation of applying what has been received from their peers can be explained by the shortage of students' preparation to be engaged in such an activity in terms of how feedback should be provided and how one should deal with that feedback as a recipient.

Therefore, before involving students in a peer feedback activity, teachers' awareness should be raised as far as many necessary parameters are concerned, including the pre-training stage (to raise the students' awareness toward this activity) and the training stage (to teach them the appropriate skills needed during this activity). Indeed, the lack of training engenders inadequate help and improper benefit for both students who evaluate and those who get evaluated. Prior to engaging the students in a peer review activity, their general understanding concerning its application should be unraveled.

These findings answer the second research question, wherein the students' initial perceptions toward the concept of peer feedback are swinging between supporters and opponents. Such positions led us to assume that the students would partially commit to the process of peer feedback.

Item Nine: Do you have Internet access?

-If yes, which type of Internet connection do you use?

Table 29

Internet access and type

Internet access	Yes	No
N	190	00
%	100%	00%
Types of Internet	N	%
Mobile Data	190	100%
Wi-fi	98	51.57%
Both	120	63.15%

Table 29 reveals that everyone has access to the Internet. Besides, it clearly shows that all respondents (100%) have mobile data, 51.57% have Wi-Fi, and 63.15% have both of them. It should be noted that we are not concerned with the Internet type the participants possess, because their easy access to the Internet is all that matters.

Item Ten: Do you have a smartphone, a computer, or other devices?

Table 30

Students' possession of electronic devices

The electronic device	N	%
Smartphones	190	100%
Computers	40	21.05%
Others	10%	19%

Table 30 shows that all students have smart devices, which keeps us safe to proceed with the suggested intervention because having access to the Facebook requires either a smartphone, a computer, or any other device (e.g., tablets).

Item Eleven: Do you make use of SNSs in your daily life?

Table 31

The daily use of SNSs

Answer	N	%
Yes	190	100%
No	00	00
Σ	190	100%

As far as this item is concerned, all participants make use of SNSs which puts us in a safe position to remain within the study objectives and to proceed with the intervention.

A second half of the question (if yes, how often?), essentially asks the students about the frequency use of the different SNSs (Figure 38).

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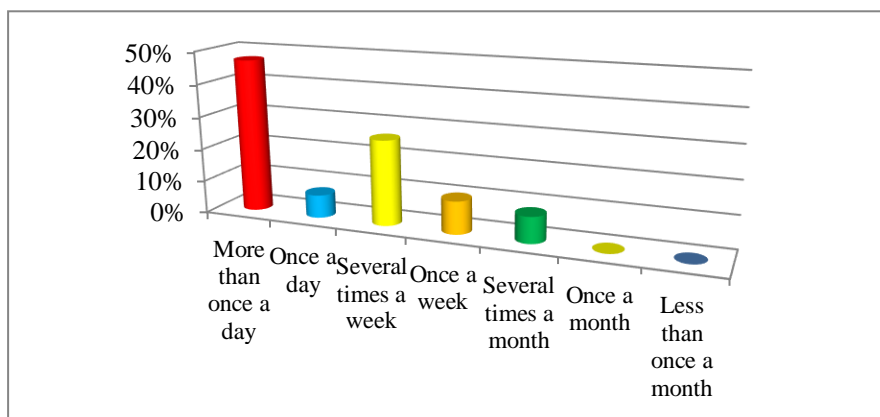
Figure 38. Students' frequency of SNSs use

Statistically speaking, Figure 38 demonstrates that a great majority of respondents (47.36%) connect more than once a day, about 7% connect once a day, and 26.31% connect several times a week. A very small minority of respondents, however, rarely make use of the SNSs: once a week and several times a month with percentages of 10.52% and 8.81%, respectively. Such a finding is a good sign because, in our case, the students are required to connect at least once a week as each stage of the peer feedback process lasts nearly one week (from five to seven days). Therefore, the more students frequently use such platforms, the better the intervention would be. A follow-up question (and, how much time do you spend on those SNSs at each access?) asks the students about the period of time spent on SNSs:
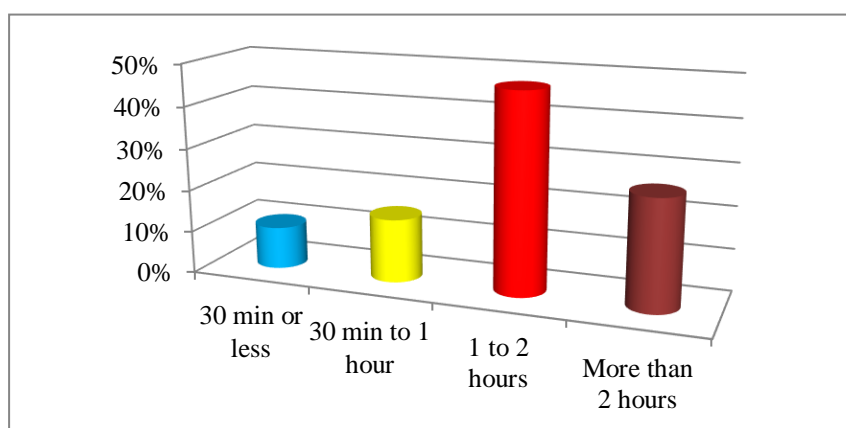
Figure 39. The time spent on the SNSs at each access

Figure 39 displays an overwhelming majority of respondents (47.36%) that spend

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an average of one to two hours per each access. 26.31% of the students, however, spend more than two hours, and nearly an equal number of respondents who spend 30 minutes or less, or 30 minutes to one hour, with percentages of 10.52% and 15.78% in the same order. This item was purposefully included as we believe that the time spent on the SNS would affect in a better way the quality of the peer feedback because this activity usually requires considerable time to produce useful and productive feedback. Based on the obtained data, it can be said that the time spent per each access can go side by side with the nature of the peer feedback activity.

Item Twelve: Which SNS do you most use? (Tick just one box)
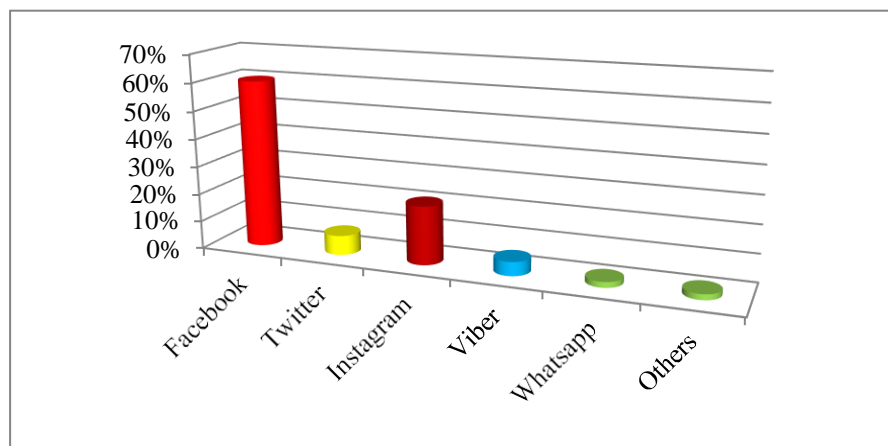
Figure 40. Students' most preferable SNS

The students have put Facebook in the first position with a percentage of 60.52%, while Instagram, Twitter, Viber, Whatsapp, and others come in the following positions with varied percentages: 21.05%, 7.89%, 5.28%, 2.63%, and 2.63%, respectively.

This result accords well with what has been revealed by recent statistics conducted before the intervention took place in December 2018; and which disclosed that the largest Facebook users are people aged between 18 to 25, which presents nearly half of the population (46.50%) (Figure 41). In practical terms, the obtained data have driven us to safely conduct the suggested intervention using such a SNS without much possibility of having inadequate and unsatisfactory results through its use.

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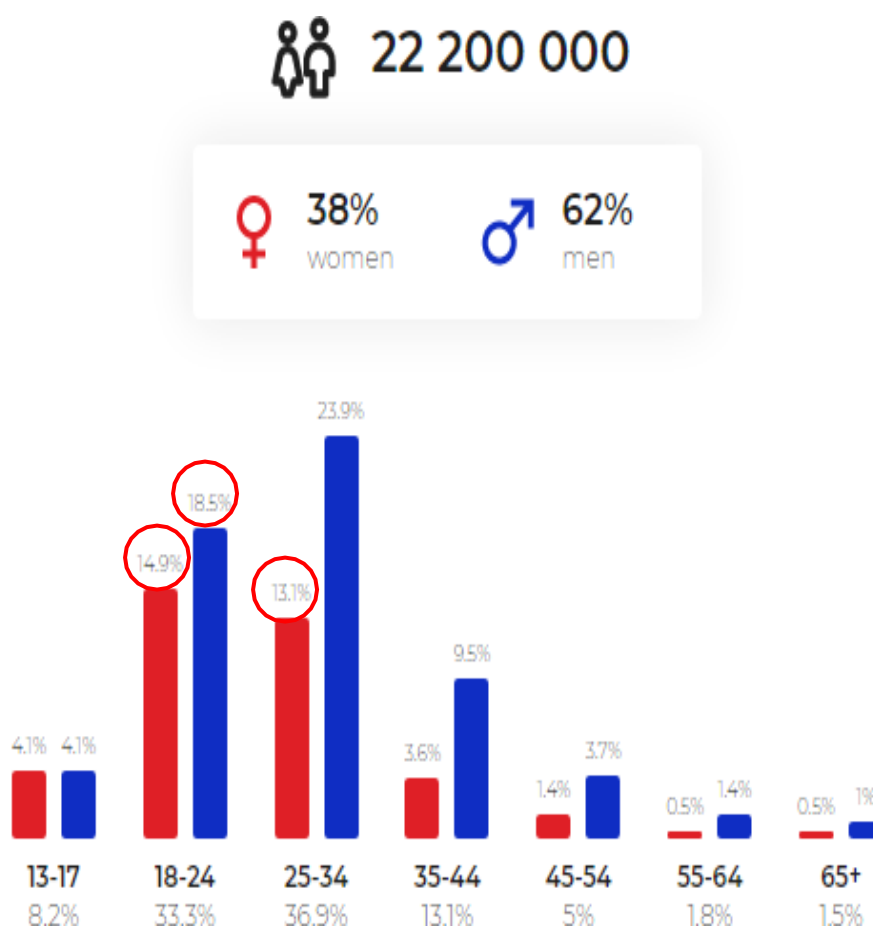
Figure 41. Distribution of Facebook users in Algeria by age group
Source. https://napoleoncat.com/stats/facebook-users-in-algeria/2018/12

Item Thirteen: Which form do you prefer to use when using such a SNS?

Table 32

The communication form used by the students

Form	N	%
Textual (writing)	90	47.36%
Oral (speaking)	70	36.84%
Both	30	15.78%

Answers to this question reveal that a great majority of respondents (47.36%) prefer to write while using the SNSs, 36.84% make use of the oral form, while 15.78% use both writing and speaking. Therefore, the obtained results are in favour of the textual form (writing), being the major focus of the present study.

Item Fourteen: How do you find learning through the SNSs?

-If interesting, explain more; (optional).

Table 33

Students' opinions towards learning through the SNSs

Students' interest	N	%
Somewhat interesting	54	28.42
Interesting	54	28.42
Very interesting	32	16.84
Innovative	50	26.31
Σ	190	100%

Table 33 shows a variation in the answers, wherein 54 students out of 190 claim that learning through SNSs is somewhat interesting, while an equal number of students see it as interesting. 32 of the respondents consider it a very interesting idea, and 50 others claim that it is an innovative way. Accordingly, 136 students (71.57%) are in favour of using SNSs for educational purposes. The results reveal the students' readiness and acceptance to learn within a web-based sphere.

The second half of this item leaves some free space to the participants, yet few explanations apropos their intentions toward learning through technology are received. Almost all provided explanations share the same view; they consider their familiarity with the myriad SNS applications undoubtedly helps them to easily learn in a web-based atmosphere. The following excerpts better exemplify this view:

[Excerpt 4, Student 61]

"*Dealing with a new way of learning may help us in being involved in writing courses, such websites will provide us with easy accessibility to the information, I'm making use of different SNSs to acquire some knowledge, I'm following different instructional pages, joining various academic groups, subscribing into several YouTube channels, today everyone can reach the information wherever he is.*"

[Excerpt 5, Student 34]

"*I find this way very useful because I'm the kind of people who are attached to their phones 24hrs/24hrs, and I'm always connected to social networks, I usually discuss some learning stuffs with my peers in Viber, Messenger, and even in Skype, and if things are not really clarified, I subscribe in some educational YouTube channels from which I can get some helpful lessons.*"

In brief, the questionnaire reveals that most of the participants show a high level of motivation to learn in a web-based environment.

4.1.1.3. Teachers' interview. Besides the quantitative data, some qualitative data are also required to obtain more facts and to further validate the numerical data. Indeed, the present interview is not a primary source of data; it is rather conducted to provide supplementary information about the teachers' attitudes toward the writing process and to measure how consistently their answers were reported.

As an initial analysis of the interview transcription, we have repeatedly listened to the participants' voices (Kvale, 2007; Tracy, 2013), and made an abridged version of the data. Thus, a summary of the interview findings is tabulated in Table 34.

Table 34

Summary of the teachers' interview

Item	Teacher 1	Teacher 2
Kind of difficulties in teaching writing	-Students' resistance to change their habits -Time constraints -Inappropriate testing scoring Travaille Dirigé (TD)	-Time Constraints -Lack of regular feedback
The most problematic writing stage	-Revising and editing	-Brainstorming and reviewing
Involving the students in collaborative writing environment	-Only once in the second term	-No
Suggestions	-Reading -Proofreading before final submission	-Practice outside the classroom -Reading to be opened to different writing styles

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4.1.2. The interventional phase.

4.1.2.1. Descriptive statistics. The scores of both the experimental and the control

groups are descriptively analysed throughout the pre-interventional, interventional, and

post-interventional stages.

4.1.2.1.1. The pre-test. Prior to delivering any intervention, a pre-test is a highly

recommended procedure in any research. It has the potential to ensure that both groups

share the same starting level. Hence, both groups took the same pre-test ranked upon four

writing components. Their scores are tabulated in Tables 35 and 36 (SN= Student Number,

Organisation= O, Content= C, Grammar= G, and Mechanical skills= M.S).

Table 35

The experimental group's pre-test scores

SN	O	C	G	M.S	Total
Student 1	03	03	02.25	02.25	**10.50**
Student 2	01	01.25	01	01	**04.25**
Student 3	01.25	01.25	02	02.25	**06.75**
Student 4	02	02	02.25	02.25	**08.50**
Student 5	03	02.25	01.25	02	**08.50**
Student 6	01.25	02.25	03	02.25	**09.50**
Student 7	02	02	02	03	**09.00**
Student 8	01.25	01	01	01.25	**04.50**
Student 9	01	01	01	01	**04.00**
Student 10	01	01	01	01	**04.00**
Student 11	03	03	02	02	**10.00**
Student 12	01.25	02.25	02.25	02.25	**08.00**
Student 13	01.25	01.25	01.25	01.25	**05.00**
Student 14	02	01.25	01.25	02	**06.50**
Student 15	01.25	01.25	02	02.25	**06.75**
Student 16	01	01	01	01	**04.00**
Student 17	01	01	01	01	**04.00**
Student 18	01	01	01	01	**04.00**
Student 19	01	01	01	01	**04.00**
Student 20	01	01	01	01	**04.00**
Student 21	01	00	01	01	**03.00**
Student 22	01.25	02	02	01.25	**06.50**
Student 23	01	01	01	01	**04.00**
Student 24	01	01	01	01	**04.00**
Student 25	01.25	01	01.25	01.25	**04.75**
Student 26	01	01	01	01	**04.00**
Student 27	03	02	02	03	**10.00**
Student 28	01	01	01.25	01.25	**04.50**
Student 29	01	01	01	01	**04.00**
Student 30	01.25	01.25	01.25	01	**04.75**
Student 31	01	01	01	01	**04.00**

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Student 32	01.25	02.25	02	02	07.50
Student 33	01	01	01	01	04.00
Student 34	01.25	01	01.25	01.25	04.75
Student 35	01.25	01.25	02	02.25	06.75
Student 36	02	02	01.25	01.25	06.50
Student 37	01	01.25	02	02	06.25
Student 38	02	01.25	01.25	01.25	05.75
$\sum \overline{x}E$	220.7496				
$\overline{x}E$	5,8092				

Table 36

The control group's pre-test scores

SN	O	C	G	M.S	Total
Student 1	01.25	02	02	01.25	06.50
Student 2	02	01.25	01.25	01.25	05.75
Student 3	0.75	01.25	01.25	01	04.25
Student 4	01.25	01.25	03	02	07.50
Student 5	01.25	01.25	03	02	07.50
Student 6	01.25	01.25	02	01.25	05.75
Student 7	02.25	02	02	02	08.25
Student 8	02	02	01.25	01.25	06.50
Student 9	01.25	01.25	02	01.25	05.75
Student 10	02	01.25	01	01	05.25
Student 11	02	01.25	02.25	02	07.50
Student 12	01.25	01.25	01.25	02	05.75
Student 13	02	02.25	02	01.25	07.75
Student 14	01	01	01	01	04.00
Student 15	02.25	01.25	02	01.25	06.75
Student 16	02	02	02	01.25	07.25
Student 17	01.25	01.25	02.25	02.25	07.00
Student 18	02	1.75	02	03	08.75
Student 19	01.25	02	02	03	08.25
Student 20	02	02	02	02	08.00
Student 21	02	01.25	01.25	02	06.50
Student 22	01	01	01	01	04.00
Student 23	01.25	01.25	01.25	01.25	05.00
Student 24	02	02	02.25	02	08.25
Student 25	02	01.25	01.25	01.25	05.75
Student 26	02	01.75	01.75	03	08.50
Student 27	02	03	03	03	11.00
Student 28	02.25	02	02	02	08.25
Student 29	01	01	01.25	01.25	04.50
Student 30	02.25	02	01.25	01.25	04.50
Student 31	01	01.25	02	02.25	06.50
Student 32	01.25	02	02	02	07.25
Student 33	01.25	01.25	01.25	01.25	05.00
Student 34	02	01.25	02	01.25	06.50
Student 35	02	03	01.25	02	08.25
Student 36	01.25	01.25	01.25	01.25	04.50
Student 37	01.25	02	01.25	01.25	05.75
Student 38	03	03	02	02	10.00
$\sum \overline{x}C$	253.9996				
$\overline{x}C$	6,6842				

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First, the data reveal that the students' scores are not satisfactory and that they are close to each other since the experimental group's mean score is $\bar{x} = 5,8092$ with a SD= 2,12882 and the control group's mean score is $\bar{x} = 6.6842$ with a SD= 1,66713. Such statistics confirm that the students have problems in the different writing components, and that the experimental group's and the control group's initial level is homogeneous since the difference in both groups' means is not considerable (0.87).

Second, according to the frequency tables (37 and 38), it can be seen that the students' "organisation" scores vary between 1 and 3, where the majority got 1, 1.25, and 2, which reflects a poor to fair level. This result clearly implies that no one in both groups has attained the full mark (4 or 5) that stands for a high mastery of organisational skills.

Table 37

Frequency distribution of "organisation" scores in the pre-test (experimental group)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	17	44,7	44,7	44,7
	1.25	12	31,6	31,6	76,3
	2.00	5	13,2	13,2	89,5
	3.00	4	10,5	10,5	100,0
	Total	38	100,0	100,0	

Table 38

Frequency distribution of "organisation" scores in the pre-test (control group)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.75	1	2,6	2,6	2,6
	1.00	4	10,5	10,5	13,2
	1.25	13	34,2	34,2	47,4
	2.00	15	39,5	39,5	86,8
	2.25	4	10,5	10,5	97,4
	3.00	1	2,6	2,6	100,0
	Total	38	100,0	100,0	

Tables 39 and 40 show the frequency distribution of the "content" scores recorded by both groups. The data demonstrate a great majority of participants performing between 1, 1.25, and 2, representing again a poor to a fair level, and no one showed a thorough development of ideas and got the full mark (4 or 5).

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Table 39

Frequency distribution of "content" scores in the pre-test (experimental group)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	1	2,6	2,6	2,6
	1.00	17	44,7	44,7	47,4
	1.25	9	23,7	23,7	71,1
	2.00	5	13,2	13,2	84,2
	2.25	4	10,5	10,5	94,7
	3.00	2	5,3	5,3	100,0
	Total	38	100,0	100,0	

Table 40

Frequency distribution of "content" scores in the pre-test (control group)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	7,9	7,9	7,9
	1.25	18	47,4	47,4	55,3
	1.75	2	5,3	5,3	60,5
	2.00	11	28,9	28,9	89,5
	2.25	1	2,6	2,6	92,1
	3.00	3	7,9	7,9	100,0
	Total	38	100,0	100,0	

Again, 1, 1.25, and 2 are the scores frequently recorded in grammar (Table 41 and Table 42), which indicates that the students' level in grammar is quite poor to fair. Besides, none of the participants showed a substantive mastery of the grammatical conventions and got 4 or 5.

Table 41

Frequency distribution of "grammar" scores in the pre-test (experimental group)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	7,9	7,9	7,9
	1.25	13	34,2	34,2	42,1
	1.75	1	2,6	2,6	44,7
	2.00	15	39,5	39,5	84,2
	2.25	3	7,9	7,9	92,1
	3.00	3	7,9	7,9	100,0
	Total	38	100,0	100,0	

Table 42

Frequency distribution of "grammar" scores in the pre-test (control group)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	16	42,1	42,1	42,1
	1.25	9	23,7	23,7	65,8

2.00	9	23,7	23,7	89,5
2.25	3	7,9	7,9	97,4
3.00	1	2,6	2,6	100,0
Total	38	100,0	100,0	

As far as mechanics is concerned, Tables 43 and 44 clearly show that the great majority of the students' scores range between 1, 1.25 and 2. Such scores also demonstrate a fair mastery in the mechanical skills.

Table 43

Frequency distribution of "mechanics" scores in the pre-test (experimental group)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	16	42,1	42,1	42,1
	1.25	8	21,1	21,1	63,2
	2.00	5	13,2	13,2	76,3
	2.25	7	18,4	18,4	94,7
	3.00	2	5,3	5,3	100,0
	Total	38	100,0	100,0	

Table 44

Frequency distribution of "mechanics" scores in the pre-test (control group)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	4	10,5	10,5	10,5
	1.25	16	42,1	42,1	52,6
	2.00	12	31,6	31,6	84,2
	2.25	2	5,3	5,3	89,5
	3.00	4	10,5	10,5	100,0
	Total	38	100,0	100,0	

Overall, it is worth noting that all the frequency tables present a small minority of students (between one and four) whose score is 3, which stands for an average level. The analyses confirm that the problem with the different writing components is ubiquitous; in other words, both groups do manifest low achievements in the four writing components (organisation, content, grammar, and mechanics). Besides, we can safely deduce that the students' incipient writing level concerning the aforementioned components is the same. Thus, if the intervention is well conducted, and if all variables are well manipulated, any

tangible progress in the students' writing performances in the upcoming tests will be accredited to the suggested plan (the implementation of the independent variable).

    4.1.2.1.2. Progress tests. As mentioned in Chapter III, students took the progress tests after receiving full instruction about how to write a good paragraph and about the different stages that a writer should go through. The control group's paragraphs are scored in the conventional way by evaluating their first drafts; however, the students of the experimental group are scored after carrying out the different stages of the writing process (drafting, revising, and editing) on Facebook to check their level of improvement. All in all, the main aim behind the progress tests is to assess the students' progress and their ability to be engaged in online peer feedback, where they should carefully consider the different procedures, rules, and laws.

- **Progress Test 1.**

    Results of the first progress test are well presented in Tables 45 and 46.

Table 45

The experimental group's scores in Progress Test 1

SN	O	C	G	M.S	Total	SN	O	C	G	M.S	Total
S1	02	02	02	02	08.00	S20	01.25	02	03	04	10.25
S2	01.25	02.25	02	02	07.50	S21	01	01.25	03	04	09.25
S3	01.25	02	03	04	10.25	S22	02	02	03	03	10.00
S4	01.25	01.25	02.50	01	06.00	S23	03	03	03	04	13.00
S5	01.25	02	02	03	08.25	S24	02	03	03	04	12.00
S6	01.25	1.25	03	03	08.50	S25	02	02	03	04	11.00
S7	04	02	03	02	11.00	S26	01	02	02	01	06.00
S8	01.25	01.25	02	04	08.50	S27	03	02	02	02	09.00
S9	02	02	02	02	08.00	S28	02	02	03	03	10.00
S10	03	03	02	03	11.00	S29	04	03	03	03	13.00
S11	03	02.25	03	03	11.25	S30	01	01	03	02	07.00
S12	04	04	04	05	17.00	S31	03	02	03	03	11.00
S13	02	02	03	04	11.00	S32	04	03	03	04	14.00
S14	01.25	02.25	01.25	04	08.75	S33	01.25	02	02	01.25	06.50
S15	01	01	03	02	07.00	S34	01	01	03	03	08.00
S16	01.25	01	03	03	08.25	S35	01	01	03	04	09.00
S17	01	01	01	01	09.25	S36	02	02.5	03	04	11.50
S18	01	01	02	03	07.00	S37	02	02	03	04	11.00
S19	01.25	01.25	03	04	09.50	S38	04	03	03	04	14.00

ONLINE PEER FEEDBACK AND ITS EFFECT ON THE WRITING SKILL

Table 46

The control group's scores in Progress Test 1

SN	O	C	G	M.S	T	SN	O	C	G	M.S	Total
S1	01	01	01	01	04.00	S20	03	03	02	02	10.00
S2	01	01	01	01	04.00	S21	03	03	03	02	11.00
S3	01	01	01	01	04.00	S22	04	04	03	03	14.00
S4	0.50	0.50	0.50	0.50	02.00	S23	01	01.50	03	04	09.50
S5	01	01	01	01	04.00	S24	02.25	02	03	03	10.25
S6	03	03	01.75	03	09.75	S25	02	03	03	03	11.00
S7	03	02	0.50	0.50	06.00	S26	01	01.25	03	04	09.25
S8	04	03	03	04	14.00	S27	01	02	02	01	06.00
S9	01.25	01.25	02.50	01	06.00	S28	02	03	03	04	12.00
S10	02	01	02	02	07.00	S29	03	02.75	02	02	09.75
S11	03	02	02	02	09.00	S30	02.75	02	03	03	10.75
S12	03	02	03	04	12.00	S31	03.75	03	04	04	14.75
S13	02	02	02	04	10.00	S32	04	03	03	04.50	14.50
S14	02	02	03	03	10.00	S33	01	01	01	01	04.00
S15	03	02	02	02	09.00	S34	02.50	02	01	01	06.50
S16	01	02	02	03	08.00	S35	02	03	01	01	07.00
S17	03	02	02	02	09.00	S36	03	03.75	04	02	12.75
S18	01	02	02	01	06.00	S37	01	01	02	02.50	06.50
S19	01	01	01	01	04.00	S38	03	03	02	02	10.00

The first impression from Tables 45 and 46 is that the experimental group's scores have improved in terms of grammar and mechanics, wherein the level is rated from good to excellent. However, scores of the control group do not show a good command of the four writing criteria, yet the students significantly scored higher than their initial level. Concerning organisation and content, there is no significant improvement in both groups.

Such results can be confirmed when comparing both groups' means of every single component. As shown in Table 47, the experimental group's means of the four components are higher than those of the control group, especially in grammar and mechanics in which a tangible improvement is recorded.

Table 47

Comparative evaluation of both groups' means (Progress Test 1)

Skill	Group	N	Mean	Std. Deviation	Std. Error Mean
Organisation	Experimental	38	1.9671	1.02860	.16686
	Control	38	2.1579	1.05013	.17035
Content	Experimental	38	1.9605	.73871	.11984
	Control	38	2.0789	.88552	.14365

Grammar	Experimental	38	2.6513	.60833	.09868
	Control	38	2.1382	.93277	.15132
Mechanics	Experimental	38	3.0592	1.05176	.17062
	Control	38	2.2632	1.21220	.19664

Figure 42 better illustrates the difference in means on the set of variables, with a slight difference in both groups' achievements as far as the organisation (0.19) and content (0.11) are concerned. While in grammar and mechanics, the experimental group outperforms its analogous with a difference in means of 0.51 and 0.79, respectively.

Figure 42. Comparative analysis of both groups' means on the set of the four writing components (Progress Test 1)

During the revising and the editing stage of the first progress test, it was witnessed in some cases that the students have corrected their produced mistakes with due regard to their peers' comments. Besides, the teacher often noticed that some students were enriching their vocabulary by using similar words and expressions often produced by their peers. It can be related to the positive influence entailed by using the peer feedback activity. That is why another test is required to confirm such an influence.

- **Progress Test 2.**

After finishing the first progress test, a second test was planned. Scores of the second progress test of both groups are tabulated in Tables 48 and 49.

ONLINE PEER FEEDBACK AND ITS EFFECT ON THE WRITING SKILL

Table 48

The experimental group's scores in Progress Test 2

SN	O	C	G	M.S	T	SN	O	C	G	M.S	T
S1	02	02	03	02	09.00	S20	04	04	04	04	16.00
S2	02.25	02.25	04	04	12.50	S21	02	02	01.25	04	09.25
S3	03	02	04	04	13.00	S22	02	02	02	03	09.00
S4	03	03	03	04	13.00	S23	02.25	02	02	04	10.25
S5	01.25	02	03	03	09.25	S24	01.25	02	04	03	10.25
S6	01.25	01.25	01.25	03	06.75	S25	02	02	02	04	10.00
S7	03	03	01.75	03	10.75	S26	01.25	02	03	02	08.25
S8	03	03	04	03	13.00	S27	02	02	03	03	10.00
S9	02	02	03	02	09.00	S28	03	03	04	04	14.00
S10	01.25	01.25	03	04	09.50	S29	01.25	02	03	03	09.25
S11	05	05	04	04	18.00	S30	03	03	03	04	13.00
S12	04	03	05	05	17.00	S31	01.25	01.25	03	02	07.50
S13	03	04	04	05	16.00	S32	02	02	03	03	10.00
S14	03.50	04	04	04	15.50	S33	01.25	02	02	03	08.25
S15	03	02.25	03	03	11.25	S34	02	02	03	03	10.00
S16	01.25	02	03	04	10.25	S35	04	04	04	03	15.00
S17	03	02.75	02	02	09.75	S36	03	03	04	04	14.00
S18	04	03	04	04	15.00	S37	03	03	04	04	14.00
S19	03	03	04	05	15.00	S38	04	04	05	04	17.00

Table 49

The control group's scores in Progress Test 2

SN	O	C	G	M.S	T	SN	O	C	G	M.S	T
S1	0.50	0.50	02	02	05	S20	03	03	03	03	12
S2	01.50	02	03	04	10.50	S21	02	02	03.50	03	10.50
S3	02	02	01	02	06	S22	03	03.25	01	03	10.25
S4	01	01	01.75	02	05.75	S23	02	02	03	03	10
S5	0.50	0.50	02	02	05	S24	03	03	02.25	01	09.25
S6	01	01	01	01	04	S25	03	03.50	02	01	09.50
S7	02	02	01	02	06	S26	01	01.25	01	01	04.25
S8	01.50	01	01	01	04.50	S27	01	02	01	03	07
S9	01	01.50	02	02	06.50	S28	01.50	02	0.50	01	05
S10	02.50	02	01	01	06.50	S29	03	02.50	02	02	09.50
S11	02	03	01	03	09	S30	03	03.75	04	04	14.75
S12	01	02	0.50	1.50	05	S31	03	02.75	02	02	09.75
S13	02	02	01.50	01	06.50	S32	03	03	01.50	02	09.50
S14	01	01	03	03	08	S33	02	02.75	02	02	08.75
S15	03	03	01	03	10	S34	03	03.50	02	01	09.50
S16	03	03.75	03	03	12.75	S35	01	02	01	02	06
S17	03	03	02	01	09	S36	02	02	02	01	07
S18	02	02	03	03	10	S37	03	02.25	02	02	09.25
S19	03	03	02	01	09	S38	03	02.50	02	02	09.50

It seems that the experimental group's mean score of Progress Test 2 is slightly higher $\overline{x} = 11.8026$ than the mean score of the pre-test $\overline{x} = 5,8092$ and Progress Test 1

$\overline{x} = 9.7763$.

Concerning the four writing components, it appears that students of the experimental group have attained the expected average in grammar and mechanics, as a large majority scored between 3 and 4 in both components, which reflects a good to an excellent level. In organisation and content, however, they still show a deficiency in producing a knowledgeable, fluent, and a well-organised piece of writing. Concerning the control group, their level; remains nearly the same as that of the first progress test with a difference in means equal to 0.44.

As an attempt to make a detailed evaluation, a comparison between both groups concerning the four writing criteria has been carried out (Table 50).

Table 50

Comparative evaluation of both groups' means (Progress Test 2)

	Group	N	Mean	Std. Deviation	Std. Error Mean
Organisation	Experimental	38	2.5329	1.00870	.16363
	Control	38	2.0789	.87400	.14178
Content	Experimental	38	2.5789	.87978	.14272
	Control	38	2.2434	.86892	.14096
Grammar	Experimental	38	3.2171	.94292	.15296
	Control	38	1.5526	1.05772	.17159
Mechanics	Experimental	38	3.4737	.82975	.13460
	Control	38	2.0000	.95860	.15551

It is apparent that the experimental group's mean of each criterion is higher than that of the control group.

For a more detailed appraisal and a clearer picture, Figure 43 shows a slight difference in organisation and content in favour of the control group with a difference in means equal to 0.45 and 0.33, respectively, while in grammar and mechanics, the experimental group records an over scoring over its analogous with a difference in means equal to 1.66 and 1.47, sequentially.
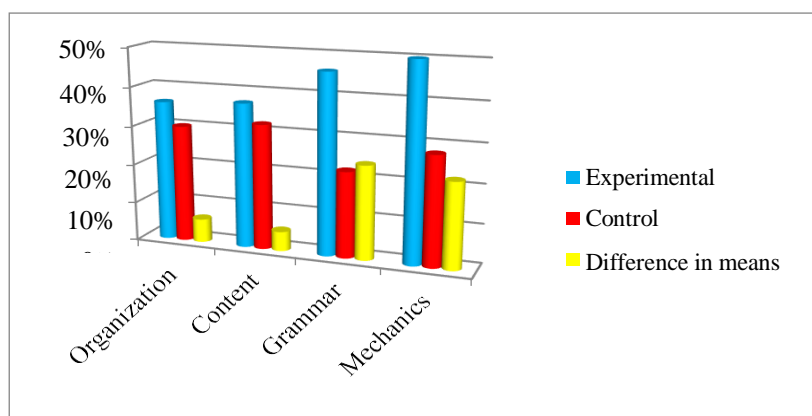
Figure 43. Comparative analysis of both groups' means on the set of the four writing components (Progress Test 2)

Figure 43 demonstrates that students of the experimental group seem to easily attain a good average in both grammar and mechanics. Concerning organisation and content, they do not seem to be easily assimilated. Yet the students of the experimental group have recorded a minor advancement compared to the previous test, but they have not attained the expected average especially at this stage (Table 51). This advancement in the set of the four writing components can be probably explained by the students' engagement in the online peer feedback activity.

Table 51

Comparison between Progress Test 1 and Progress Test 2 on the variables "organisation" and "content" of the experimental group

Progress Test N°	Progress Test 1		Progress Test 2	
Components	Organisation	Content	Organisation	Content
Mean	1.9671	1.9605	2.5329	2.5789

- **Progress Test 3**

The results obtained from the previous tests have driven us to plan for another progress test to further confirm the efficiency of the suggested intervention. It is important to acknowledge that, during the period given to the students to respond to each others' written work at each stage (revising and editing), the teacher was distantly controlling the situation to ensure that the students are appropriately approaching the activity. In some

cases, the teacher noticed some pitfalls during the online peer feedback; that is the reason why she was likely to fix it on the spot on Facebook, and sometimes she discussed the subject matter inside the classroom to help the students go forward for better achievement, and even to avoid any unexpected obstacles that could negatively affect the on-going process.

Tables 52 and 53 display the scores of both groups in the third progress test.

Table 52

The experimental group's scores in Progress Test 3

SN	O	C	G	M.S	T	SN	O	C	G	M.S	T
S1	02	02	03.25	04	11.25	S20	04	04	04	04	16
S2	03	03	02	05	13.00	S21	03	02.25	03	04.25	12.50
S3	03	03	04	04	14.00	S22	04	03.25	04	04	15.25
S4	02	01.25	02.25	03	08.50	S23	04	04	04	05	17.00
S5	03.25	02	03	04	12.25	S24	03	04	04	03	14.00
S6	02	02	04	04	12.00	S25	02	02.25	03	04	11.25
S7	03.25	03.25	02	02	10.50	S26	03	03	03	03	12.00
S8	03	03	04	04	14.00	S27	03	02	03	03	11.00
S9	02	02	02	04	10.00	S28	04	04	04	04	16.00
S10	04	04	04	04	16.00	S29	02	03	04	04	13.00
S11	04.25	04.25	04.25	05	17.75	S30	03	03	04	03	13.00
S12	04	04.25	04.25	05	17.25	S31	02.50	03	04	04	13.50
S13	03	03	03	04	13.00	S32	02	02	04	04	12.00
S14	03	02.25	03	04	12.25	S33	04	04	03	04	15.00
S15	04	03	04	04	15.00	S34	03	03	04	04	14.00
S16	04	04	04	03	15.00	S35	04	04	04	04	16.00
S17	02	03	02	02	09.00	S36	04	04	04	04	16.00
S18	02	02	03	02	09.00	S37	02	03	03	03	11.00
S19	04	04	04	05	17.00	S38	04	04	05	05	18.00

Table 53

The control group's scores in Progress Test 3

SN	O	C	G	M.S	T	SN	O	C	G	M.S	T
S1	01	02	02	02	07.00	S20	02	03	03	03	11.00
S2	03	03	01	03	10.00	S21	03	03	03	03	12.00
S3	01	01	01	02	05.00	S22	01	01	02	03	07.00
S4	01	01	01	01	04.00	S23	02	02	02	02	08.00
S5	01	01	02	01	05.00	S24	01	01	03	01	05.00
S6	02	02	02	02	08.00	S25	02	01	02	02	07.00
S7	01	01	03	01	06.00	S26	01	01	01	01	04.00
S8	03	02	03	02	10.00	S27	02	02	03	03	10.00
S9	03	02	03	02	10.00	S28	02	02	03	04	11.00
S10	02	03	02	03	09.00	S29	01	01	01	01	04.00
S11	0.50	0.50	03	02	06.00	S30	03	03	03	04	13.00

S12	03	03	03	02	11.00	S31	03	03	03	04	13.00
S13	04	04	04	04	16.00	S32	02	02	03	02	09.00
S14	03	02	03	03	11.00	S33	01	01	01	01	04.00
S15	03	03	03	02	11.00	S34	01	01	01	01	04.00
S16	02	02	03	03	10.00	S35	03	02	02	02	09.00
S17	02	02	02	03	09.00	S36	01	01	01	01	04.00
S18	02	02	02	02	08.00	S37	01	01	01	01	04.00
S19	05	04	04	04	17.00	S38	01	01	01	01	04.00

The results clearly show that the experimental group's level has tremendously progressed, wherein the participants have been frequently assigned Grade 4 in each component, which reflects a good mastery. By contrast, participants of the control group have been rarely assigned Grade 4, yet they have generally shown some progress compared to the previous tests. Particularly, only two students gained excellent overall scores (S13 and S19), while the remaining students' scores ranged between 4 and 13. Table 54 demonstrates a detailed examination of every single component in each group.

Table 54

Comparative evaluation of both groups' means (Progress Test 3)

Skill	Group	N	Mean	Std. Deviation	Std. Error Mean
Organisation	Experimental	38	3.1118	.81311	.13190
	Control	38	1.9868	1.02987	.16707
Content	Experimental	38	3.0789	.83445	.13537
	Control	38	1.9079	.92893	.15069
Grammar	Experimental	38	3.5000	.75784	.12294
	Control	38	2.2632	.92076	.14937
Mechanics	Experimental	38	3.8224	.80309	.13028
	Control	38	2.2105	1.01763	.16508

Inspecting these results indicates that the experimental group has achieved better results in every single component than its analogous. In organisation, for instance, a difference in means equal to 1.12 is recorded. As far as content is concerned, the experimental group outperforms the control group, for there is a difference of 1.17 between their means. Concerning grammar, the experimental group's mean score is higher than that of the control group with a difference of 1.23. This improvement holds true even

for mechanics, wherein the experimental group outruns the control one with a difference in means equal to 1.61, which is the highest difference in all components. Figure 44 better represents the aforementioned data.
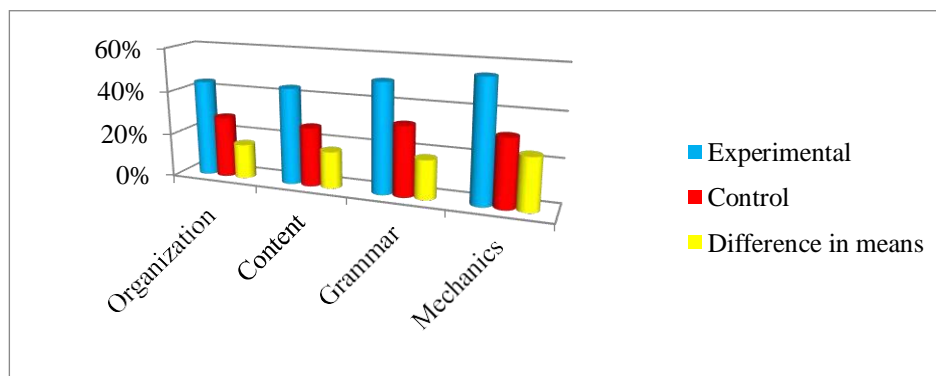
Figure 44. Comparative analysis of both groups' means on the set of the four writing components (Progress Test 3)

On the one hand, students of the experimental group made once again a minor advancement at organisation and content. In this case, it can be said that the significance of the improvement does not matter, but a perpetual improvement at each time makes the difference; i.e., the students' level in both components did not remain constant. On the other hand, the control group's achievement is neither different nor better. Indeed, it is the same with no significant improvement if compared to the previous tests, which implies that they still face problems while producing a knowledgeable and organised piece of writing that is governed by the grammatical and mechanical conventions.

- **Progress Test 4.**

Toward the end of the intervention, a fourth progress test has been planned to check for any improvements as far as the four components are concerned. This test elicits the participants' ability to manipulate the organisation, the content, the grammar, and the mechanics of any piece of writing, for they have been continuously exposed to the intervention for nearly four months, while those of the control group kept being exposed to the traditional way of teaching. Tables 55 and 56 illustrate the scores of both groups.

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Table 55

The experimental group's scores in Progress Test 4

SN	O	C	G	M.S	T	SN	O	C	G	M.S	T
S1	05	04	03	04	16.00	S20	05	05	04	04	18.00
S2	02	02	02	03	09.00	S21	03	03	02	04	12.00
S3	03	02	03	04	12.00	S22	04	04.25	03	04	15.25
S4	04	04	04	04	16.00	S23	05	04	04	04	17.00
S5	02	02	02	04	10.00	S24	05	04	04	04	17.00
S6	03	03	04	04	14.00	S25	04	04	04	04	16.00
S7	02	03	02	03	10.00	S26	03	03	02	03	11.00
S8	04	04	04	04	16.00	S27	02.75	03.25	03	03	12.00
S9	02	02	02	04	10.00	S28	04	04	04	04	16.00
S10	03	03	03	03	12.00	S29	04	02	03	04	13.00
S11	05	04	04	05	18.00	S30	04	02	03	04	13.00
S12	05	05	04	05	19.00	S31	04	03	04	04	15.00
S13	04	04	03	04	15.00	S32	03	02	04	04	13.00
S14	04	04	04	04	16.00	S33	03	02	03	04	12.00
S15	04	03.25	03	04	14.25	S34	04	04	03	03	14.00
S16	04	04	03	03	14.00	S35	04	05	04	04	17.00
S17	03	02.25	02	02	09.25	S36	04	03	02	02	11.00
S18	04	03	04	03	14.00	S37	04	03	04	04	15.00
S19	04	04	03	04	15.00	S38	05	05	04	04	18.00

Table 56

The control group's scores in Progress Test 4

SN	O	C	G	M.S	T	SN	O	C	G	M.S	T
S1	02	02	02	03	09.00	S20	03	01	01	02	07.00
S2	01	01	01	03	06.00	S21	04	04	04	04	16.00
S3	04	02	02	02	10.00	S22	01	02	02	03	08.00
S4	02	01	02	02	07.00	S23	04	04	04	04	16.00
S5	01	02	02	02	07.00	S24	01	02	02	02	07.00
S6	01	01	02	03	07.00	S25	03	02	01	02	08.00
S7	01	02	01	01	05.00	S26	02	02	02	04	10.00
S8	03	02	02	02	09.00	S27	02	02	03	02	09.00
S9	01	01	04	03	09.00	S28	02	02	02	02	08.00
S10	01	01	01	01	04.00	S29	0.50	0.50	0.50	0.50	02.00
S11	02	01	03	03	09.00	S30	04	04	04	04	16.00
S12	01	01	03	03	08.00	S31	02	02	02	03	09.00
S13	01	01	03	03	08.00	S32	01	01	03	01	06.00
S14	01	01	03	03	08.00	S33	01	01	01	01	04.00
S15	02	02	02	03	09.00	S34	01	01	01	01	04.00
S16	03	03	04	04	14.00	S35	02	02	03	03	10.00
S17	03	02	04	04	13.00	S36	0.50	0.50	01	01	03.00
S18	02	03	02	02	09.00	S37	0.50	0.50	01	01	03.00
S19	04	04	04	04	16.00	S38	01	01	01	01	04.00

Table 55 clearly shows that there is a concrete improvement in the experimental group's scores if compared to those of the control group. For instance, a large majority of students have improved in organisation and content in a way that has never been recorded before. For the first time, more than 20 students have been assigned Grades 4 and 5 in both

components. Students of the control group, on the flip side, remain at the same level. A detailed comparison is drawn (Table 57).

Table 57

Comparative evaluation of both groups' means (Progress Test 4)

Skill	Group	N	Mean	Std. Deviation	Std. Error Mean
Organisation	Experimental	38	3.7303	.89741	.14558
	Control	38	1.8816	1.11764	.18130
Content	Experimental	38	3.3684	.95990	.15572
	Control	38	1.7763	.99795	.16189
Grammar	Experimental	38	3.2368	.78617	.12753
	Control	38	2.2500	1.10129	.17865
Mechanics	Experimental	38	3.7368	.64449	.10455
	Control	38	2.4342	1.07911	.17505

We can notice from Table 57 that students of the experimental group have scored well in the four writing components as the mean score of each component is more than 3, while the mean scores of the control group range between 1 and 2. It can be said that there is a concrete difference between both groups in all means (Figure 45).
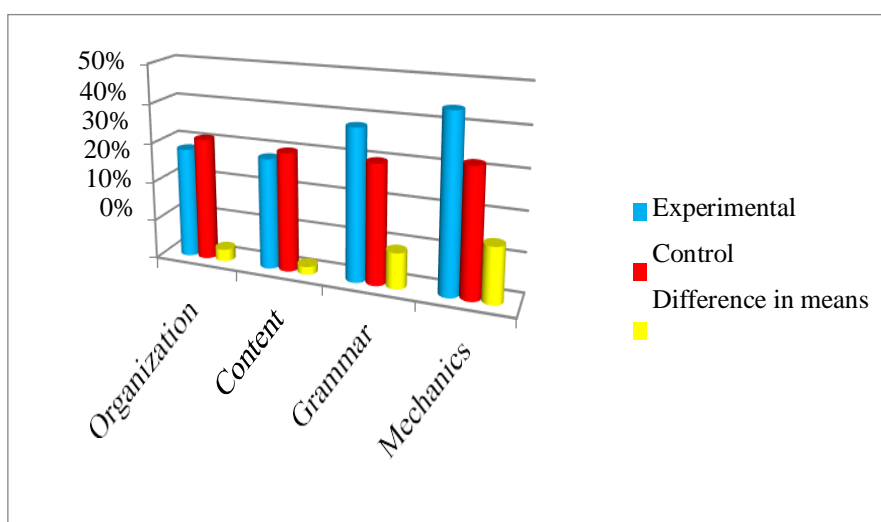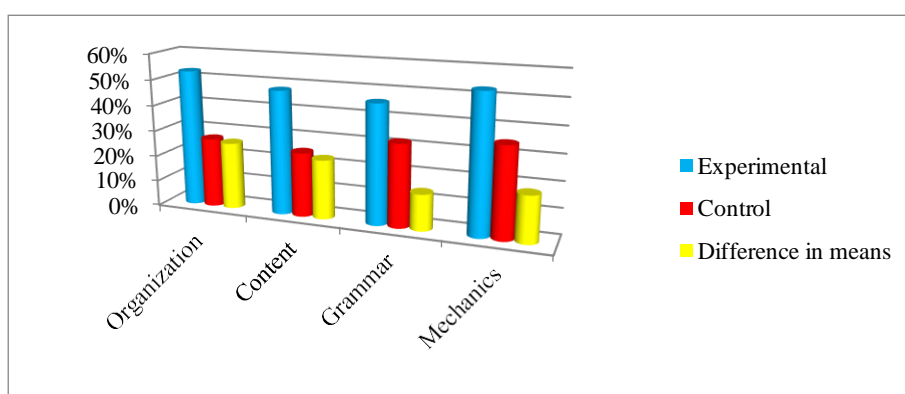

Figure 45. Comparative analysis of both groups' means on the set of the four writing components (Progress Test 4)

Indeed, the experimental group has over-scored the control one at organisation, content, grammar, and mechanics with a difference in means equal to 1.85, 1.59, 0.98, and 1.30, respectively.

Overall, the students' pieces of writing are knowledgeable enough with clearly stated and well-punctuated ideas. It seems evident, therefore, that after many attempts, the

students have attained the expected level in all writing components, especially in organisation and content as both criteria are hard to assimilate and necessitate a long time to be well-acquired. So, the students' good record can be attributed to the intensive practice and the suggested intervention.

The control group level, however, seems to be fluctuating at each time. In fact, there is not a steady improvement in the four components in every single test, but rather a kind of regression from a test to test. An example is summarised in Table 58 to understand the situation.

Table 58

Comparison between Progress Tests 1, 2, 3, and 4 on the variable "grammar" of the control group

Component	Grammar			
Progress Test N°	Progress Test 1	Progress Test 2	Progress Test 3	Progress Test 4
Mean	2.1382	1.5526	2.2632	2.2500

Accordingly, the control group's achievement in every single criterion is neither improving nor constant, which may be accredited to some variables, such as the absence of the peer feedback, the difficulty in acquiring the writing components, and probably the students' absenteeism.

4.1.2.1.3. The post-test. In the end, both groups took the same post-test which serves in two ways: First, it measures the efficiency of the online peer review process on students' writing achievements. Second, this test is purposefully identical to the pre-test in terms of the instruction type and conditions to detect the students' assimilation of the four writing components, but the suggested topic is different. The scores of this test are illustrated in Tables 59 and 60.

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Table 59

The experimental group's post-test scores

SN	O	C	G	M.S	T
Student 1	02	01.25	03.75	04	11.00
Student 2	03	03	03	02	11.00
Student 3	03	02.75	04	03.75	13.50
Student 4	04	04	04	04	16.00
Student 5	04	04	04	04	16.00
Student 6	04	05	03	02	14.00
Student 7	03	02	03	03	11.00
Student 8	03.75	03.75	04.75	04.75	17.00
Student 9	02	03	02.50	02.50	10.00
Student 10	02.75	02.75	03	04	12.50
Student 11	04	05	04.75	04.75	18.50
Student 12	05	05	05	04.75	19.75
Student 13	04	04.50	03	03.50	15.00
Student 14	04.25	04	04	04	16.25
Student 15	03	03	04	04	13.00
Student 16	03	04	03	04	14.00
Student 17	01.75	01.75	02	04	09.50
Student 18	03	03	04	03	13.00
Student 19	02	02	02	04	10.00
Student 20	04	04	03	04	15.00
Student 21	03	03	03	03	12.00
Student 22	04	02	04	04	14.00
Student 23	05	04	04	04	17.00
Student 24	04	04	04	04	16.00
Student 25	04	04	03.75	04	15.75
Student 26	03.25	03.25	02.25	03.25	11.75
Student 27	03	03	03	03	12.00
Student 28	02	02	03	04	11.00
Student 29	01.75	01.75	03	04	10.50
Student 30	02	02	03	03	10.00
Student 31	05	05	04	03	17.00
Student 32	03	03	03	03	12.00
Student 33	04	03	03	03	13.00
Student 34	03	04	03	04	14.00
Student 35	04.25	04	04	03	15.25
Student 36	04	04	04	03.75	15.75
Student 37	01.75	01	01	03	06.75
Student 38	05	04	04	05	18.00
$\sum \overline{x}C$	517.75				
$\overline{x}$	13.6250				

Table 60

The control group's post-test scores

SN	O	C	G	M.S	T
Student 1	01	01	0.75	01	03.75
Student 2	01.25	01.25	02	03	07.75
Student 3	03.25	03	01	03	10.25
Student 4	01	01.75	02	03	07.75

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Student 5	**01.75**	**01**	**01.75**	**02.25**	**06.75**
Student 6	01.75	02	02	02	07.75
Student 7	01.75	01	01.75	0.75	05.25
Student 8	02.25	02.25	03	02.25	09.75
Student 9	0.75	0.75	0.75	0.75	03.00
Student 10	01.25	01.25	02	02	06.50
Student 11	03	02	01.25	03	09.25
Student 12	02	0.75	03	03	08.75
Student 13	01	01	03	02	07.00
Student 14	02.25	02.25	03	03	10.50
Student 15	0.75	02	02	02	06.75
Student 16	0.75	01	02	03	06.75
Student 17	02	02.25	03	03	10.25
Student 18	04	04	04	04	12.00
Student 19	01.75	02	03	03	09.75
Student 20	03	03	02	02	10.00
Student 21	02.75	03	03	03	11.75
Student 22	03	02	02	03	10.00
Student 23	03	03	03	03	12.00
Student 24	01	01	03	02	07.00
Student 25	01	01.75	02	03	07.75
Student 26	03	03	02	02	10.00
Student 27	04	04	03	04	15.00
Student 28	03	03	03	03	12.00
Student 29	01.25	01.25	03	02	07.50
Student 30	04	03.75	04	03.75	15.50
Student 31	01.75	01.75	03	02	08.50
Student 32	02	03	03	03	11.00
Student 33	01	01	01	01.75	04.75
Student 34	0.75	0.75	0.75	0.75	03.00
Student 35	02	02	02	04	10.00
Student 36	01	01	01	01	04.00
Student 37	01	01	01	02	05.00
Student 38	01	01	02	03	07.00
$\sum \overline{x}C$	321.2482				
$\overline{x}$	8.4539				

The overall scores of both groups reveal a significant improvement in the experimental group as opposed to the control group. The experimental group participants have recorded a noticeable enhancement in the four writing components.

It is worth mentioning, that even the control group's level has improved to a certain extent with respect to the pre-test scores. The mean score of this group in the pre-test is 6.6842, while in the post it is 8.4539. Thus, an isolated and detailed assessment of each of the four criteria is conducted (Tables 61, 62, 63, 64, 65, 66, 67, and 68).

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Table 61

Frequency distribution of "organisation" scores in the post-test (experimental group)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.75	3	7,9	7,9	7,9
	2.00	5	13,2	13,2	21,1
	2.75	1	2,6	2,6	23,7
	3.00	10	26,3	26,3	50,0
	3.25	1	2,6	2,6	52,6
	3.75	1	2,6	2,6	55,3
	4.00	11	28,9	28,9	84,2
	4.25	2	5,3	5,3	89,5
	5.00	4	10,5	10,5	100,0
	Total	38	100,0	100,0	

Table 62

Frequency distribution of "organisation" scores in the post-test (control group)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.75	4	8,5	10,5	10,5
	1.00	9	19,1	23,7	34,2
	1.25	3	6,4	7,9	42,1
	1.75	5	10,6	13,2	55,3
	2.00	4	8,5	10,5	65,8
	2.25	2	4,3	5,3	71,1
	2.75	1	2,1	2,6	73,7
	3.00	6	12,8	15,8	89,5
	3.25	1	2,1	2,6	92,1
	4.00	3	6,4	7,9	100,0
	Total	38	80,9	100,0	

Tables 61 and 62 show that the students' scores at organisation vary between 1.75 and 5, wherein the majority got 3 and 4 resulting in good to well organised paragraphs. On the flip side, the control group scores vary between 0.75 and 4, wherein a large majority obtained 1 which stands for a very poor level in organisation.

Table 63

Frequency distribution of "content" scores in the post-test (experimental group)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	2,6	2,6	2,6
	1.25	1	2,6	2,6	5,3
	1.75	2	5,3	5,3	10,5
	2.00	5	13,2	13,2	23,7
	2.75	2	5,3	5,3	28,9
	3.00	8	21,1	21,1	50,0
	3.25	1	2,6	2,6	52,6
	3.75	1	2,6	2,6	55,3
	4.00	12	31,6	31,6	86,8
	4.50	1	2,6	2,6	89,5
	5.00	4	10,5	10,5	100,0
	Total	38	100,0	100,0	

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Table 64

Frequency distribution of "content" scores in the post-test (control group)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.75	3	6,4	7,9	7,9
	1.00	10	21,3	26,3	34,2
	1.25	3	6,4	7,9	42,1
	1.75	3	6,4	7,9	50,0
	2.00	6	12,8	15,8	65,8
	2.25	3	6,4	7,9	73,7
	3.00	7	14,9	18,4	92,1
	3.75	1	2,1	2,6	94,7
	4.00	2	4,3	5,3	100,0
	Total	38	80,9	100,0	

As far as content is concerned, the experimental group's scores at this component vary between 1 and 5 with a great majority of students who have attained Grade 4. The control group's scores, however, remain at the same level of achievement varying between 0.75 and 4, wherein most students obtained 1 and 3 resulting in a poor to a good level. Such improvements are not met by all the control group students; in other words, some students continue to show very little command of such a writing component.

Table 65

Frequency distribution of "grammar" scores in the post-test (experimental group)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	2,6	2,6	2,6
	2.00	2	5,3	5,3	7,9
	2.25	1	2,6	2,6	10,5
	2.50	1	2,6	2,6	13,2
	3.00	15	39,5	39,5	52,6
	3.75	2	5,3	5,3	57,9
	4.00	13	34,2	34,2	92,1
	4.75	2	5,3	5,3	97,4
	5.00	1	2,6	2,6	100,0
	Total	38	100,0	100,0	

Table 66

Frequency distribution of "grammar" scores in the post-test (control group)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.75	3	6,4	7,9	7,9
	1.00	4	8,5	10,5	18,4
	1.25	1	2,1	2,6	21,1
	1.75	2	4,3	5,3	26,3
	2.00	12	25,5	31,6	57,9
	3.00	14	29,8	36,8	94,7
	4.00	2	4,3	5,3	100,0
	Total	38	80,9	100,0	

Tables 65 and 66 show that the experimental group's scores on the variable of grammar vary between 1 and 5, wherein a large number of students' writing are evaluated from good to excellent. The control group students have also moved from their habitual level in the same component, wherein the majority of scores vary between 2 and 3, reflecting a fair to a good level.

Table 67

Frequency distribution of "mechanics" scores in the post-test (experimental group)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	2	5,3	5,3	5,3
	2.50	1	2,6	2,6	7,9
	3.00	10	26,3	26,3	34,2
	3.25	1	2,6	2,6	36,8
	3.50	1	2,6	2,6	39,5
	3.75	2	5,3	5,3	44,7
	4.00	17	44,7	44,7	89,5
	4.75	3	7,9	7,9	97,4
	5.00	1	2,6	2,6	100,0
	Total	38	100,0	100,0	

Table 68

Frequency distribution of "mechanics" scores in the post-test (control group)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.75	3	6,4	7,9	7,9
	1.00	2	4,3	5,3	13,2
	1.75	1	2,1	2,6	15,8
	2.00	10	21,3	26,3	42,1
	2.25	2	4,3	5,3	47,4
	3.00	16	34,0	42,1	89,5
	3.75	1	2,1	2,6	92,1
	4.00	3	6,4	7,9	100,0
	Total	38	80,9	100,0	

According to Tables 67 and 68, the experimental group's scores in mechanics range from 2 to 5, while the control group's scores range from 0.75 to 4. In general terms, the control group students made a slight improvement compared to the previous tests, but they did not reach the expected average, and they did not make the same advance as that of the experimental group either. Aiming for deeper details, a comparison between the mean scores of the different components in the post-test is made, and data are presented in Table 69.

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Table 69

Comparative evaluation of both groups' means in the post-test

	Group	N	Mean	Std. Deviation	Std. Error Mean
Organisation	Experimental	38	3.3553	.98233	.15935
	Control	38	1.9211	1.00355	.16280
Content	Experimental	38	3.2829	1.07987	.17518
	Control	38	1.9145	.96611	.15672
Grammar	Experimental	38	3.3882	.82752	.13424
	Control	38	2.2368	.88902	.14422
Mechanics	Experimental	38	3.6316	.71124	.11538
	Control	38	2.4803	.88795	.14404

It is clear that the experimental group outperforms the control group on the set of components with a difference in means equal to 1.4342, 1.3684, 1.1514, and 1.1513, respectively.

Comparison of the mean scores in the pre-test and the post-test reveals that the experimental group students made a qualitative advance, for they reached the expected average in the four writing components (Table 70).

Table 70

Comparison between the experimental group's pre-test and post-test on the set of components

Group	Experimental	
Test	**Pre-test**	**Post-test**
Organisation	1.4211	3.3553
Content	1.4013	3.2829
Grammar	1.4474	3.3882
Mechanics	1.5197	3.6316

It is clear that the difference in means in each single writing component is quite large (1.9342, 1.8816, 1.9408, and 2.1119, in the same order), which manifests considerable progress.

The control group on its part also shows better improvement at the level of the investigated writing components if compared to those of the pre-test, with differences in means equal to 0.2632, 0.2763, 0.4802, and 0.7829, in the same order (Table 71).

Table 71

Comparison between the control group's pre-test and post-test on the set of components

Group	Control group	
Test	Pre-test	Post-test
Organisation	1.6579	1.9211
Content	1.6382	1.9145
Grammar	1.7566	2.2368
Mechanics	1.6974	2.4803

Although there is a slight improvement in the control group's achievements, it is not as good as that attained by the online peer review group, neither in the overall scores nor in all the four investigated components.

Based on the above findings, it is quite clear that students of the experimental group made a noticeable improvement after the four phases with due regard to the four writing components (organisation, content, grammar, and mechanics). Therefore, we can claim that the suggested intervention proved successful as students of the experimental group have developed their writing abilities in favour of its analogous.

In an attempt to get an overall scope and an in-depth appraisal of all the designed tests, a comparison between both groups' mean scores is made (Table 72).

Table 72

Overall comparative evaluation between the mean scores of both groups

Test	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	Experimental	38	5.8092	2.12882	.34534
	Control	38	6.6842	1.66713	.27044
Progress T1	Experimental	38	9.7763	2.45942	.39897
	Control	38	8.6118	3.34588	.54277
Progress T2	Experimental	38	11.8026	3.01469	.48905
	Control	38	8.1645	2.53508	.41124
Progress T3	Experimental	38	13.5066	2.54784	.41331
	Control	38	8.3158	3.45711	.56082

Progress T4	Experimental	38	14.0724	2.68121	.43495
	Control	38	8.3421	3.69277	.59905
Post-test	Experimental	38	13.6250	2.89148	.46906
	Control	38	8.4539	2.99090	.48519

As can be inferred from Table 72, students of the experimental group mean scores have increasingly developed compared to those of the control group. Comparing just the pre-test and the post-test, it is found that difference in mean scores of the experimental group is largely significant (7.81), but though the control group recorded improvements, the difference in the given mean scores is quite modest (1.76). Such an advancement in the control group's scores may be attributed to the students' personal efforts and the teacher's instructions (classroom courses and practice).

The obtained data allow us to posit that the level of the participants under investigation has been positively influenced by the application of online peer review. Yet, it seems quite early to make such a deduction as the principles of statistics prohibit researchers to draw any conclusions without making some mathematical calculations to minimise any possible interference caused by misinterpretation. However, we still need to make some preliminary assumptions concerning the findings. First, if we assume that the experimental group's remarkable progress is mainly attributed to the teacher's instructions —in terms of lessons, classroom activities, projects, and homework— why have not those variables brought satisfactory results for students of the control group? Such an enquiry could be an alarming indicator that the intervention has succeeded to a far extent to meet our expectations.

Having said that we are not yet entitled to reach such an end, we needed, then, to determine if the students' scores are different; and if there is a difference, did it come out by chance or by the suggested intervention. A detailed statistical inference is, therefore, identified through the following statistical concepts: the mean, the standard deviation,

the normal distribution, the degree of freedom (df), the observed statistics, and the critical

values. The effect size and the frequency are also required to help the readers fully

understand those statistical analyses (Nunan, 1992).

4.1.2.2. Inferential statistics.

4.1.2.2.1. Safety checks.

- **The normality tests.**

The need for the normal distribution of the data (pre-test and post-test scores) is

highly recommended especially that the study's sample is neither large nor small.

Accordingly, the Shapiro–Wilk test is calculated (Table 73). Indeed, normality tests are

often too sensitive to sample size, and sometimes a quick fix can validate the violated

assumptions; that is why the p-value is set up at $\alpha = 0.001$ (Marshall & Samuels, 2017).

Table 73

Test of normality

	Shapiro-Wilk		
	Statistic	**df**	**Sig.**
Pre-test	,936	76	,001
Post-test	,984	76	,480

Table 73 shows that the *Sig.* value of the pre-test and the p-value are equal, which

means that the data deviated from a normal distribution; in this case, the result can be

ignored as the sample size is moderate. As for the post-test, the *Sig.* value is higher than the

p-value (.480> 0.001), which means that the assumption of normality has been met.

However, to be more rigorous, the normality can be rechecked by a visual

inspection using a box plot and a Q-Q plot (Figure 46).
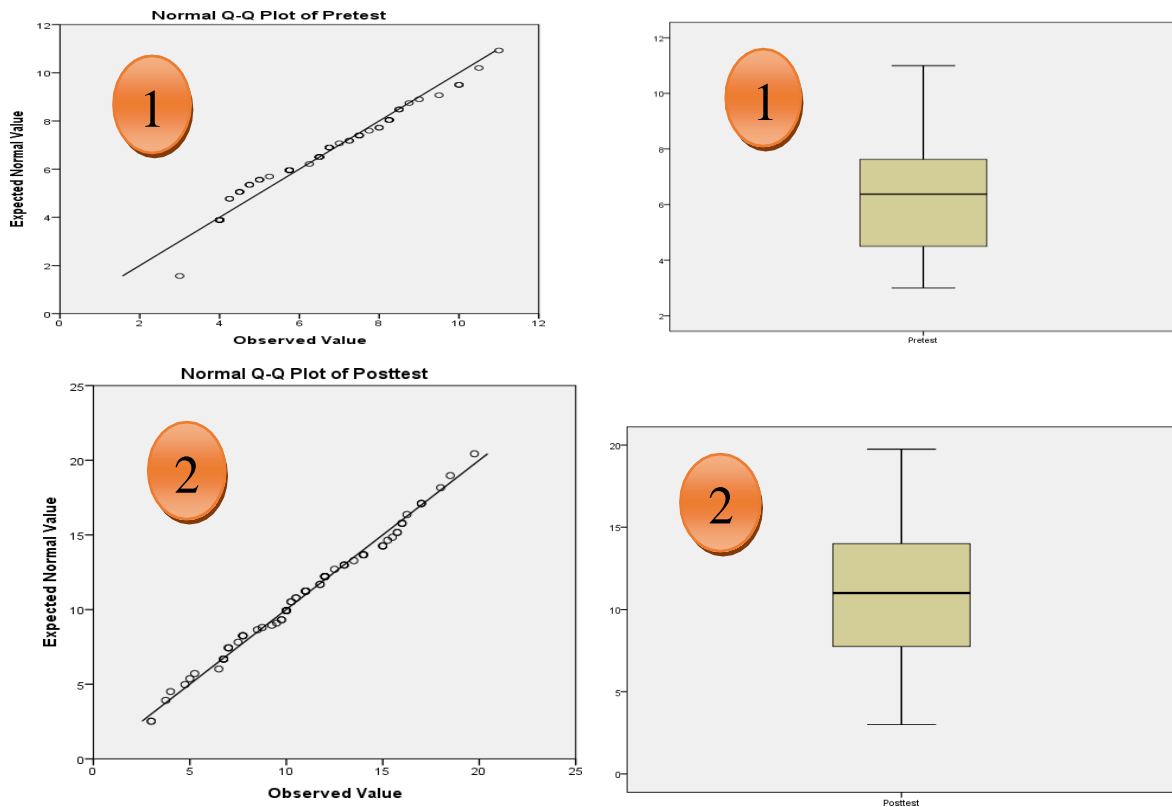
Figure 46. Visual tests of normality (Q-Q plot and box-plot)
Note. 1: Pre-test
         2: Post-test

It can be seen that the data demonstrated in the Q-Q plot of the pre-test are normally distributed as most of the points are on the line, while those of the post-test are much closer to the line. Therefore, the normal distribution is considered satisfying. Besides, the box plot of the post-test shows the same size, and the probes are of the same length. Yet, the skews of the pre-test are quite modest, but the degree of both skews is sufficient for carrying out a t-test.

- **Levene's test for equality of variances**.

One of the assumptions in parametric tests (e.g., the t-test) to be reliable is the approximate equality or homogeneity of the two samples' data. Table 74 summarises the Levene's test for equality of variances of the pre-test and post-test.

Table 74

Test of homogeneity of variances

		Levene Statistic	df1	df2	Sig.
Pre-test	Based on Mean	4,062	1	74	,047
	Based on Median	1,476	1	74	,228
	Based on Median and with adjusted df	1,476	1	60,737	,229
	Based on trimmed mean	3,699	1	74	,058
Post-test	Based on Mean	,001	1	74	,973
	Based on Median	,001	1	74	,973
	Based on Median and with adjusted df	,001	1	73,134	,973
	Based on trimmed mean	,001	1	74	,973

Generally speaking, t-tests with a sample size greater than 30 (N>30) is usually robust to violation of homogeneity of variances. Hence, a more restrictive alpha level α= 0.001 has been set instead of 0.05 to avoid violation.

Table 74 shows that *Sig.*=.047 in the pre-test and *Sig.*=.973 in the post-test are greater than 0.001. Such statistics denote that this test is insignificant, so equal variances are assumed. Therefore, the assumption of homogeneity has been met.

According to findings from the normality and homogeneity tests, the conditions required to conduct a parametric t-test have been fulfilled. Therefore, a t-test can be safely run in the current investigation to compare the two mean scores.

4.1.2.2.2. The t-test. Running a t-test requires a number of steps:

- **Defining the null and the alternative hypotheses.**

The null hypothesis assumes that the means of both the experimental group and the control group are equal: H_0; $\mu Experimental\ group = \mu Control\ group$. However, the alternative hypothesis assumes that the two mean scores are different: H_1; $\mu Experimental\ group \neq \mu Control\ group$.

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It is important to mention that the nature of the research hypotheses is one-tailed as it tests the effectiveness of using online peer feedback through Facebook on improving the students' writing in terms of organisation, content, grammar, and mechanics.

- **Stating alpha.**

As far as the level of significance is concerned, this study sets alpha ($\alpha = 0.05$) at the "5% level" (Weakliem, 2016, p. 5), which means that only 5% chance can be accepted. Therefore, any obtained result at this level can be described as "statistically significant," whereas the 95% level assumes that there is a probability that the difference between the target groups did not occur by chance.

- **The frequency.**

Language researchers are also concerned with considering the frequency distribution, which helps to count the number of students with similar scores in the same test (Nunan, 1992). Frequency distribution is calculated in the case of both the pre-test and the post-test (Tables 75 and 76).

Table 75

The frequency distribution of the experimental group's post-test scores

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6.75	1	2,6	2,6	2,6
	9.50	1	2,6	2,6	5,3
	10.00	3	7,9	7,9	13,2
	10.50	1	2,6	2,6	15,8
	11.00	4	10,5	10,5	26,3
	11.75	1	2,6	2,6	28,9
	12.00	3	7,9	7,9	36,8
	12.50	1	2,6	2,6	39,5
	13.00	3	7,9	7,9	47,4
	13.50	1	2,6	2,6	50,0
	14.00	4	10,5	10,5	60,5
	15.00	2	5,3	5,3	65,8
	15.25	1	2,6	2,6	68,4
	15.75	2	5,3	5,3	73,7
	16.00	3	7,9	7,9	81,6
	16.25	1	2,6	2,6	84,2
	17.00	3	7,9	7,9	92,1
	18.00	1	2,6	2,6	94,7
	18.50	1	2,6	2,6	97,4

19.75	1	2,6	2,6	100,0
Total	38	100,0	100,0	

Table 76

The frequency distribution of the control group's post-test scores

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	2	5,3	5,3	5,3
	3.75	1	2,6	2,6	7,9
	4.00	1	2,6	2,6	10,5
	4.75	1	2,6	2,6	13,2
	5.00	1	2,6	2,6	15,8
	5.25	1	2,6	2,6	18,4
	6.50	1	2,6	2,6	21,1
	6.75	3	7,9	7,9	28,9
	7.00	3	7,9	7,9	36,8
	7.50	1	2,6	2,6	39,5
	7.75	4	10,5	10,5	50,0
	8.50	1	2,6	2,6	52,6
	8.75	1	2,6	2,6	55,3
	9.25	1	2,6	2,6	57,9
	9.75	2	5,3	5,3	63,2
	10.00	4	10,5	10,5	73,7
	10.25	2	5,3	5,3	78,9
	10.50	1	2,6	2,6	81,6
	11.00	1	2,6	2,6	84,2
	11.75	1	2,6	2,6	86,8
	12.00	3	7,9	7,9	94,7
	15.00	1	2,6	2,6	97,4
	15.50	1	2,6	2,6	100,0
	Total	38	100,0	100,0	

The obtained data reveal that the frequency distribution of students' post-test scores ranges from 6.75 to 19.75 for the experimental group, and from 3 to 15.50 for the control group. It is obvious from Table 75 that only two students are rated below the average, while Table 76 clearly shows that more than twenty students scored below the average.

Accordingly, the assumption raised remains true as long as most of the control group students' achievements do not fall within the central range of scores. Then, the experimental group's level has been certainly improved due to the manipulation of the independent variable.

- **Calculating the SD.**

    Using the following formula, both groups' SDs are calculated.

$$SD = \sqrt{\sum \frac{(xi - \bar{x})^2}{\cap}} \text{ where } \sum \text{ is the sum}, \; x_i = \text{the data points}, \; \bar{x} = \text{the mean}$$

$$SD_E = \sqrt{\sum \frac{(xi - \bar{x})^2}{\cap - 1}} = 2.12882 \text{ where } SD_E = SD \text{ of the exerimental group}$$

$$SD_C = \sqrt{\sum \frac{(xi - \bar{x})^2}{\cap - 1}} = 1.66713 \text{ where } SD_C = SD \text{ of the control group}$$

- **Calculating the degree of freedom.**

    Statistically speaking, it is important to calculate the degree of freedom (*df*) to determine the *critical value* later. The following equation can be used:

$$df = (n1 - 1) + (n2 - 1)$$

- *df* stands for the degree of freedom, and *n* stands for the number of participants in each group (experimental *n1* and control *n2*).

    The equation, therefore, becomes as follows:

$$df = (38 - 1) + (38 - 1) = 74$$

$$df = 74$$

- **Calculating the statistical test (t-test).**

- **Calculating the observed t (t_{obs}).**

    The equation is as follows:

$$t_{obs} = \frac{(\bar{x1} - \bar{x2})}{\sqrt{\frac{s_p^2}{n1} + \frac{s_p^2}{n2}}}$$

- $\bar{x}$ is the mean, $\bar{x}E = $ the experimental group's mean score, and $\bar{x}C = $ the control group's mean score.

- $S_{p}2$ is the standard deviation, and n is the number of participants

- **The mean.**

    We need first to calculate the two groups' mean scores:

$$\overline{x}E = \frac{xi}{38} = 13.6250 \,, \overline{x}C = \frac{xi}{38} = 8.4539$$

$$s_{p}^{2} = \frac{SS1+SS2}{df1+df2}$$

$$df_{1} = n_{1} - 1 = 38 - 1 = 37$$

$$df_{2} = n_{2} - 1 = 38 - 1 = 37$$

$$SS_{1} = s^{2}{}_{1}\,(df_{1}) = (2.89148^{2})\,(37) = \; 309.34429384$$

$$SS_{2} = s^{2}{}_{2}\,(df_{2}) = (2.99090^{2})\,(37) = 330.98286397$$

$$s_{p}^{2} = \frac{309.34429384 + 330.98286397}{37+37} = \frac{640.32715781}{76} = 8.6530697001$$

$$t_{obs} = \frac{(13.6250-8.4539)}{\sqrt{\frac{8.6530697001}{38}+\frac{8.6530697001}{38}}} = \frac{5.1711}{0.6748516289} = 7.6625731917$$

$$t_{obs} = 7.66$$

- **Calculating the critical value(t_{crit}).**

    Having these numerical data, the t_{crit} value should be indicated in to compare it
with the t_{obs} value. As already mentioned, the alpha value is set at $\propto= 0.05$, to have more
tolerance, the nature of hypotheses is one-tailed, and the $df = 74$.

    From the T-value table (Appendix V), the t_{crit} (≈ 1.66) is much lesser than the
$t_{obs} = 7.66$ ($t_{obs} = 7.66 > t_{crit} \approx 1.66$). Therefore, the null hypothesis is rejected and the
alternative one is accepted. Such a finding implies that there is only a 5% probability that
the students' improvement occurred by chance, and that 95% of that improvement is due to
the effect of the intervention (online peer feedback).

4.1.2.2.3. Testing significance. Both the test of significance and the effect size are crucial in research. The former confirms that the difference between groups does not occur by chance (Cohen et al., 2018), and the latter identifies "how big is the difference" (George & Mallery, 2016, p. 150).

The first question, "Can I be certain that the difference between groups (or between conditions, or between the sample mean and population mean) is not due to random chance?" (George & Mallery, 2016, p. 150) has been already answered by calculating the critical value (Page 175).

The second question can be answered by calculating the effect size, which has several calculations. In this research, Cohen's d statistic, the most common one, is used (Cohen et al., 2018). It is "a measure of how many standard deviations apart the means are" (George & Mallery, 2016, p. 150). Table 77 shows how the coefficient of the effect size is interpreted.

Table 77

Cohen's d statistic

0–0.20 = weak effect
0.21–0.50 = modest effect
0.51–1.00 = moderate effect
>1.00 = strong effect

Source. Cohen et al. (2018, p. 746)

The *d* value can be measured using the following mathematical formula:

$$d = \frac{Mean\ Group\ 1 - Mean\ Group\ 2}{Overall\ Standard\ Devaition}$$

$$d = \frac{13.6250 - 8.4539}{2.94119} = 1.72$$

Accordingly, the d value is bigger than 1.00, which indicates a strong effect after the intervention. This leads to confirming that the difference between the experimental group and the control group is highly significant and that it is mainly due to the effect of

the suggested intervention.

Reaching this stage in research allows us to answer the third research question: ***"would students who are involved in online peer feedback produce better paragraphs in terms of organisation, content, grammar, and mechanics?"*** In other words, would online peer feedback through Facebook lead to better paragraph writing with due regard to the aforementioned aspects of writing? At this stage, a decisive inference concerning the extent to which our suggested intervention has succeeded can be made. Statistically speaking, students experiencing online peer review developed their writing well, regarding organisation, content, grammar, and mechanics, whereas; students of the control group did not. Ergo, we are now more motivated and encouraged to say that online peer review through Facebook helps students of the experimental group to go beyond their threshold writing standard compared to their analogous.

4.1.3. Post-interventional phase.

4.1.3.1. Students' interview. After having descriptively and inferentially analysed the quantitative data, this section presents the qualitative data obtained from the students' post-intervention interview, whose items are set to answer the fourth research question: ***"would students of the experimental group's initial perceptions of peer feedback change after experiencing it online?"*** To interpret the focus group interview, the coding approach is used as a process through which data are broken into small units, categorised altogether (Cohen et al., 2018), and interpreted under different dimensions.

4.1.3.1.1. Students' perceptions of the online peer response activity. The majority of the interviewees hold a positive attitude toward the online peer response, except one student who shows a disagreement toward such an experience. The following excerpts better exemplify such views:

-[Student C]: "*well for me, the first time was weird ….*" (Excerpt 6).

-The teacher replied: "*and after many weeks how does it become?*" (Excerpt 7).

-[Student C]: "*honestly, [laughs] it remains weird ....*" (Excerpt 8).

-[Student F] interrupted: "*could you tell me, what do you exactly mean by weird*" (Excerpt 9).

-The teacher intervened again: "*yes I was about saying the same thing*" (Excerpt 10).

Actually, [Student C] did not realise what he really meant by "weird" before another student mentioned it to him.

-[Student E] said: "*maybe he was describing his feeling toward the online activity of responding .... since it was a new experience that we have never dealt with, we all felt something unusual at the beginning because we have been always learning in ... an off-line environment between inverted commas, but anyway it was an enjoyable experience*" (Excerpt 11).

After thinking for a short moment, [Student C] responded again:

-"*Look, I think online peer feedback doesn't contribute anything to me [pause] it rather drives me round the bend, because I feel like I'm obliged to learn after the official time in a way that doesn't fit me, uh uh uh uh; that is why I wasn't really engaged, it was out of my control, I think online learning does not fit my learning style...*" (Excerpt 12).

On the flipped side, [Student H] said:

-"*...When face-to-face, I [pause] usually found it hard to express myself in front of everyone, I quickly felt that I lost my words, I felt [pause] like...uh uh uh uh...everybody is waiting for me to speak that's why I get anxious, most often I immediately dry up, and some other times I say meaningless words just to close the debate*" (Excerpt 13).

-[Student F] added: "*I think because of this, we [pause] not all of us of course, uh uh uh, most of the times produce unproductive feedback*" (Excerpt 14).

-The teacher said again: "*and when online?*" (Excerpt 15).

-[Student H] said again: "*when online, it's totally different, I'm alone, nobody could bother me, [pause] I think many times before I comment, I'm not restricted with time [pause] since we have nearly one week for making comments, I often think deeply, that's why I see that my comments were mostly workable, another thing I'm really satisfied by the fact that no one would recognise his classmate's paragraph because they were published by you* (she means the teacher)" (Excerpt 16).

From another perspective, [Student, A] said:

-"*In my case, as a student worker I barely find time for my study, and I usually missed many classes because of my work schedule, so joining our Facebook group helped me not to miss too much in writing class, I can take part in the different assignments online, for example when I'm home, or even at work, whenever I find some spare time, I check my assigned paragraphs, think about them, sometimes I comment on the spot, and some other times I get round to them later [pause] I think this experience suits me*" (Excerpt 17).

From a more practical standpoint, [Student, B] found this experience helpful in focusing more before submitting the first draft. To him:

-"*In the past, [pause] I mean when I uh uh uh write just for my teacher I wanted my work to be acceptable because I know my teacher won't make fun of me, but now since I'm writing for my colleagues I made all my efforts [pause] to make my first draft as good enough as possible*" (Excerpt 18).

The interviewed students do not share the same interest toward the online peer response experience, wherein one out of ten was completely dissatisfied. Thus, the students' learning preferences are diversified, which reveals why some language teachers sometimes fail to apply some teaching approaches in their classrooms because most of the time what can work with one student can fail with another. In practical terms, teachers are not obliged to put into practice a different method with every single student, but rather to

find a way that satisfies most of the students, so that the rest become motivated when they see their fellows involved. Indeed, despite student [C]'s reluctance toward online peer review, he did not quit, although all the participants in the experimental group are free to withdraw from the study at any time. This may imply that he was trying to get accustomed to such an online activity.

Additionally, during the peer response activity, most comments are well produced due to the extended period of time given to the students. For example, Student H (Excerpt 16, Page 179) posits that the more time is given to make some comments, the better these comments are produced. In this respect, Campbell (2004) says "despite the delay, instructors feel that comments are reflective and sometimes better thought out than the classroom-based discussion" (p. xxii). Central to his statement is "delay," which refers to the "several hours or several days before a response to the [post] is acknowledged" (Campbell, 2004, p. xxii).

4.1.3.1.2. More active, well-informed. When the students are asked about what they have acquired from reviewing their peers' writing, they reported that they have acquired many competencies, which proves this activity's success.

[Excerpt 19, Student A]

-"*Frankly speaking, the online peer review has been nothing but positive, I mean I see that both processes were beneficial, but personally, I [pause] have benefited a lot when I revise my peers' paragraphs [pause] yeah [pause] I became actively engaged, how? uh uh uh when I found myself unable to be more accurate because of my poor vocabulary uh uh uh, I spent more time searching for the exact words to better describe what I really want to say; that's why I think I have acquired some new vocabulary, and [pause] when [pause] I'm not fully aware of the suggestion that I will provide to my classmates, I found myself searching on the net uh uh uh, website articles, asking another friend just to give credit to*

my opinion and to be sure about the information to be provided, I was like doing both enlarging my knowledge and making the other benefit, so [pause] here [pause] from my own experience [pause] I think that the act of evaluating one's work is mutually beneficial."

[Excerpt 20, Student E]

-*"I found the fact of having that opportunity to review helped me in becoming an active member, this task helped me to review different writing styles to the point that sometimes I use some words and expressions uh uh uh extracted from my peers' paragraphs, I sometimes screenshot some paragraphs so that I use them as a model for the next assignment [pause] like following the same writing steps."*

The students' answers are directly in line with previous researchers' findings (e.g., Kukulska-Hulme, 2004, see Chapter II, Page 59). The excerpt of student E (Excerpt 20) clearly shows that CMC calls primarily for mutual learning and helps in "expanding opportunities for learning new linguistic chunks (e.g., collocations, common phrases)" (Warschauer & Meskill, 2000, p. 306). Besides, the excerpt of student A (Excerpt 19) supports evidence from previous studies, including Wang and Woo (2010) who claim that the asynchronous nature of CMC offers the students much time "… to reflect by looking for more information to substantiate their arguments or viewpoints" (p. 543).

4.1.3.1.3. Evaluating vs. evaluated. Some students think that they have mostly benefited when they evaluated their peers' writing, others believe that being evaluated is more beneficial, while others claim that both ways are equally helpful. Such views are exemplified in the following excerpts:

[Excerpt 21, Student E]

-*"I see that when I evaluate a piece of writing [pause] it was much better than when my paragraph is under evaluation because at that time I feel like I'm testing my potentials as*

if I'm experiencing something new, like activating my prior knowledge concerning the writing component under evaluation, indeed I was treating the paragraphs within a critical eye, as opposed to being evaluated when I just read the comments trying to fix something if I have got what my peers have suggested because sometimes I got confused, [pause] I have something else, I [pause] sometimes check my peers' suggestions just before I start commenting as a way to compare them with my suggestions, I mean to see if I'm spotting the same problematic points as my peers [pause] those who have commented before I did."

[Excerpt 22, Student G]

- *"In my case, I'm not like her at all, because I benefit more once I receive something from my classmates, [pause] believe me once my paragraph is published I became more curious to read what others thought about my paragraphs more than I comment on theirs… because I think I'm not at a level that allows me to spot every single error, and if I spot the problem I can't find a complete explanation [pause] yes I provide them with useful comments but I can't help them like they do, [pause] one more thing is that on Facebook I got that chance to receive some guidance from my peers unlike when face-to-face, where most of our activities are stopped because of time."*

[Excerpt 23, Student I]

- *"Evaluating or being evaluated [pause], I think both are beneficial, you know sometimes when I evaluate a paragraph, the others' mistakes helps me in being very careful not to fall into the same mistake in my next writing, and when my paper is evaluated, I had that habit of checking the correctness of the information received at the level of grammar, organisation, or even punctuation, I became as if I'm devoting much time to think about the given suggestions."*

These three excerpts reveal that the students are not all satisfied with their

comments. In this case, we can deduce that the students were activating their critical thinking skills at each time, yet they did not mention this term exactly but referred to that kind of judgmental decisions to reach a valuable analysis of what has been received or produced in terms of feedback.

4.1.3.1.4. Writing components. All students agree that online peer feedback helped them in developing all aspects of writing (organisation, content, grammar, and mechanics). Indeed, it is the recommended pattern of revising. This idea is better described in the following excerpt:

[Excerpt 24, Student F]

-"*[…] During that Facebook experience, I'm like my peers, I have developed all the previous aspects, and I think uh uh uh, it was [pause], it was like the others said… because of the order that we have followed, focusing on both the content and the organisation and then moving to grammar and punctuation, you know we had enough time to develop each component separately, to me, I think my writing is now more organised and arranged according to levels of importance and difficulty.*"

Interestingly, the students' satisfaction with that order of responding is equally certified by Zamel (1985), who states that teachers have to "encourage students to address certain concerns before others" (p. 96). Indeed, students should focus on global aspects (whole-text issues such as content, organisation, coherence, cohesion, clarity, etc.) and then on local ones (issues that have to do with the sentence and word levels); i.e., they should "address only issues of meaning and content on early drafts […] and attend to form only at the penultimate stage" (Ferris, 2003, p. 23). Likewise, Zamel (1985) emphasised that students should understand that "meaning-level issues are to be addressed first" (p. 96), especially in a context where English is not the first language, for students are convinced most of the time that "accuracy and correctness" are capital in writing. As a

result, the reason why the pattern of content feedback followed by form feedback proved successful in our EFL context is understood.

    4.1.3.1.5. More engagement, little hesitation. In this item, unanimity of views is reported. All interviewees claim that Facebook has minimised many psychological barriers that usually prevent them from taking part in any classroom conversations, including shyness. Therefore, EFL students do not lack what to say in terms of knowledge, but they are rather not ready to be engaged in any in-class talks. The following excerpt better clarifies the argument:

[Excerpt 25, Student J]

-"*.... On Facebook I feel like I'm safe, I'm behind the screen, hiding my uh uh uh real identity, you know [pause], on Facebook, I'm using a pseudonym; that's why I became more talkative than in classroom, [pause] in classroom when somebody interrupts me I uh uh lost the flow of my ideas [pause] in a way that I rapidly uh uh uh quit the conversation, and in case I wait for my turn to speak [pause] it is much harder because I got so pissed off, but on Facebook, no more hesitation to talk, no more shyness, I'm up for it.*"

    From Excerpt 25, it can be understood that the students' shyness often limits their engagement rate; that is why they are rarely engaged in face-to-face classroom conversations.

    4.1.3.1.6. Reflective comments. Once the students were asked about the quality of their peers' suggestions, that is, if they found their suggestions helpful or not. A general agreement was recorded regarding the usefulness of their peers' commentaries. The following excerpt better clarifies:

[Excerpt 26, Student G]

-"*As I have already said, that uh uh uh uh I most benefit when my paper is reviewed more than I review other papers, [pause] during the different assignments on Facebook I tried to*

learn more from my peers' suggestions, [pause] because I found myself an average student, so if I compare my abilities with theirs, uh uh uh I found that they are more advanced than I, their comments were really workable, [pause] they were so reflective this is why I have learnt so many things, I have learnt so many rules uh uh uh uh, especially in grammar as I always make grammatical errors….."

-The teacher intervened: "*would you please tell me what kind of grammatical rules you have acquired during this online activity?*" (Excerpt 27). The teacher here wants to check the interviewee's involvement and concentration.

-[Student G] again: "*well [pause] during this experience, I acquired some rules like: subject-verb agreement, countable and uncountable nouns, wordiness, etc*." (Excerpt 28).

   4.1.3.1.7. Non-verbal interaction. All students agree upon the importance of the physical dimension that was absent in their online activity. They claim that their feedback would be perfectly conveyed if it were associated with some non-verbal signals, such as hand gestures, facial expressions, and so on. The following excerpt illustrates such a view:
[Excerpt 29, Student D]

-"*Sometimes I want to say something, and [pause] suddenly I found myself saying something else, even though I was providing helpful feedback, but I [pause] have never been satisfied because most of the time I convey my message with the help of eye contact, gestures, … you know, the body language in a broader sense; that's why the physical presence is sometimes important.*"

[Excerpt 30, Student E] intervened:

-"*The same thing has happened to me but in the reverse… I mean not when I evaluate but when my paper is evaluated [pause] sometimes I couldn't… uh uh uh …I mean [pause] grasp my peers' suggestions, because I'm that kind of students who could better understand when my interlocutor is physically present, I mean just in front of me.*"

Accordingly, despite the benefits reported by the interviewees, one student still prefer the face-to-face discussion because online learning does not fit his learning style (Excerpt 12, Page 178). In this case, this study's contribution is to confirm that adding CMC in the classroom instruction sometimes would not be the "panacea or a cure-all" (McComb, 1994). It would be not even a replacement of face-to-face classroom instruction, but rather an alternative way that aims to develop what is already on the ground.

Results of the post-intervention interview answer the fourth research question *"would students of the experimental group's initial perceptions of peer feedback change after experiencing it online?"* Students' perceptions toward peer feedback have completely changed, especially when this learning strategy is integrated with web 2.0 technologies. Generally speaking, students expressed their eagerness to the intervention they received, because they have not only developed their writing abilities, but they have also developed some other skills that cropped up along the intervention, such as critical thinking skills (Excerpt 21, Pages 181-182; Excerpt 23, Page 182).

4.2. Discussion of the Results

The quantitative data demonstrate that the intervention has a positive effect on the experimental group students' writing performances regarding organisation, content, grammar, and mechanics. In statistical terms, there is a significant difference between the experimental group students and the control group students' mean scores of the post-test. Therefore, the alternative hypothesis is confirmed as the difference between the two groups' mean scores is in the experimental group's favour, and the null hypothesis is rejected as the suggested intervention has a measurable effect on the students' writing.

The results also provide evidence of the feasibility of CMC in EFL classes. The qualitative data show that learning within the principles of such a mode of communication

facilitates the process of peer feedback to a far extent, but this does not mean that all students were fully engaged and interested in such an activity. This result emphasises that little is known about the use of CMC in the context of the university under study, which is the reason why a small minority of students still do not benefit from such an online opportunity. This finding dovetails with a similar conclusion drawn by McComb (1994), who believes that implementing CMC into the course design "will not automatically mean that students will take advantage of it or that they will suddenly show more initiative and responsibility" (p. 169).

In our case, applying the peer feedback activity within the principles of CMC does not automatically imply that students will take charge of their learning straight away, for the process of peer feedback itself is a new activity for the majority of students. To this point, if students were closely familiarised with both concepts (peer feedback and CMC), they would successfully approach the suggested intervention. Thus, in more practical terms, both concepts should be introduced at the early stages of learning to attain better results.

Moreover, the findings reveal that the quality of our students' commentaries is firmly related to the training they received prior to the intervention. They carefully followed Min's four-step training procedure. They also seemed respectful and straightforward as they adhered to the peer feedback sentence starters, rules, and laws (see Appendix O) that they were provided with beforehand. Interestingly, this study's findings are consistent, to a far extent, with some results that have been expressed in previous studies concerning the effect of trained peer feedback in English writing classes (Stanley, 1992; Zhu, 1995; Berg, 1999; Min, 2006; Min, 2008). Berg (1999), for example, reports in his study that training the students how to adequately respond to their peers' writing "can lead to more meaning-type revisions, which in turn may result in better quality writing in a

second draft" (p. 230).

Another promising finding resides in the role of CMC in giving the students equal opportunities to provide and receive feedback. Most importantly, peers' discussion is no more restricted to those outgoing students who are usually quite comfortable when learning in a social atmosphere. Reserved students (e.g., student H, Excerpt 13, Page 178) also have that opportunity to share their points of view with their classmates without being shy or awkward. Indeed, introvert students' engagement is attributed to anonymity, which has raised their motivation to participate in the designed online experience (Excerpt 25, Page 184). In this study, the concept of anonymity has been achieved twice. The first time when the teacher herself published the students' paragraphs (Excerpt 16, Page 179) and the second time when some students hide their real identity behind their pseudonyms. Such results should come as no surprise as a number of related studies pointed the same advantages of CMC (eg., Yakimovicz & Murphy, 1995; Warschauer, 1996; Warschauer & Meskill, 2000; Hathorn & Ingram, 2002; Graham & Misanchuk, 2004; Ingram & Hathorn, 2004; Kukulska-Hulme, 2004; Zumbach et al., 2004).

Furthermore, the qualitative data also show that CMC helps the students to overcome some of the challenges that usually prevent them from being fully engaged in some classroom discussions. Most notably, students have problems with turn-taking, for they previously claimed that they became more anxious and less productive when they waited for their turn to speak (to provide feedback), and when their turn came, they lost what they were supposed to say; i.e., their words did not come out although they were well-prepared (Excerpt 25, Page 184). In fact, despite the different methodological parameters, the results are similar to Chun's (1994) and Loannou-Georgiou's (2005) studies. Chun (1994) claimed that CMC allows introvert students to be the most "prolific" ones as their participation rates increase because they recognise that they do not need to

wait for their turns to come. Thus, they can all participate at the same time without the interrupting each other (Loannou-Georgiou, 2005).

From an intellectual standpoint, the intervention has also helped the students in developing their intellectual skills in terms of being critical thinkers. Indeed, the quality of the students' comments confirms that asynchronous peer review can be an effective way through which students can promote their thinking skills (Excerpt 21, Pages 181-182; Excerpt 23, Page 182). Unsurprisingly, such findings tie well with previous studies that showed that asynchronous text-based communication allows students for more reflection and less spontaneous discourse (Arend, 2009). It is through the permanent record of commentaries that students found it useful to continually reflect upon their pieces of writing (Lea, 2001). Thus, having a written version of commentaries keeps a permanent record that can enable the students to "… repeatedly review, refer, and weigh their own ideas and prior responses" (Foo & Quek, 2019, p. 38).

Moreover, CMC offers the students a convenient time to review their peers' outputs (Excerpt, 17, Page 179) and even to refer to previous resources (previous comments that were developed by others. E.g., Excerpt 21, Pages 181-182) to build on others' ideas before the ultimate articulation (McLoughlin & Mynard, 2009; Wang & Woo, 2010; Hsieh & Tsai, 2012; Foo & Quek, 2019). Overall, "the built in time for reflection in asynchronous discussions was felt to encourage more critical and reflective thought" (Arend, 2009, p. 12). This study's sample (the experimental group) is given a limit of seven days at each stage to respond to their peers' writing. As such, their comments are well-thought-out as they had the opportunity to deeply think about the different aspects, and to even compare their comments with their peers' commentaries.

4.2.1. Discussion of the research questions and hypotheses. The questions and hypotheses that guide this study are discussed as follows.

4.2.1.1. Research Question One. What are the second-year university students of English most problematic writing aspects that need further assistance?

On the basis of the findings obtained from Item 10 in the teachers' questionnaire and Item Five in the students' questionnaire, second-year university students of English consider writing to be the most difficult skill due to their limited abilities toward the mastery of the different writing aspects, chief among them organisation, content, grammar, and mechanics. Indeed, they believe that their writing still needs to be more organised, well-formed grammatically, well-punctuated, and it needs also to be knowledgeable and well developed, for most of the time their paragraphs do not adequately discuss the given topic; instead, they are poorly developed and supported with little evidence to support their arguments.

4.2.1.2. Research Question Two. What are the second-year university students of English initial perceptions of the concept of peer feedback?

Items Six, Seven, and Eight in the students' pre-intervention questionnaire answer this question. The students' perceptions concerning the concept of peer feedback itself, and not online peer feedback, are sought, for if students positively perceived the concept in its traditional form, they would likely accept it when it is integrated into a web-based environment. Seemingly, before the intervention took place, students' responses showed reluctance toward peer feedback, which is attributed to many reasons, including their peers' biased feedback and inability to provide a correct response (Pages 133-134).

4.2.1.3. Research Question Three. Would students who are involved in online peer feedback produce better paragraphs in terms of organisation, content, grammar, and mechanics?

To answer this question, the pre-test and the post-test scores are used to detect any significance in the students' writing achievements. The obtained results prove evident that

the writing performances of the students who were involved in a computer-mediated peer response are more developed at the level of the writing aspects under investigation.

Results of this question also work toward the confirmation or the rejection of both hypotheses.

- H_1: Introducing online peer feedback to students of the experimental group may result in better writing with regard to organisation, content, grammar, and mechanics.

- H_0: Introducing online peer feedback to students of the experimental group may not result in better writing with regard to organisation, content, grammar, and mechanics.

The validity of our hypotheses is tested owing to assigning the experimental and the control groups to take tests. Both groups' pre-test scores were identical in terms of organisation, content, grammar, and mechanics. However, comparing their post-test scores after the implementation of the designed intervention confirms that there is a statistically significant difference, which confirms the H_1 and rejects the H_0.

As a way to further validate the obtained results, the experimental group scores are closely approached. As these scores cannot be independent of each other (Pallant, 2007; Gray & Kinnear, 2012; Larson-Hall, 2016), a paired-sample t-test is then appropriate. This test indicated a negative t value (t = -14.739), which correlates with a small significant value (0.000), which itself is less than $\alpha = 0.05$, hence the H_0 is rejected. Now, there is enough evidence to confirm the H_1 and to suggest that the difference between the two mean scores is statistically significant and attributed to the quasi-experiment.

4.2.1.4. Research Question Four. Would students of the experimental group's initial perceptions of peer feedback change after experiencing it online?

Results from the post-intervention interview show that the students' perceptions toward peer feedback have positively changed after being exposed to online peer review. Their answers reflect convenience in both time and space, for the online process saved

them in most instances (Excerpt 16 and 17, Page 179). In other words, they were able to learn at their own pace without being confined to both constraints. In addition, they became more motivated to write as they found themselves writing for a different reader (their peers); that is why they discovered that writing with a readership in mind pushed them to spare no effort to improve the quality of their writing with reference to the targeted writing aspects (Excerpt 18, Page 179). Students were also satisfied with the concept of writing through different stages as they showed a positive agreement toward the order of refinements (organisation and content first and then grammar and mechanics) (Excerpt 24, Page 183).

Indeed, students realised that writing just one draft is not sufficient because writing requires repetitive thoughts. In the past, they were writing once for all, but after the submission, they discovered new ideas, new arguments, false concepts, incorrect spelling, inappropriate development, etc… However, their engagement in a computer-mediated peer feedback activity drew their attention to the opportunity to write and think about their writing before the final submission, for the concept of rewriting is as important as the output itself.

4.2.1.5. Research Question Five. What kind of difficulties may this study encounter during the introduction of online peer feedback through Facebook in writing to second-year university students of English?

The answer to this question has been presented in the form of limitations in Chapter V.

Conclusion

This chapter presents analyses of the quantitative data and interpretations of the qualitative details, from which conclusive evidence concerning the proposed intervention is obtained. Findings indicate that, after being exposed to the intervention, the

experimental group's writing has improved in terms of organisation, content, grammar, and mechanics. However, the control group's writing achievement has remained stable in all tests (pre-test, progress tests, and post-test). Therefore, a significant difference between both groups is recorded. Moreover, qualitative data also reveal that the experimental group students' perceptions concerning online peer feedback are favourable. Hence, the study questions are answered and the hypotheses are confirmed.

CHAPTER V: GENERAL CONCLUSION AND RECOMMENDATIONS

Introduction

As a concluding chapter, a summary brings together the main areas covered in the study, limitations, suggestions for improvement about future directions, recommendations, and points of satisfaction.

5.1. Brief Summary of the Study

This study aims to investigate the effect of online peer review on developing the students' writing abilities with due regard to a set of writing aspects (organisation, content, grammar, and mechanics). It employs the quasi-experimental design, and it has been divided into three basic steps to achieve the research aims, to answer the research questions, and to confirm or reject the addressed hypotheses. The participants are 76 second-year university students enrolled in the Department of Literature and the English Language, Tebessa University. They are assigned administratively into two intact groups. For the sake of achieving the study aim, a set of questions have been addressed, on the basis of which the alternative and the null hypotheses have been formulated. Methodologically speaking, this study follows the mixed-methods approach whereby both quantitative and qualitative methods have been used. Each method tends to answer one of the addressed questions. For instance, questions in both teachers' and students' pre-intervention questionnaires answer the first research question. Some other questions in the students' pre-intervention questionnaire answer the second research question. The difference between the pre-test and the post-test scores answer the third research question. The students' post-intervention interview answers the fourth research question. The fifth research question, however, is answered by presenting the different limitations encountered during the intervention.

As a preliminary step in the present study, the different study instruments have been piloted to ensure their validity and reliability. Afterward, pre-intervention questionnaires are administered to both teachers and students. The questionnaires focused on the study's variables, the students' writing level, the teachers' in-class activities, the students' problematic writing aspects, and other concerns (Appendix A and B). As we believe that non-verbal data can clarify the participants' viewpoints, an interview as a qualitative data collection method was designed to match up the teachers' responses with their non-verbal cues as a way to uncover their real perspectives. Moreover, a placement test and a classroom observation were also put into practice to place the students at the right level in every single writing component. The findings have yielded the students' need to develop their writing with due regard to organisation, content, grammar, and mechanics. What was striking is the students' little interest in the process of peer feedback, for they refused to be judged by their peers simply because they feel inferior to them. Indeed, they think their teachers are more knowledgeable, experienced, and professional, and they are the only ones who can provide authentic, clear, and objective feedback, unlike their peers (Chapter IV, Pages 133-134).

As a second major step in the intervention, a quasi-experiment was conducted with the assigned groups of students. During this stage, students of the experimental group were exposed to the suggested intervention (online peer feedback) through a Facebook group (Let's write together!) for nearly seven weeks, after being trained on how to respond to each other's pieces of writing. In statistical terms, the collected data have been descriptively and inferentially analysed. Prior to running the independent sample t-test for inferential purposes, some safety checks concerning the feasibility of such a parametric method have been made. These checks proved satisfactory concerning as far as the conditions of normality and equal variances are concerned. Using the SPSS software 23.0

Version, a significant improvement has been recorded by the experimental group students compared to its analogous. Indeed, the experimental group's results proved that online peer feedback enables students to improve their writing abilities regarding organisation, content, grammar, and mechanics.

The post-interventional phase explores the participants' perceptions concerning the online peer response experience. The results have revealed that the students had a positive experience with peer response through Facebook. Indeed, this new experience helped them minimise some barriers that usually appear during the conventional peer response activity, chief among them shyness. Moreover, both asynchronicity and anonymity prompted them to get involved in the activity. They were commenting at a convenient point in time and speaking as freely as possible, without feeling afraid of being humiliated. Thus, online peer feedback offered a sense of security among students. On the flip side, some students had several issues that impede the quality of their participation performances, including their limited knowledge (e.g., Excerpt 22, Page 182) and the non-physical interaction (Excerpts 29 and 30, Page 185). Others (e.g., Excerpt 12, Page 178) were not so keen on the idea of online peer response through Facebook.

Hence, the addressed questions have been answered, the alternative hypothesis has been confirmed, whereas the null hypothesis has been rejected. In a nutshell, the data obtained from analysing and interpreting the research findings pave the way for drawing some pivotal suggestions to serve as a backbone to further studies. Some recommendations for stakeholders and EFL teachers are also conferred.

5.2. Limitations

Having successfully achieved the study objectives, its findings are still subject to some inevitable limitations, and that need to be acknowledged.

First of all, the quasi-experimental design is one of the main limitations as

randomisation to assign both the experimental and the control groups was not feasible. Therefore, drawing conclusions about the effectiveness of the independent variable on the dependent variable was insufficient, which can affect the validity of the results.

Second, a deficiency in time was encountered during the peer feedback training stage, given the need for a considerable time to make it "truly profitable" (Rollinson, 2005, p. 26) and ensure its effectiveness. Due to time limits, then, we were obliged to intensively train our participants for 12 hours distributed over four weeks. Such an amount of time is insufficient, especially in an EFL context, where most of these kinds of activities often need to be practiced with great focus and thorough exposition. It was also unattainable to conduct the present study for a longer duration since the time allotted to teaching paragraph writing is set to only one term while the second term is fully devoted to essay writing.

Another limitation can be associated with the inter-rater reliability. The teacher researcher's role cannot be excluded from the rating process, as there is no possibility to have a co-rater to check if the same piece of writing receives the same score (Weigle, 2002), Hence, the students' paragraphs (Appendix W) are graded by the teacher researcher herself. The inability to have a co-rater is mainly attributed to the analytical scoring rubric itself. This rubric is considered tedious as it breaks the writing assignment into measurable components (in our case, organisation, content, grammar, and mechanics), and each of these components is graded separately. Thus, the given scores might contain some degree of subjectivity; i.e., scores can be susceptible to recall bias.

Moreover, the students used to handwrite their tests at each time due to the unavailability of language laboratories where they are supposed to take their tests to facilitate the process of publishing on Facebook. Hence, in the worst-case scenario, the teacher researcher retyped the students' paragraphs on the computer by herself owing to a

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variety of reasons (see Chapter III, Pages 89-90). Such a step was not as easy as it seems to be as it took time and effort for the researcher; however, the efforts were worthwhile since she was able to manage the situation to a far extent.

Finally, with a small sample size, the researchers were unable to use Facebook audience insights that help check the students' engagement rate in the community group (the Facebook group). Therefore, if the sample size had been quite larger (n ≥ 250), we would have been able to learn more easily about our group activities, in terms of the top contributors (active participants) in the online peer feedback activity and the peak times when the students are mostly active (see Appendix X[12]). Appendix X clearly shows the average day in which the group members actively reacted (Wednesday), and the average time (hour) that they were mostly engaged (from 10 pm. to 12 pm.). Thus, such information as far as the members' activities are concerned are possible to discern with a simple tap on the "view insights" option (Appendix X). These insights can be easily downloaded, and they can help the teachers to statistically follow the students' engagement (comments, account growth, reactions, and dynamics). In this study, the students' engagement was manually recorded. To this end, a large sample size is highly recommended in such a cyberspace as it may help future researchers to be able to easily follow their students' engagement.

Thus, the present study's limitations are mainly related to the study design, time, the rating process, the unavailability of language laboratories, and the small sample size. These limitations are the answer to the last research question, which is ***"what kind of difficulties may this study encounter during the introduction of online peer feedback through Facebook in writing to second-year university students of English?***

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[12] The example illustrated in this appendix belongs to the researcher's other academic Facebook group that contains more than 250 students.

5.3. Suggestions for Further Researches

According to the aforementioned limitations, some suggestions are set forth for further research works.

As the timeframe for this study was only one term, it would be interesting for future researchers to replicate the same intervention using a longitudinal study to fully explore the potential use of online peer feedback in the long run.

Concerning peer feedback training, a further study may devote much more time to peer feedback training to better ensure the success and the efficacy of such an activity. Other data collection tools may be more suitable to achieve such an aim, chief among them is classroom observation to get a closer look at how students perform during this task, how they receive their peers' comments, and how they respond to each other.

Trying not to lack one aspect of reliability, future studies should seek to minimise bias concerning the students' scores by having a qualified co-rater to get nearly the same scores to the same script.

As this research is designed to explore the effectiveness of computer-mediated peer feedback in enhancing the students' writing abilities in an asynchronous mode of communication, it could be equally important for future researchers to assess the effectiveness of such an activity synchronously. This can be possible through using the different synchronous learning tools such as: Instant Messaging or web-conferencing tools (Google Meet, Zoom, etc.) to establish the therapeutic efficiency of both modes of CMC in developing an online peer feedback activity in writing classes.

As far as CMC forms are concerned, the text-based one is the main focus of this study. Thus, several questions apropos the impact of the other CMC forms on developing the students writing' abilities and on facilitating the peer response activity still need answers. Future researches, therefore, should be undertaken to explore the role of other

forms (e.g., the visual form). Other alternatives are also recommended (e.g., screencast feedback which encompasses the visual and the auditory forms).

From a more practical standpoint, further studies are required to account for a larger sampling size to ensure some engagement measurements (Facebook group insights).

Furthermore, the present investigation has been restricted to the use of Facebook, so further researches are required to determine whether another web 2.0 application could have the same potential during the online peer response activity in writing classes.

Further studies are also invited to make a comparative study between trained and untrained groups of students as far as the concept of peer feedback is concerned, to validate the importance of training and how it can positively affect the students' writing achievements.

Finally, this study has explored the effectiveness of online peer feedback in EFL writing classes, but applying the same concept in other aspects of language learning is worth investigating to figure out the replication of the same results. This study, therefore, paves the way for future researchers to replicate the present study's procedures in other aspects of language learning.

5.4. Recommendations

With regard to the research results, it is found that all teachers are not interested in integrating web 2.0 applications in their writing classes. They find it difficult to adjust to a new way of teaching after having spent their entire career following the conventional way of teaching. Thus, a reconsideration of the concept of educational technology is highly needed. Accordingly, some recommendations are put forward for stakeholders and EFL teachers.

5.4.1. For stakeholders. Raising the students' awareness of the advantages of peer feedback in general and online peer feedback, in particular, is not sufficient, for this

process is likened to a two-way street; i.e., both teachers and students are involved in such a process. Teachers, therefore, should be sensitised to how the different web 2.0 applications can be successfully integrated into the classroom. Such a practice can only be achieved through adequate training on the use of web 2.0 technologies inside the classroom. Indeed, receiving some training on how to distantly manage EFL classes is now becoming a necessary step to ensure a healthy web-threaded teaching and learning environment. Actually, without adequate training, teachers would lack the necessary technological skills that help them to remotely control the students, and not to fail in monitoring their performances. From a practical perspective, we should emphasise the fact that teachers' training should precede students' training, for they are relatively intertwined. The more the teachers are trained, the better they prepare their students to work in a networked environment.

Stakeholders should not only provide the teachers with adequate training to help them hone their technological skills. But they should also think about equipping the academic institutions with the latest technological materials (e.g., interactive whiteboards, equipped language laboratories, etc.) to help them work in better conditions.

Curriculum designers are also concerned with integrating a technology course that should be introduced at earlier stages of learning so that both teachers and students would get accustomed to the use of technology in academic settings. Although the ICTs module is taught in our universities, it deals with some theoretical concepts with a special focus on the application of the current concepts and methods of information and communication technologies in various fields, and especially in the academic field (translated from the given syllabus, Socle Commun, 2015). Such a course objective implies that there is no room for putting into practice the different web 2.0 technologies. Certainly, we are not criticising the syllabus, but we are only trying to shed light upon what already exists. Our

students do not need basic guidelines because they already possess the required technological skills, being themselves digital natives. Accordingly, authorities had better include an educational technology course that aims to train the students to work within the different web 2.0 applications and put into practice what they already know.

5.4.2. For EFL teachers. As every generation has its characteristics, teachers need to consider what the current generation of students likes and use it as a tool in their learning process to break the classroom monotony. Teachers should also scrutinise many other parameters before any technology application to further ensure its feasibility. For example, teachers' and students' characteristics and the nature of the teaching and learning context (see Chapter III, Pages 108-109), besides the students' learning preferences (Fitzpatrick & Donnelly, 2010), are worth considering. In addition, teachers have to inspect if the technological tools they intend to work with can bring satisfactory results to the teaching and learning environment (Blake, 2008). In this respect, Shetzer and Warschauer (2000) claim that if CMC is "… handled well, [it] can result in the fruitful exchange of ideas but, if handled poorly, [it] can quickly erupt into hostile outbursts" (p. 147). Therefore, careful planning is highly recommended.

5.5. Points of Satisfaction

By the world's recent outbreak of the COVID-19 Virus, the use of technology has gained importance. All governments across the world called for a temporary and unscheduled lockdown in all domains, and education is no exception. In response to that situation, teaching and learning were undertaken remotely. However, online teaching and learning proved challenging for both teachers and students, for it was sudden and never expected. On the one hand, teachers found themselves working day and night to prepare online lectures, especially those who had limited experience with online tools that they barely master. On the other hand, students found themselves unable to respond to such a

sudden change, being unmotivated and distracted (personal information: discussion at online conferences). This end shows the extent to which both teachers' training in and students' awareness toward; educational technology is highly recommended and required.

Based on our own experience, it is found that students of the experimental group who were engaged in an online peer response activity before the unscheduled scholastic closure were ready enough to be engaged in a remote learning experience compared to those who were not (students of the control group). Students of the experimental group were able to manage their learning process either through the online platform suggested by the Ministry of Higher Education: Moodle or by the ones proposed by the teacher: Facebook, Google Meet, and Google Classroom. Their readiness and engagement reflected the effectiveness of their prior online learning experience. During such an experience, they get familiarised with learning within a web-based sphere.

Overall, integrating SNSs[13] inside classrooms successfully depends on the objectives that teachers set first. Using these technologies to scale up the quality of content delivery and increasing the students' opportunities for practice are good instances[14]. So, before using any SNS, teachers should ask themselves, will the integration of SNSs facilitate content delivery? Or will these technologies prompt students' engagement and out-class practices? The answer to these kinds of questions would help teachers determine the feasibility of technologies in their classrooms. Therefore, we should never wait for change to happen because change cannot happen by itself.

Conclusion

This chapter comprises a brief summary of the study's main findings. It also describes the limitations encountered by the researchers. Besides, it includes several

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[13] The same thing can be applicable to other technological tools and platforms.
[14] Other objectives can also be set.

suggestions regarding online peer response in writing classes and some recommendations for stakeholders and EFL teachers. Both of them are based on the literature review and the results obtained in this study. Points of satisfaction are also presented.

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Appendices

Appendix A: Teachers' Pre-intervention Questionnaire

Dear Teacher,
This questionnaire is part of my doctoral thesis which investigates the effect of Computer-mediated peer feedback on students' writing. It seeks primarily to capture data on teachers' attitudes toward teaching writing to second-year students in the Department of Literature and the English language at Tebessa University. It also seeks to elicit the students' most commonly faced difficulties when writing. This questionnaire aims as well at collecting the teachers' perceptions concerning the use of feedback in writing classes; and the use of technology in education.
I would be very appreciative if you could answer the following questions because your cooperation is greatly significant to my study.

Section One: General Information

1. How long have you been teaching English?

-1-5 years ☐   -6-10 years ☐   -11-15 years ☐   -More ☐

2. What is your teaching position?

- Part-time teacher ☐
- Lecturer ☐
- Senior lecturer ☐
- Professor ☐

3. Have you ever taught Written Expression for second-year university students of English?

-Yes ☐   -No ☐

Section Two: The Writing Skill

4. What type of writing are you required to teach for second-year university students of English?

- Sentence construction ☐
- Paragraph writing ☐
- Essay writing ☐

5. Overall, how would you rate your students' writing performances?

-Poor ☐   -Fair ☐   -Good ☐   -Excellent ☐

6. To what extent are you satisfied with the syllabus provided by the administration?

- Somewhat dissatisfied ☐
- No opinion ☐
- Somewhat satisfied ☐
- Very satisfied ☐

-And why,

…………………………………………………………………………………………….

……………………………………………………………………………………………..

……………………………………………………………………………………………..

……………………………………………………………………………………………..

7. How often do you ask your students to write outside the classroom?

- Never ☐
- Occasionally ☐
- Often ☐
- Very often ☐

8. Do you use feedback in your writing classes? (Justify your answer)

-Yes ☐   -No ☐

-If yes, what type and mode of feedback do you use, and why?

-Teacher feedback ☐   -Peer feedback ☐

-Written ☐   -Oral ☐

…………………………………………………………………………………………….

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……………………………………………………………………………………………..

9. How do you find the time given to teaching writing?

- Sufficient ☐   -Insufficient ☐

- If insufficient, how many hours do you propose for teaching writing to second-year university students of English? (Justify your choice, please).

…………………………………………………………………………………………….

……………………………………………………………………………………………..

……………………………………………………………………………………………..

……………………………………………………………………………………………..

10. What are the second-year university students of English most commonly faced difficulties when producing a piece of writing?

- Inadequate use of grammar ☐
- Inappropriate choice of vocabulary ☐
- Inadequate development of the topic ☐
- Lack of coherence ☐
- Lack of cohesion ☐
- Organisation ☐
- Mechanics (punctuation, spelling) ☐

-Others,

……………………………………………………………………………………………………….

………………………………………………………………………………………………………..

11. Do you find that all the previous weaknesses are related to:

- The time devoted to teaching writing ☐

- Lack of practice ☐

- Lack of feedback, and/or ☐

- The inadequate syllabus ☐

- Others,

……………………………………………………………………………………………………….

………………………………………………………………………………………………………..

Section Three: The Educational Use of Technology

12. Rank your familiarity with the use of technology?

-Beginner ☐   -Average ☐   -Intermediate ☐   -Expert ☐

13. Have you ever integrated some technology into your writing classes?

-Never ☐   -Occasionally ☐   -Often ☐   -Very Often ☐

-If so, what kind of technological gadget do you often use:

- Blogs, ☐

- Wikis, ☐

- Social Network Sites (SNSs) ☐

14. Do you find the use of such technological gadgets;

-Somewhat interesting ☐   -Interesting ☐   -Very interesting ☐   -Innovative ☐

15. According to you, do you agree on the use of the SNSs for educational purposes?

- Definitely Agree ☐
- Somewhat agree ☐
- Neutral ☐
- Somewhat disagree ☐
- Definitely Disagree ☐

-If you agree, which one of the following do you choose; and why?
- Facebook ☐
- Twitter ☐
- MySpace ☐
- YouTube ☐
- Others,

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16. If you agree, could you suggest some possible guidelines concerning the use of such SNSs to assist our students' writing performances, and to overcome any obstacle that could appear?

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Thank you for your cooperation and for the
time devoted to answer our questions
Mrs. Karima ACHOURI
Dr. Ramdane MEHIRI
Department of Foreign Languages, Section of English
Mohamed Khider, Biskra University

Appendix B: Students' Pre-intervention Questionnaire

Dear Student,

This questionnaire aims at collecting data concerning the writing skill: your current level and major deficiencies. It also seeks to capture data on your attitudes toward the use of peer feedback in writing classes. Besides the use of social network sites (SNSs) in education.

We would be very appreciative if you could answer the following questions because your cooperation is very significant to our study.

N.B. Consider, safely, that your answers will be kept highly anonymous, strictly confidential and will be used exclusively for academic purposes.

Section One: Personal Information

1. What is your gender? (Tick in (✓) the box that best describes your answer)

- Male ☐ - Female ☐

2. How old are you?

-18 ☐ -19 ☐ -20 ☐ -21 ☐ -22 ☐ -23 ☐ -24 ☐ -Other……….

Section Two: The Writing Skill

3. Please indicate your order of preference with a number between 1 and 4, where 1 (the most favoured) and 4 (the least favoured)? and why (optional)?

- Listening ☐
- Speaking ☐
- Reading ☐
- Writing ☐

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4. How would you categorise your current level in writing (your skills in writing English paragraphs)

-Poor ☐ -Fair ☐ -Good ☐ -Excellent ☐

5. Do you think that your written production lacks: (You can tick more than one box)

- Content ☐
- Organisation ☐
- Vocabulary ☐

- Coherence ☐
- Cohesion ☐
- Mechanics (punctuation, spelling) ☐
- Grammar ☐

Others…………………………………………..

Section Three: Peer Feedback

6. Read the following statements and tick in (✓) the box that best describes your answer.

a. I prefer to receive feedback from my teacher ☐
b. I prefer to receive feedback from my peer ☐
c. I prefer to receive no feedback (i.e., revising my own writing by myself) ☐

- Please justify your answer.

……
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……...

7. During the writing process, do you often receive some feedback from your peers?

-Yes ☐ -No ☐

-If yes, do you feel comfortable when you receive your peer feedback?

-Yes ☐ -No ☐

-If no, justify you answer.

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8. Do you follow your peers' suggestions in improving your writing?

-Yes ☐ -No ☐

If no, justify your answer.

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Section Four: Social Network Sites

09. Do you have Internet access?　　　-Yes ☐　　-No ☐

-If yes, which type of Internet connection do you use?

-Mobile data ☐　　　-Wi-Fi ☐　　　　-Both ☐

10. Do you have:

-A smartphone ☐　　-A computer ☐　　-Other devices ☐

11. Do you make use of SNSs in your daily life?

-Yes ☐　　　　　-No ☐

- If yes, how often?

- More than once a day　　☐

- Once a day　　☐

- Several times a week　　☐

- Once a week　　☐

- Several times a month　　☐

- Once a month　　☐

-Less than once a month　　☐

- And, how much time do you spend on those SNSs at each access?

- 30 min or less　　☐

- 30 min to 1 hour　　☐

- 1 to 2 hours　　☐

- More than 2 hours　　☐

12. Which SNS do you most use? (Tick just one box).

-Facebook ☐　　-Twitter ☐

-Instagram ☐　　-Viber ☐

-Whatsapp ☐　　-Others………………..

13. Which form do you prefer to use when using such a SNS?

-Textual form (writing) ☐   -Oral form (speaking) ☐   -Both ☐

14. How do you find learning through the SNSs?

-Somewhat interesting ☐   -Interesting ☐   -Very interesting ☐ -Innovative ☐

-If interesting, explain more; (optional).

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Appendix C: Teachers' Pre-intervention Interview

1. What kind of difficulties do you mostly encounter when teaching writing?

2. In your opinion, at which stage of writing do your students have a great problem?

3. Do you usually involve your students in a collaborative writing environment?

4. Are there any suggestions you could offer to the students to overcome their writing deficiencies?

Appendix D: The Second-year University Programme of Written Expression

Connaissances préalables recommandées

In the first term, an ability to develop short paragraphs is required**.** In the second term, a mastery of the techniques for 5-paragraph essay writing is recommended.

Contenu de la matière :

The Writing Process

1/What is a paragraph?

_Paragraph structure

    -The three parts of a paragraph
    -The topic sentence
    -The supporting details
    -The concluding sentence

2/ Writing Process

_ Prewriting stage

_ Planning stage

_ Writing and revising drafts

Evaluation: Exams

The Five Paragraph Essay

_ Developing a Thesis Statement

_ Sample Theses with Main Points

_ Essay Structure:

    - The Introduction of the Essay

    - Body of the Essay

    - The Conclusion of the Essay

_ Types of Essay
_ Style and Clarity
Evaluation: Exams

Appendix E: Consent Form

Dear student,

I am currently a Ph.D. student majoring in Applied Linguistics at Mohamed Khider Biskra University, Algeria. This study aims to investigate the effect of online peer feedback on developing the students' writing via an educational Facebook group as a supplementary tool. During the study, you will be asked to answer some questions in the designed questionnaire and interview. You will be asked as well to comment on your peers' writing performances. All the findings and personal information will be kept strictly confidential in our reports. You may withdraw your consent at any time and discontinue participation without penalty.

Should you have any questions, I remain at your disposal. You can also contact my thesis advisor, Dr. Ramdane Mehiri from Mohamed Khider Biskra University, Algeria.

Mrs. Karima Achouri can be reached at: achourikarima920@gmail.com

Thank you in advance for your help and cooperation.

I confirm that I have read and understood the above information sheet dated [October 2019]. Thus, I hereby give my consent for the data acquired to be used by Mrs. Karima Achouri in this survey.

Name: Signature

Appendix F: Students' Post-intervention Interview

1. How do you describe your peer review experience on Facebook?

2. What kind of difficulties have you encountered during peer reviewing on Facebook?

3. To what extent has Facebook contributed to minimise some barriers that usually appear in a face-to-face peer response activity?

4. What did you learn when reviewing your peers' writing output?

5. Did you find it helpful when your peers evaluate your writing?

6. Which one is more beneficial, when evaluating, when being evaluated, or both?

7. Which writing component do you most develop during the online peer review?

Appendix G: Lessons Plan

Lesson One: Grammar in English Writing Classes

Objectives: By the end of the session, the students will be able to construct grammatically correct sentences, and mastering the grammatical conventions.

Teaching Materials: Handouts

Level: Second year

Class Profile: Motivated but slow students

Time: 90 minutes (1hr & 30 mins)

The Training Worksheet:

Method	Timing	Procedures	Rationale
	10 min.	**Warming-up:** -The teacher asks the students to circulate the grammar mistakes in the given handout. -discussing the importance of grammar.	-Ice breaking -Generate interest of grammar.
	15 min.	**Presentation** -The teacher presents the context in which the grammatical structure resides.	-To make the students able to recognise the grammatical structure in context.
	20 min.	**Isolation** -The teacher focuses on the grammatical item itself.	-To make the students able to recognise other elements that belong to the same grammatical identity.
(Presentation-Isolation-Analysis-Stating rules-Practice) PIASP	20 min.	**Analysis** -The teacher makes the students analyse the isolated grammatical item. **Stating Rules** -After analysis, the teacher helps the students to build the grammar rules.	-To make the students able to grasp the internal coherence of the grammatical item. -To make the students able to synthesise and formulate the rule.
	20 min.	**Practice:** The teacher addresses three types of tasks; 1. Based form tasks 2. Meaning based tasks 3. Communicative based tasks	-To focus on the form (mechanical manipulation). -To focus on the meaning. -To focus on message transmission.
	05 min.	**Closure:** -Feedback. -Class open discussion as far as the lesson is concerned.	-To evaluate their achievements.

Lesson Two: How a Piece of Writing could be Organised?

Objectives: By the end of the session, the students will be able to construct a more organised paragraph.
Teaching Materials: Handouts and a video lesson (data show projector)
Level: Second year
Class Profile: Motivated but slow students
Time: 90 minutes (1 hr & 30 min)
The Training Worksheet:

Method	Timing	Procedures	Rationale
Presentation-Practice-Produce (Use) **(PPP)**	**30 min.**	**Warming-up: (Presentation)** -Watching a video lesson. -Discussing the importance of organisation.	-To activate the students' schemata
	30 min.	**Follow-up activity (Practice)** -Group work: comparing together two pieces of writing (about the same topic) to recognise the key concept of organisation.	-To provide the students with the required time and practice to remember and restore their pre-knowledge concerning organisation.
	30 min.	**Produce (Use)** -Individual work: writing a small and well-organised paragraph. **Closure:** Feedback Class open-discussion	-To evaluate their progress. -To investigate what they have learnt. -To evaluate their achievements

Lesson Three: Mechanic Skills

Objectives: By the end of the session, the students will be able to;

   (a) Master the correct use of formal English (full words) rather than informal language

   (e.g., the use of Net lingo in which abbreviations are mostly used)

   (b) Mastering the paragraph conventions (the correct layout of a paragraph)

   (c) Mastering the correct use of punctuation marks

Teaching Materials: Handouts

Level: Second year

Class Profile: Motivated but slow students

Time: 90 minutes (1 hr & 30 min)

The Training Worksheet:

Method	Timing	Procedures	Rationale
Test-Teach-Test again (TTT)	**20 min.**	**Warming-up:** -After analysing the handouts; 1. Discussing the difference between formal and informal English language spelling.	-To elicit a key relating to the topic.
	15 min.	**Follow-up activity (Test):** Pair work activity; (controlled practice) 1. Identifying the use of formal/informal language 2. Punctuating a given passage	-To make the students able to tackle language tasks without prior instructions.
	25 min.	**Teach** -The teacher provides the students with the rules of: -The punctuation mark -Capitalisation	-To acquaint the students with the different mechanic skills rules. -To reinforce the students' understanding.
	20 min.	**Test again** **-**Freer practice: -Different punctuation exercises.	-To check understanding.
	10 min.	**Closure** 1.Feedback on the students' achievements 2. Class-open discussion	-To evaluate their achievements.

Appendix H: The Educational Facebook Group Description, Aim, and Guidelines

08:50

← Lets write together!

About

Dear students,
Welcome to our writing group "Let's write together". This group is dedicated mainly for your writing performances. In this group, you are free to comment on your peers' writing paragraphs abiding yourself with the aforementioned guidelines, by so doing, you will have an ample opprtunity to get some interaction by trying to create a sense of community.
So, let's network together!

🔒 **Private**
Only members can see who's in the group and what they post

⊘ **Hidden**
Only members can find this group

⟳ **View Group History**
Group created on November 12, 2019

16:44

← Lets write together!

Karïma Achouri
1 min ·

Guidelines of Peer Feedback

The peer response should look something like the following acrostic;

"COMMENT"

C: Collaborate with each other respectfully.

O:Offer some helpful questions, so that your classmates will "reflect on

these questions when making writing choices" (Reynolds, 2012, p.).

M:Make some suggestions.

M: Make some requests.

E: Elaborate your suggestions and requests.

N:Narrow your focus according to the given aspect of writing that needs

improvement.

T: Tell something positive and meaningful.

11:33

← Lets write together!

Karïma Achouri
Admin · 1 m ·

"Guidelines for Using the Site"
Dear students,
During the use of the Facebook group labelled "Let's Write Together", please consider the following directives:
1. First and foremost, the use of abbreviations or any informal way of writing is extremely forbidden, write academically.
2. Do not make use of emojis, emoticons, or any similar forms of facial expressions.
3. Do not use any other language except English.
4. Discuss only the subject matter, shall not enter into any discussions.
5. Do not comment on all the published paragraphs, "restrict" yourself just to the given paragraph that is assigned by your teacher.
6. Do not add any external friends to the group, the group is created exclusively for the classroom members.
7. You are not allowed to publish anything, the group is controlled only by the teacher.
"Please respect the aforementioned guidelines to ensure an appropriate learning atmosphere"

Appendix I: Students' Tests

Students' Pre-test

  With this pre-test, we aim primarily to diagnose what type of deficiencies that our students have, determining the current level of their writing competences, and thus, identifying their basic requirements.

Question:

Read the following passage carefully, and then develop your own paragraph.

"People have different ways of escaping the stress and difficulties of modern life. Some read; some exercise; others work in their gardens. What do you think are the best ways of reducing stress? Use specific details and examples in your answer".

Retrieved from: http://www.goodlucktoefl.com/toefl-writing-topics-description.html

The Answer:

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BEST LUCK

Students' Progress Tests

Progress Test 1

In some countries, teenagers have jobs while they are still students. Do you think this is a good idea? Support your opinion by using specific reasons and details.
Retrieved from: http://kazuo.fc2web.com/English/TOEFL-essay.htm

Progress Test 2

Some students prefer to study alone. Others prefer to study with a group of students. Which one do you prefer? Use specific reasons and examples to support your answers.
Retrieved from: http://kazuo.fc2web.com/English/TOEFL-essay.htm

Progress Test 3

Should universities adopt online courses and require their instructors to offer online classes, or should they retain a more classical and personable approach to learning? Discuss the issues involved and defend your opinion.

Retrieved from: https://blog.udemy.com/ielts-writing topics/?utm_source=adwords&utm_medium=udemyads&utm_campaign=DSA_Catchall_1 a.EN_cc.ROW&utm_content=deal4584&utm_term=_._ag_88010211481_._ad_39802293 4994_._kw__._de_c_._dm__._pl__._ti_dsa-393848973092_._li_9069716_._pd__._&matchtype=b&gclid=Cj0KCQiArdLvBRCrARIs AGhB_swlVZSoON3ItAu0mFuN5K1OJBiV1wP8pmu8YfWlwt8x19Bc8mEXmH8aAqp REALw_wcB

Progress Test 4

An increasing number of people are now using the internet to meet new people and socialise. Some people think this has brought people closer together while others think people are becoming more isolated.
Discuss, and try to support your opinion by using specific reasons and details.

Retrieved from: http://ieltsliz.com/100-ielts-essay-questions/technology/

Students' Post-test

This post-test aims to measure differences in the students' writing achievements. So, the students' scores will be the final yardstick from which the researchers will decide whether or not the suggested intervention proves well.

Question:

Read the following passage carefully, and then develop your own paragraph by discussing both views.

"some people believe that what children watch on television influences their behaviour. Others say that amount of time spent watching television influences their behaviour".

Retrieved from: http://ieltsliz.com/100-ielts-essay-questions/media-and-advertising/

The Answer:

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BEST LUCK

Appendix J: Samples of the Four Online Peer Review Processes (Sample Test 1)

Karïma Achouri
Nov 27, 2019 at 20:46 ·

PARA. 9 #**1stDraft**

Many people think that student who works during their school may not be able to study well. In my opinion, work and study togeher makes students organized more and very strict with their time. firstly, earning money while getting education make student more confident, and independent. moreover, jobs prepare students to build a strong personality. for example, at work place provides an opportunity to meet with different people, which improves their personality. finally, working and studying together makes the student discover their unique abilities and interests.

For conclusion, we should support work during education to expand and improve the students skills and to find the correct path and carrier.

On one hand, concerning the organization, the topic sentence is attractive. Also, I feel the smooth and the fluent of ideas which are the consequence of the use of transitional signals. Your concluding sentence reinforced your topic sentence. On the other hand, the content is worthy, the reader will get the point very easily without confusion.

Well, concerning oraganization, the topic sentence is so attractive as well as the whole paragraph that has unity. In addition, supporting ideas are so related and I can feel how smooth the transition between them is. Plus, there is a good use of transitional signals preceding each idea. Finally, the concluding sentence confirmed the topic sentence which gave the paragraph a flavor. Concerning content, the point of view with its proofs is quite interesting.

Well concerning organization, your ideas were well organized. For the content, it was worthy, however, you need to mention some examples to strengthen your point of view. As far as the concluding sentence is concerned, could you just restate the topic sentence so that you keep on the same way, and to save your pargraph organization

Karïma Achouri ▶ Lets write together!
Dec 2, 2019 at 01:29 ·

paragraph. 9 #**Revised**

Many people think that student who works during their school may not be able to study well. In my opinion, work and study togeher makes students organized more and very strict with their time. For example, he would divide his time according to his daily life and academic occupations. firstly, earning money while getting education make student more confident, and independent. moreover, jobs prepare students to build a strong personality. for example, at work place provides an opportunity to meet with different people, which improves their personality. finally, working and studying together makes the student discover their unique abilities and interests.

For conclusion, students who work while they are still studying could expand their abilities in terms of time management, and organizational skills.

Editing

Well, starting with Grammar, I have a few things to be fixed.
1-Student ×
a student √ (indefinite sigular noun).
2-Their ×
His √ (the student: singular).
3-School ×
School time √ (more appropriate).
4-Makes ×
Make √ (work and study : plural).
5- Organized more ×
More organized √ (Comparative form precedes the adjective).
6- Make ×
Makes √ (earning money).
7- At work place provides ..×
Work places provide..√ (No need for a preposition).
8- To meet with ×
To meet √ (English structure is not similar to the one of Arabic).
9- Which improves their personality ×
--> I prefer to omit it (repetition).
10- Working and studying together makes ×
Working and studying together make √ (they : plural).
11- Makes the student discover × (Arabic thinking)
Leads the student to discover √

12- Their unique ×
His unique.. √ (the student : singular).
13- During education ×
While receiving education √
14- Students skills ×
Students' skills √

Concerning mechanical skills, my remarks are as follows:
Spelling:
1-Togeher ×
Together √

Capitalization:
"Moreover" Is not capitalized.

Punctuation:
1- Confident, and independent ×
Confident and independent √ (2 adjectives so no need for commas).

You did a great job! Best of luck.

5. Make correct one : Makes (earning money)
6. At work place provides correct one : Work places provide
7. To meet with correct one : to meet (think in English)
9. Working and studying together makes correct one : Working and studying together make
10. Makes the student discover (Arabic thinking) correct one : Leads the student to discover
11. Their unique correct one : his unique (student is : singular)
12. Students skills correct one : Students' skills

Now, Concerning mechanical skills, I would suggest to correct the following:
Spelling:
1. Togeher correct one : Together

Capitalization :
1. Moreover is not capitalized

Punctuation :
1. Confident, and independent correct ones : Confident and independent (no need for commas)

Wish you the best

At first, I would suggest:
- Capitalising: firstly => Firstly
moreover => Moreover
for example => For example
finally => Finally.
Moving to punctuation :
I think your paragraph is well punctuated except the space before (in conclusion) ,
You should not leave an empty space in your paragraph.
Concerning spelling mistakes:
Together not togeher
Moving to grammar:
Would you please think about :
- Replacing (Many people think that student who works during...) by (Many people think that students who work during..)
- Correcting (work and study together makes students..) by (work and study together make students..)
- Replacing (organized more) by (more organized)

First of all, concerning Grammar, there are some words need to be corrected :

1. Student correct one :
a student
2. Their correct one : His
3. Makes correct one :
Make (work and study are plural)
4. Organized more correct one : More organized
5. Make correct one : Makes (earning money)
6. At work place provides correct one : Work places provide

organized)
- Correcting (earning money....make student..) by (earning money....makes students..)
- Omitting "at" in (at work place provides...) => (work place provides..) because there is no subject to the verb (provides).
- Omitting "with" (an opportunity to meet with different people)=> (an opportunity to meet different people)
Working and studying together (make) not (makes)
Good Luck.

Karïma Achouri ▶ Lets write together!

Dec 9, 2019 at 16:47 ·

paragraph. 9 **#final** copy

Many people think that a student who works during his school may not be able to study well. In my opinion, work and study together make him more organized and very strict with his school time. For example, he would divide his time according to his daily life and academic occupations. Firstly, earning money while getting education makes the students more confident and independent. Moreover, jobs prepare students to build a strong personality. For example, work places provide an opportunity to meet different people. Finally, working and studying together leads the student to discover his unique abilities and interests. For conclusion, a student who work while they are still could expand his abilities in terms of time management and organizational skills.

A Revising Stage during a Peer Review Process (Sample Test 2)

Revising

PARA. 10 #1stDraft

In my opinion, studying alone is of great importance and benefit for a student owing to four basic reasons. The first reason that makes studying alone so important for a student is the presence of full concentration. A student would be able to concentrate and focus better if he is alone unlike being in a group. For example, when studying in a group, the student may get distracted by the other students' chats and whispers. The second reason is the absence of confusion; when the student is studying alone, he would be more likely to understand without ambiguity or confusion unlike the case of a study group. For instance, other students other students would make conclusions that leads to confusion. The third reason that makes studying alone beneficial is the availability of correct information. Studying in a group would make the student exposed to wrong information given by the other students which leads to terrible consequences like getting bad grades. Finally, the last reason that contributes to the importance of studying alone is time-saving; a student would waste a lot of time studying in a group between breaks and gossip unlike being alone. To conclude, I would say that there are several significant reasons that contribute to the importance of studying alone.

About organization it was good and your ideas are related to each others you achieved coherence.
Your concluding sentence was a good one.
Going to your topic sentence it was confused and not well created may you clarify it please and I suggest you to clarify your second supporting idea and if you going to keep the word benefit in your topic sentence could you add some examples about it in your content. Good luck and thank you for your efforts

11w   Like

I shall say that I do really like that ideas and their combination adding an advice which is about the concluding sentence I felt it does not restate the topic one .other then that I thank you .

11w   Like

You turned off commenting for this post.

Revised Copy

In my opinion, studying alone is of great importance and benefit for a student owing to four basic reasons. The first reason that makes studying alone so important for a student is concentration. A student would be able to concentrate and focus better if he is alone unlike studying in a group. For example, when studying in a group, the student may get distracted by the others' talk and whispers. The second reason has to do with confusion; when the student is studying alone, he would be more likely to understand without ambiguity that may be caused by other students unlike the case when studying in groups, where the students can get confused by other students' ideas. For instance, other students other students would make conclusions that leads to misunderstanding. The third reason that makes studying alone beneficial is the availability of correct information. Studying in a group would make the student exposed to wrong information given by other students which may lead to serious consequences like getting bad grades. Finally, the last reason that contributes to the importance of studying alone is time-saving; a student would waste a lot of time studying in a group between breaks and gossip unlike being alone wherein his major goal is to achieve his assignment. To conclude, I would say that there are several significant reasons that contribute to the importance of studying alone.

Editing Stage

Starting with capitalization and punctuation it was good and you used them in correct way I liked it.

About grammar and some structures I suggest to change "studying alone..... reasons" maybe you can say "studying alone is more important and benefit for students/a student owing to/for four reasons (we can't say basic because we are not sure if those reasons are basic or no) You made repetition of "other students". I suggest to change "lead to serious consequences" maybe you can say directly effect on your grades. In conclusion "I would like to say...."
Thank you for your efforts and good luck

24w   Like

Paragraph 10. #**Final** copy

In my opinion, studying alone is of great importance and benefit for a student owing to four reasons. The first reason that makes studying alone so important for a student is concentration. A student would be able to concentrate and focus better if he is alone unlike studying in a group. For example, when studying in a group, the student may get distracted by the others' talk and whispers. The second reason has to do with confusion; when the student is studying alone, he would be more likely to understand without ambiguity that may be caused by other students unlike the case when studying in groups, where the students can get confused by other students' ideas. For instance, other students would make conclusions that leads to misunderstanding. The third reason that makes studying alone beneficial is the availability of correct information. Studying in a group would make the student exposed to wrong information given by other students which may lead to serious consequences like getting bad grades. Finally, the last reason that contributes to the importance of studying alone is time-saving; a student would waste a lot of time studying in a group between breaks and gossip unlike being alone wherein his major goal is to achieve his assignment. To conclude, I would say that there are several significant reasons that contribute to the importance of studying alone.

A Revising Stage during a Peer Review Process (Sample Test 3)

Karïma Achouri
Feb 7 at 08:48 ·

PARA 20. #1stDraft

Online courses by special instructors at universities become a famous method then classical and personabale approach to get information better, for that some of the students agree with this opinion, but the others refuse totally forme I agree with the opinion because I will understand the lesson by new methods of teachers, still familiar with the social media, and get knowing other each time.

To start with, I have a desire to accepte more than one methods for understanding the lesson in courses online each teacher has his own method to receive the information for example, there is teachers give more details and examples others use symbols and abriviations.

Furtheremore, it seems to me that when a student uses social media for enter to online corses, here he still familiar with technology such as known how to use different media and avoid difficulties, when he worke at project or a research.

Thirdly, one of the meaningful aspects of life is get knowing each other, so to contact with teacher needs time just being more respect when the student send him a misunderstand about the lesson than the teacher will share the idea in privateness

In conclusion, online courses by special instructores at universities is good method that the students use, but is not the only one to use, here students should balance between the online cources and the classical and personabale approach to learn.

Starting with the topic sentence, your opinion has been stated clearly but your topic sentence is not attractive enough ,it is too long, so could you please make it attractive and without much details.
Moving to the supporting sentences, your ideas are convincing and well organized ,but they are not well stated ,because of the wrong choice of words like (I have a desire to accept..., it seems to me...)
You have provided some good examples which reinforce your opinion .
Concerning the concluding sentence,it summarises the important point of the paragraph ,but it contains a new idea which should not be in order to achieve unity.
Moving to coherence,
There is an obvious repetition of key nouns,but there is not a correspondence between pronouns (I => he => they) , so could you please avoid changing the number.
The movement between sentences is logic through the use of transition signals.
Good luck!

3w   Like

Revising

Concerning organization, your TS is not clearly stated ; it is too long .I felt like it's a paragraph rather than a sentence ;It seems like an introductory paragraph of an essay .Also it is too general that the reader could not figure out what you are going to talk about in your supporting ideas.The supporting ideas are relevant ,but you have misused some words such as, desire, "...each teacher has his own method to receive information..." , " still familiar With technology "," ..is get knowing ..." ," a misunderstand about the lesson"," in privateness ".Your concluding sentence needs to be clearer because you have wrote a new idea ,and you should stick in one which is the advantages of online courses.
Concerning coherence ,you did not use consistent pronouns because you have mentioned " I " then you have moved to "students " then " he".Fortunately you have used repetition of key nouns and transition signals .
Concerning content , your ideas are so interesting and so attractive .
Thank you for your efforts !
Good luck!

This paragraph is neither organized nor correct in its corpus. The ideas are confused as the meaning is really ambigious. I don't appreciate this paragraph. There is a problem for me in getting the message you try to convey through the communicative ideas you supply us with.

3w   Like

Could you please clarify your TS what do you exactly mean by famous, and instead of saying opinion just say mode of learning. As far as the content is concerned try to provide examples, your CS as well needs a reformulation by simply saying not to ignore the classical method because you seem repeating yourself. Try to organize your ideas as well because they are really disconnected.

3w   Like

Karïma Achouri
Feb 13 at 10:41 · 🖼

Paragraph 20. **#Revised**

Online courses at universities become an alternative method over the classical approach. Some students agree with that mode of learning, while others are totally against. Personally, I agree with that mode because the lesson will be delivered in a new way. As being able to acquire more than one method and as being familiar with the social media, I can, therefore, learn through online courses without having any difficulty.

Finally, one of the meaningful aspects of learning is to get interaction with teachers, so to get contact with teacher in online mode, we can simply send messages in privacy.

In conclusion, online courses at universities is a good method of learning, but one could not ignore the benefits of classical courses as well.

Editing Stage

A good paragraph, I appreciate it , no mistakes to be mentioned except the problem of the form , your paragraph should be in one block not like the form of essays.
-No grammar mistakes
-No spelling mistakes
-No problems with punctuation
And no problems with capitalization
Good Luck!

Editing

Karïma Achouri
Feb 18 at 07:51 ·

paragraph. 20 #**Final** copy

Online courses at universities become an alternative method over the classical approach. Some students agree with that mode of learning, while others are totally against. Personally, I agree with that mode because the lesson will be delivered in a new way. As being able to acquire more than one method and as being familiar with the social media, I can, therefore, learn through online courses without having any difficulty. Finally, one of the meaningful aspects of learning is to get interaction with teachers, so to get contact with teacher in online mode, we can simply send messages in privacy. In conclusion, online courses at universities is a good method of learning, but one could not ignore the benefits of classical courses as well.

(Sample 2, Editing Stage, Test 3)

Editing →

Screenshot 1 (left):

14:45

← Lets write together!

Karïma Achouri
Feb 13 at 10:26

Paragraph 2. **#Revised**

Nowadays many universities adopt online courses in their education system, but I personally prefer the classical system of learning for many reasons. Frome one hand, within the classical learning system the students will be available in a face-to-ace learning atmosphere , so the lecture will be more relibale and easier for them to be understood. The students will have the abilety to ask the teacher about any ambiguity in the lesson. Frome the other hand, we need to take in considiration the bad quality of the envirement in the online courses for example, the possebility of having a low connection make the image and the voice unclear so the learning approach will be faild. To conclud, we can not deny the new system of education, the online courses, but the classical learning remain a lot more beneficial, esier and seccessful.

Screenshot 2 (right):

17:21

You did a great job; however, there are few things to fix in order to have a better work.
I will start with Grammar where the things I noticed are listed as follows:
1- From one hand√
On one hand √ (more used)
2- Will be ×
Would be √ (Because we are not sure, we are just assuming)
3- In consideration ×
Into consideration √
4- The bad quality of the environment × (Arabic thinking)
The bad environment √
5- Make ×
Makes √ (Present simple -> the possibility)
6- The voice ×
The sound √ (voice is for humans; sound is for everything you listen to including recorded lessons)
7- Will be failed × (Grammatically ill)
Would be a total failure √
8-Remain ×
Remains √ (Classical learning)
9- Classical learning ×
Classical / traditional way of learning √

Moving to mechanic skills, I have noticed the following:
A- Spelling:

Screenshot 3 (bottom left):

17:21

Moving to mechanic skills, I have noticed the following:
A- Spelling:
1-frome×
From √
2- Abilety×
Ability √
3- Considiration ×
Consideration √
4- relible ×
Reliable √
5- Faild ×
Failed√
6-Possebility ×
Possibility √
7- conclud ×
Conclude√
8- Can not ×
Cannot √
9-esier×
Easier√
10- seccessful ×
Successful √

B- Punctuation:
1-Nowadays...×
Nowadays,... √
2- Within the classical learning system the students ×
Within the classical learning system, the students..√
3- For example...×
For example.. √

Screenshot 4 (bottom right):

17:21

For example,...√

C- Capitalization:
for example ×
For example√

Best of luck!

3w   Like

After considering the paragraph, I would say the following :

I/ Punctuation :
the writer should pay attention to the following mistakes, and its appropriate correction.
PS : spelling mistakes are written the same until reaching its stage; the mistakes will be corrected.

1. [Nowadays ...], [Nowadays, ...].
2. [Within the classical learning ...], [Within the classical learning, ...] adding a coma after the prepositional phrase.
3. [The students will have ...], it is better to mention it as an example, [For instance, The students will have ...]
4. [for example], [.For example,] period before it I, and coma after it.
5. [so the learning ...], [, so the learning ...] a coma before it, because it

5. [so the learning ...], [, so the learning ...] a coma before it, because it is a dependent clause.
6. [a lot more beneficial, esier and seccessful], [a lot more beneficial, esier, and seccessful].
7. [To conclud, we can not deny the new system of education, the online courses, but the classical learning remain a lot more beneficial, esier and seccessful], [To conclud, ... , which is the online courses, ...].

II/ Spelling :
1. [education system], [educational system] because it modifies the word [system] .
2. [for many reasons], I suggest for the writer [for the following reasons].
3. [relibale], [reliable].
4. [abilety], [ability].
5. [Frome], [From].
6. [considiration], [consideration].
7. [of the envirement], [environment], I suggest for the writer [of the internet].
8. [possebility], [possibility].
9. [approach], I suggest for the writer [process].
10. [will be faild], [failed], I suggest for the writer [will be difficult].
11. [to conclud], [to conclude]
12. [a lot more], [much more].
13. [esier], [easier]
14. [seccessful] [successful]

Editing →

more beneficial, esier and seccessful],
[To conclud, ... , which is the online courses, ...].

II/ Spelling :
1. [education system], [educational system] because it modifies the word [system] .
2. [for many reasons], I suggest for the writer [for the following reasons].
3. [relibale], [reliable].
4. [abilety], [ability].
5. [Frome], [From].
6. [considiration], [consideration].
7. [of the envirement], [environment], I suggest for the writer [of the internet].
8. [possebility], [possibility].
9. [approach], I suggest for the writer [process].
10. [will be faild], [failed], I suggest for the writer [will be difficult].
11. [to conclud], [to conclude]
12. [a lot more], [much more].
13. [esier], [easier]
14. [seccessful], [successful].

III/ Grammar :
1. [the possebility of having a low connection make ...], [the possebility of having a low connection makes ...].
2. [but the classical learning remain], [... remains].

2w   Like

You turned off commenting for this post.

← 🧩 Lets write together!   🔍 ⭐

Karïma Achouri
Feb 18 at 07:44 · 🖼

paragraph. 2 #Final copy

Nowadays many universities adopt online courses in their educational system, but I personally prefer the classical system of learning for the following reasons. On one hand, within the classical learning system, the student would be available in a face-to-face learning atmosphere , so the lecture will be more reliable and easier for them to be understood. The students will have the ability to ask the teacher about any ambiguity in the lesson. From the other hand, we need to take into consideration the bad environment in the online courses. For example, the possibility of having a low connection makes the image and the sound unclear so the learning approach would be a total failure. To conclude, we cannot deny the new system of education, the online courses, but the classical learning remains a lot more beneficial, easier, and successful.

A Revising Stage during a Peer Review Process (Sample Test 4)

Karima Achouri
Feb 21 at 11:40

PARA. 21 #1st Draft

The internet helps people to connect with each other and to meet new people. However: many people are becoming more isolated. In fact, everybody has his own mobile phone nowdays, and he can use for chating and online gaming. With all the attractive application, many people like to play around with their phones for hours and abandon their social life. As a result, it has been reported that many families are having communication problems these days due to having less time for connecting with other family members. For example, children and parents are on facebook and other networking sites chating with others rather than chating with each other. Additionally, people are not participating in the local activities in the society, due to their prefrence of being online, and this leads to isolation and depression. In conclusion, the existance of internet has facilitate a lot of hard things but it has also effected the involving of people in their society.

Deleted

Your work was quite good; nonetheless, there are some points to be discussed. they are stated as follows: Regarding organization, the flow of ideas and how smooth the transition among them was is impressive; however, make sure to be concise and avoid roaming around the topic which might harm the paragraph and make the reader bored. Another thing is the use of transitional signals that were used in such a nice way to combine thoughts in a good manner, but you definitely need to use some examples just to convince readers.

About the content, I woud say that the whole paragraph is so interesting that makes me as a reader enthusiastic to carry on reading despite the fact that there are few things to pay attention to like the choice of words and the different expressions you use to build that structure. Also the supporting ideas and the concluding sentence were so good and relevent as well as the way you stayed on the same topic throughout the whole work.
You did a great job; best of luck!

good paragraph.

i really like how you organize your ideas in such a smoothly way, good use of transitionl signals

Concerning content

your topic sentence is really interessting and your supporting ideas as well i really enjoyed reading your paragraph.

Your concluding sentence was relevant .Good luck

First of all , most of the ideas are in Arabic thinking it was not clear enough . I like how the writer moves smoothly between ideas but I feel that the writer is not interested in the topic because I didn't feel his/her own touch .

About the concluding sentence it was very simple it did not reinforce the topic sentence .

Thank you for your work and I try to look for more efforts

Karima Achouri ▶ Lets write together!
Feb 26 at 00:00

paragraph. 21 # Revised

The internet helps people to connect with each other and to meet new people. However; many people are becoming more isolated. It has been reported that many families are having communication problems these days due to having less time for a real world contact. For example, children and parents are connecting on facebook and other networking sites next to each other chating with their acquaintances rather than having a talk. Additionally, people are not participating in the daily activities, due to their prefrence of being online, and this leads to isolation and depression issues. for example: children are now preferring to play a digital game with virtual characters rather than playing outside with real members, and this could cause the aforementioned issues. In conclusion, the existance of internet has not only facilitate our life, but it has also disconnect us from society.

Editing Stage

Well this paragraph is well punctuated and it respects the mechanical skills. However, there are few mistakes which can be noticed; those are the followings:
The (,) used after "due to"
"Existance" here there is a spelling mistake.
There should be a coma used before "but".
The verb tenses are well appropriate.

Grammar :
please try to avoid repetition in many sentences and turning into the same idea .
Spelling:
.Additionaly ×
Additionally √
. Prefrence×
Preference √
.preferring ×
Prefering
.existance ×
Existence√

B- Punctuation:
1-However; × use a comma because it is a conjunctive adverb

B- Punctuation:

1-However; × use a comma because it is

a conjunctive adverb

However, √

Capitilization :

Facebook instead of facebook

Best of luck

It is a good paragraph I appreciate it
Well concerning Grammar I would like to suggest some changes such as :

_The daily activities→daily activities
_effected→affected
Digital games→ video games
About mechanic skills :
Spelling mistakes :
_Additionaly→Additionally
_prefrence →preference
_Preferring→ prefering
_ exustance →existence
Capitalization :
_facebook → Facebook
Punctuation :
_however→ however,
_activities , due to →activities due to
_ , for example ; → ; for example,
Good job !

Your work is quite good, yet you might be in need to fix some things to make it even better.
For Grammar, I would list the following:
1- Try to avoid repetition as the example of the word (people) in the topic sentence. You can use personal pronouns instead.
2- These days × (try to use better expressions; advanced ones)
Nowadays √
3- Due to having ×
Due to + noun √
4- Connecting on Facebook × (Arabic/French thinking)
Using Facebook √
5- Networking sites ×
Networks √ / applications √
6- Acquiantances × (not used)
Relatives √
7- The daily activities ×
Daily activities √ (we do not use "the" Unless something is specified; here you are talking about activities in general.)
8- children are now prefering ×
Children nowadays prefer √ (The verb "To prefer" Is tricky so pay attention to the tense used!)
9- Members×
Friends/ comrades √ (the word member should be related to something; like members of what?)

should be related to something; like members of what?)
10- Effected ×
Affected √ (Verb = to affect / noun = effect)
11- The involving of people in their society × (pure arabic)
People's involvement within society √
12- Digital game ×
Video games √

Regarding Mechanic skills, I have listed the following:
A- Spelling:

1-Additionaly ×
Additionally √
2- Prefrence×
Preference √
3- preferring ×
Prefering √
4- existance ×
Existence√

B- Punctuation:

1-However; × (use a comma instead because it is a conjunctive adverb)
However, √
2- Activities, due to ×
Activities due to √ (No need for punctuation unless you prefer to use a semi-colon but never a comma)

3- (,) for example(;) × (it is the opposite; preceded by a semi-colon and followed by a comma)

C- Capitalization:

"Facebook" Is like a propre noun so it should be capitalized as all names of social media networks and applications.

You did very nice; keep the good work!
Best of luck!

Karïma Achouri ▶ Lets write together!
Mar 4 at 13:54 · 🖼

paragraph. 21 **#Final** copy

The internet helps people to connect with each other and to meet new ones. However, many people are becoming more isolated. Nowadays, it has been reported that many families are having communication problems as they do not have too much time for a real world contact. For example, children and parents are using Facebook and other networking sites next to each other chatting with their acquaintances rather than having a talk. Additionally, people are not participating in daily activities due to their preference of being online, and this leads to isolation and depression issues; for example, children are now preferring to play video game with virtual characters rather than playing outside with real comrades, and this could cause the aforementioned issues. In conclusion, the existence of internet has not only facilitate our life, but it has also disconnect us from society.

Appendix K: Samples of Students' Recopied Paragraphs
Sample 1

Nowadays, the internet has a huge impact in our lives, which used by a lot of people to widen their relationship and interact with others. On the one hand, some think That the internet make it easy to establish (relashin) relationship while others Think That The internet Lead to isolation. I personally beleive that internet in one of the greatest inventions That helped people to globalize. firstly, The great ability of the internet make people all around the world can easily interact and exchange. For instance, strangers can meet online to share ideas, Laoguages, other important information. Secondly, The internet have a lot of benefits, but what about the negative sides. For example, some people prefer to chat and have discussions with foreign freinds and relatives while ignoring Their families and close relatives. finaly, Although it has become more popular to people to socialise through The internet, it has brough too many problems. To summurize, The internet provides people with many advantages, it also has The hand to disconnect them from the real world. It is up to how people to deal with it.

14:51

← Lets write together! 🔍 ⭐

Karima Achouri ···
Feb 21 at 11:42 ·

PARA. 25 #1st Draft

Nowadays, the internet has a huge impact in our lives, which used by a lot of people to widen their relationship and interact with others. On the one hand, some think that the internet make it easy to establish relationship while others think that the internet lead to isolation. I personally beleive that internet in one of the greatest inventions that helped people to globalize. Firstly, the great ability of the internet make people all around the world can easily interact and exchange. For instance, strangers can meet online to share ideas, languages, other important information. Secondly, the internet have a lot of benefits, but what about the negative sides. For example, some people prefer to chat and have discussions with foreign friends and relatives while ignoring their families and close relatives. Finaly, Although it has become more popular to people to socialise through the internet, it has brought too many problems. To summurize, the internet provides people with many advantages, it also has the hand to disconnect them from the real world. It is up to how people to deal with it.

Sample 2

Written Expression.

Gr01

Today there is a vast number of students who are hesitant to join online courses rather than classical learning at universities for several reasons. Firstly, An online course is more convenient for students because it saves money, energy, and time thus they can take an online course whenever they get time or they can choose flexible timings to study. Secondly, online courses are available as it will be easier for students to find time to do things for example: getting jobs, socialize ... etc Finally, the students feel more comfortable in learning sitting at home because there is a category of people who prefer to study alone. To conclude, online courses are one of the best alternative process of learning so universities should adopt it.

14:41

Lets write together!

Karïma Achouri
Feb 7 at 08:33

PARA 13 #1stDraft

Today there is a vast number of students who are hesitant to join online courses rather than classical leaning at universities for several reasons. For me, firstly, an online course is more convenient for students because it saves money, energy and time thus they can take an online course whenever they get time so they can choose flexible timings to study. Secondly, online courses are available on mobiles so it will be easier for students to find time to do things for example: getting jobs, socialize...etc. Finally, the students feel more comfortable in learning sitting at home because there is a category of people who prefer to study alone. To conclude, online courses are of the best alternative process of learning so universities should adopt it.

Sample 3

Lets write together!

Karima Achouri
Dec 13, 2019 at 00:29 ·

PARA. 4 #1stDraft

Students are deffrenciating from one to another, some prefer to study with a group and some prefer to study alone. Firstly, studying with a group is a good idea that I prefer because by doing so we share new ideas and information unlike studying alone. Secondly, when you study with a group you find your self getting rid of some mistakes you used to make, in other words, you get an immediatly feedback. Moreover, when a student study alone he doesn't get the aportunity to discuss his ideas and answers with others for instance; when a student is not certain about his idea he will last uncertain but when he is with a group they will guide him to the right answers. To sum up, students must study with groups or they'll end up with the same way of thinking instead of sharing a new one.

Appendix L: Jacob's Analytical Scoring Scale

ESL COMPOSITION PROFILE

STUDENT　　　　　　　　　　　DATE　　　　　　　　TOPIC

SCORE	LEVEL	CRITERIA	COMMENTS
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic	
	26-22	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
	21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
	16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/supported • succinct • well-organized • logical sequencing • cohesive	
	17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing	
	13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development	
	9-7	VERY POOR: does not communicate • no organization • OR not enough to evaluate	
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register	
	17-14	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage *but meaning not obscured*	
	13-10	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • *meaning confused or obscured*	
	9-7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
	21-18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions *but meaning seldom obscured*	
	17-11	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • *meaning confused or obscured*	
	10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing *but meaning not obscured*	
	3	FAIR TO POOR: frequent errors of spelling. punctuation, capitalization, paragraphing • poor handwriting • *meaning confused or obscured*	
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	

TOTAL SCORE　　　READER　　　COMMENTS

Source: Jacobs et al.'s scoring profile (1981, as cited in Weigle, 2002)

The Revised Jacob's Scoring Rubric

Component	Level	Criteria
Organisation	4-5	**Excellent to very good:** well-organised; ideas clearly stated/supported.
	2,25-3	**Good to average:** loosely organised but main ideas stand out; limited support; logical but incomplete sequencing.
	1,25-2	**Fair to poor:** non-fluent; ideas confused or disconnected; lacks logical sequencing and development.
	0-1	**Very poor:** does not communicate; no organisation; or not enough to evaluate.
Content	4-5	**Excellent to very good:** knowledgeable; substantive, thorough development of thesis; relevant to assigned topic.
	2,25-3	**Good to average:** some knowledge of subject; adequate range, limited development of thesis; mostly relevant to topic, but lacks detail.
	1,25-2	**Fair to poor:** limited knowledge of subject; little substance; inadequate development of topic.
	0-1	**Very poor:** does not show knowledge of subject; non-substantive; non pertinent or not enough to evaluate.
Grammar	4-5	**Excellent to very good:** no grammatical mistakes.
	2,25-3	**Good to average:** occasional grammatical mistakes that do not hinder communication.
	1,25-2	**Fair to poor:** frequent grammatical errors, meaning sometimes hindered because of the incomplete sentences.
	0-1	**Very poor:** no mastery of the grammatical conventions.
Mechanics	4-5	**Excellent to very good:** demonstrates mastery of conventions; few errors of spelling, punctuation, capitalisation, paragraphing.
	2,25-3	**Good to average:** occasional errors of spelling, punctuation, capitalisation, paragraphing *but meaning not obscured.*
	1,25-2	**Fair to poor:** frequent errors of spelling, punctuation, capitalisation, paragraphing; poor handwriting; *meaning confused or obscured.*
	0-1	**Very poor:** no mastery of conventions; dominated by errors of spelling, punctuation, capitalisation, paragraphing; handwriting illegible, or not enough to evaluate.

Appendix M: The Pilot Study Educational Facebook Group

Appendix N: Students' Paragraphs on the Educational Facebook Group (Pilot Study)

Sep 20, 2019 at 16:14 ·

working alone or in a team is both beneficial. Sometimes we need to be in a group in order to satisfy our needs, for example if we need help we can simply ask someone else. Besides, sometimes we need to be alone in order to concentrate on particular things. So both modes are of extreme benefits.

Sep 19, 2019 at 15:50 ·

Working togethr can has many benefits, while wrking in a team we could help each other, creating an enjoyable job atmosphere, for example, when someone is sick the other could help him, etc. In general working together could raise the workers solidarite.

Sep 20, 2019 at 17:23 ·

For me working individually the best way to work. Generally, working alone would have a number of bénefits for exemple, no one could impose any kind of order, being independt in your decisions, no need to divide the work. By working alone we would avoid the problems and any kind of misunderstanding.

Sep 20, 2019 at 16:38 ·

finding a job is important, but how can we work? working in a team for me would be better than working alone, in a team we could help each other, advice each other, and especially we could attain success altogther. working in a group could have many benefits, such as developing our sense of colloaboration.

Sep 18, 2019 at 15:24 ·

Having a job is really important. However, it is better working in a group rather than in isolation, we have to help each other, teaching each other how things work in order to guarantee a good working. Working together is really enjoyable.

18 September at 15:50

Working is really important. Working in a team is much better than working alone. it is really benefit because by working in a group we could help each other. benefit from our mistakes and learn from each other. working in a group is the best way of working.

· Sep 20, 2019 at 14:42 ·

working is an important thing in one's life. I personally, prefer to work independtly in order to avoid many problems. First, im that kind of persons who do not like social relationships, im shy and timid. I could learn by myself and I hate being criticized. working alone could help me to realise what I want without the help of others. working alone is better than working in a group

Sep 20, 2019 at 17:01 ·

A working group is much better than working individually. Working together could help in the socite productivity, it could also develop our sense of unity. Through working in a team we could share our experience altogether in order to teach each other the way of working.

18 September at 15:33

people all over the world need to work. whether independently or in a team, they need to work. Infact, I prefer to work in a team of people because like this we complement each others, for examples, if someone need to know how things function, he will ask someone else for sharing experiences and suggestions. Finally, if work is good it is worth doing well.

18 September

Working in a team is a fabulous way of working. In a team we could help each others to do many things, we could divide the work in many parts and each one doing his own, doing so decrease the fact of tired ness and increase the sense of help. All in all, we need to work as one team because it is a sign of power.

Appendix O: Samples of the Pilot Study Commentaries

Revising

Editing

Appendix P: Members of the Pilot Study

Appendix Q: Peer Feedback Four-Step Training Procedure

As the researchers aimed to make the peer feedback strategy successful and feasible for their students, it was seen practical to conduct peer review training to scaffold them in giving and responding appropriately and adequately to their peers' commentaries. Thus, it is highly recommended to raise the students' awareness concerning the different steps that should be considered in a peer response activity. Inspired by Min's (2005), we have put forward the following four-step training procedure:

1. **Clarification:** Try to get more explanation concerning the writer's intention. Saying for example: "could you explain what do you mean by …?", "by giving these reasons, do you mean …."

2. **Identification:** Try to announce a problematic area; "word, phrase, sentence or cohesive gap" (Min, 2005, p. 306). You may say, for example, "I think on this point, the description of the two cultures is not parallel" (Min, 2005, p. 298). You may say also, "I think that this part should be narrowed."

3. **Explanation:** Here you may explain your thought on a given area that may cause an ambiguity. Saying, for instance, "you should put some phrases before you make [the concluding sentence] because the last [supporting sentence] is unrelated to the fourth [one][15]" (Min, 2005, p. 306).

4. **Giving suggestion:** In this step, you may suggest workable ways to change some concepts in the writers' written output. Such as saying; "if you are trying to say… may be you can say…."

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[15] This example can be coded as an attempt at both explaining the nature of the problem and making suggestions.

Appendix R: Peer Feedback Rules and Laws

Dear students,

Here are some rules concerning peer feedback that need to be carefully followed;

Table R1.

Rules for peer responding

- Be respectful of your classmate's work.
- Be conscientious – read carefully and think about what the writer is trying to say.
- Be tidy and legible in your comments.
- Be encouraging and make suggestions.
- Be specific with comments.

Source. Hyland (2003, p. 202)

And, here some laws

- Read your peer's work carefully.

- Don't judge (e.g., don't say, "That's bad"); rather, describe what you think is good about the work and what's missing or could be done better.

- Tell what you think, and then ask what the author thinks **(Brookhart, 2008, p. 70).**

Appendix S: Peer Feedback Checklist

Writing component	Useful questions
Organisation	Try to ask some questions like: 1. Does the topic sentence clearly state the main ideas? 2. Do the details in the paragraph relate to the main idea? 3. Does the concluding sentence reinforce the central idea effectively? 4. Does [the writer] need to recast any sentences or add transitions to improve the flow of sentences? 5. Does the writer logically organise the paragraph?
Content	Try to ask some questions like: 1. [Does the writer] provide enough background information? Is it relevant/necessary? 2. [Does the writer] develop [the] controlling idea[s] in a way that makes sense?
Grammar	Try to ask some questions like: 1. Are some sentences actually sentence fragments? 2. Does every verb agree with its subject? 3. Is every verb in the correct tense? 4. Do all personal pronouns agree with their antecedents?
Mechanic skills	Try to ask some questions like: 1. Does every sentence end with the correct end punctuation? Try also to look for; 2. Capital letters. 3. Commas. 4. Apostrophes.

Source. Horkoff (2015, pp. 317-355)

Appendix T: Peer Feedback Sentence Starters

Dear students,

While commenting on your peers' writing performances, you may use one of the sentence starters below in the list, but it is neither exhaustive nor perspective. You may respond saying, for example;

1. I think you should add some details here.

2. I think your topic sentence is not clear enough.

3. I was wondering if you could capitalise, clarify, …

4. Could you please add some details in order to strengthen your point of view.

5. It would be clear enough if you add an example after…..

6. Think about changing, adding, deleting…

7. Have you thought about…

8. I think you must put a comma (a full stop, a semicolon) after/before….

9. In the first (second, third, fourth) line you should…

10. To do even better, you could say…..

11. As you can see above, after a full stop you should capitalise.

12. How about adding, deleting, changing, …

13. If I were you, I would add some details in…

14. I would recommend putting, adding, checking your tense…

15. I would suggest doing, changing…

16. You had better to…

17. Why do not you think to add an example over here, or in the first (2nd, 3rd) line…

18. Why not making…..

19. What about adding more details….

20. I think it is better saying…..rather than….

Appendix U: Observation Grid Worksheet

Student	Organisation						Content						Grammar						Mechanics					
	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5
1																								
2																								
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Appendix V: T-value table[2]

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
						Confidence Level					

df

[2] Retrieved from :
https://www.google.com/search?q=student+table+distribution&rlz=1C1GGRV_enDZ869DZ869&sxsrf=AL
eKk01tM7GJFPsjFn7NAcOJhGcBFVTBYw:1593083649665&tbm=isch&source=iu&ictx=1&fir=Ak3E8S
GWtJZSvM%252C3IfNW_1KN-XacM%252C_&vet=1&usg=AI4_-
kTq9vZLlLo2t9a3g0zI21Mz1RTEuA&sa=X&ved=2ahUKEwicoaSI65zqAhVFhRoKHQ4yArgQ9QEwD3o
ECAoQOg&biw=1024&bih=657#imgrc=Ak3E8SGWtJZSvM

Appendix W: Students' Writing Samples

Experimental Group

Student (01)

G01

people suffers by the stress in moddern life for many reasons. So, there are different ways to escaping the stress. for me, for instance, to escape from daily stress I read books escpecially historical one. when I feel very tired or stressed I set in front of my PC and I try to learn foreign languages, such as: English and french through youtube and other Networks social media. I also, travel to company when I feel a lot of noise in my head. Every weekend I exercise some sports.

Finaly, the stress is a bad think in our life and we have different way to escaping from this stress.

Student (12)

Test of Written Expression.

Written by

Group 01.

Instructor : Miss . Achouri

08 / 20

Reading is one of the best ways to escape stress and get over anxiety. first of all, reading is not just preoccupied with books; it can be for articles, posters, and even magazines and newspaper. Some people get relieved when they read no matter what the content was.

On one hand, we find the categorie of people who prefer to read novels and stories of different kinds, just as me, and they do so in order to escape reality and get a sense of immagination which would be really enthusiastic. On the other hand, another categorie of people tend to read scientific stuff and whatnot like articles for instance; ofcourse that has many benefits including the reception of new information. In addition, we find some people who read just for school work, yet it helps them to get over problems and daily life stress; in other words helps them to forget about reality.

To conclude, it's fair to say that reading is considered a great way of escaping reality and leaving all behind the trouble of modern daily life.

Progress Test (1)

Student (12)

Written by :

Group 01

Instructor :

Miss . Achouri

In my opinion, working can be of great importance for teenage students due to three main reasons. The first reason that would make work so beneficial and important for a teenage student is that it teaches him responsibility; the student would learn how to be mature, punctual, responsible, independent, and in control of his own pocket money. The second main reason is that work encourages the student to be organized and to improve his time management skills. For instance, he would plan his daily tasks and divide his time between classes, work, hobbies, friends, breaks ...etc. finally, the third reason that makes work so helpful for the student is that it leads him to discover his internal capibilities and field of interest. for example, if he is having a part-time job at a restaurant, this work would point out the student's marketing and managerial skills which would give him a clue about what to work in the future To conclude, it would be fair to say that having a job can be significant and substantial for a teenage student.

Student (20)

G 1

Having a part-time job while studying could be beneficial for students. It helps them manage their time and gain experience and some skills. Studying at university takes a lot of time, you have to attend most lectures, submit assignments and homeworks on time. However, if you have a part-time job, you will be forced to plan your time more carefully, and making a balance between your study, job and personal activities, so having a part-time job could help you become more organised and more motivated. Your time management skills will be stronger than before you had a part-time job. Also having a part-time job will show that you are willing to find a job, although employers will look for proof of your reliability as a future employee to see that you can be depended upon, a part-time job could therefore give you skills and relevant experience. Having a part-time job while you study helps you a lot because work experience is always desirable and will work in your favour

Progress Test (2)

Student (12)

Written by :

Group 01

Instructor :
Miss . Achouri

In my opinion, studying alone is of great importance and benefit for a student owing to four basic reasons. The first reason that makes studying alone so important for a student is the presence of full concentration. A student would be able to concentrate and focus better if he is alone unlike being in a group. For example, when studying in a group, the student may get distracted by the other students' chats and whispers. The second reason is the absence of confusion; when the student is studying alone, he would be more likely to understand without any ambiguity or confusion unlike the case of a study group. For instance, other students would make conclusions that lead to confusion. The third reason that makes studying alone beneficial is the availablity of correct information. Studying in a group would make the student exposed to wrong information given by the other students which leads to terrible consequences like getting bad grades. Finally, the last reason that contributes to the importance of studying alone is time-saving; a student would waste a lot of time studying in a group between breaks and gossip unlike being alone. To conclude, i would say that there are several significant reasons that contribute to the importance of studying alone.

Student (20)

Group 01:

Some students prefer to study alone while others prefer to study with a group of students. However, studying alone would be beneficial for some reasons. The first reason why students want to study alone is that they would not limited or restricted by others way of learning. For example, they can study whatever and whenever they want because students have different styles in learning. Some students prefer to eat during revision, others prefer to have musical background as they learn. The second reason is that when students study alone, they usually do all the assignments by themselves. As they may face some hard issues, they are required to think critically to solve their issues, hence they would get an opportunity to foster their critical thinking skills. The third reason is that students can avoid distractions. They will not be abstracted by noise that may be made by others students so they can concentrate on their study more easily. Furthermore, it can make them think independently and have their own opinion without being influenced by others' opinions. In conclusion studying alone is beneficial and efficient as mentioned above.

Progress Test (3)

Student (12)

Written by :

Group 01

In my opinion, providing online courses by universities would be so beneficial for a vast majority of students unlike sticking to the traditional ways of teaching; due to a veriety of reasons. On one hand, the first reason that makes online courses so important is the comfortable learning environment; since students would be able to study at home in a quiet place without distractions which provides them with a great ability to concentrate unlike the traditional way of learning where students deal with all kinds of distraction. On the other hand, flexibility and career advancement are the second reason for the significance of online courses; by taking online courses, students would be able to manage time and divide it between studying, working, and even family meetings. For instance, students would have the opportunity to plan their study time around the rest of the day. Finally, low expenses are a great contributor to the importance of online courses because students would save a lot of money by taking their classes online without having to deal with transportation and whatnot. To sum up, it seems fair to say that online education is a great alternative for the traditional face-to-face education.

Student (14)

Group 01

WE.

The paragraph :

The prevailing challenges facing a classical learning demand from universities to adopt online courses and require their instructors to offer them, for the multiple advantages that may be provided to learners. To get started, online courses are lower total costs; online programs give a more affordable options. For example, there no transport cost or course materials such as textbooks and the hand outs; all they need is to be connected to internet. Furthermore, online courses are done in more comfortable and flexible learning environment because by studying online they could choose their own learning environment that works best for their needs such as their bedrooms, in the foyer or even at work. Finally, online courses also could help them improve their technical skills because the learners need developed computer skill and the usage of specefic programs and applications like : Canvas, Moodle and Flipboard to gain experience with the new technologie. In short, universities should take on online couses, for the apparent and the exceptional advantages that may be provided to learners.

Progress Test (4)

Student (01)

Written expression

Group 01
2ⁿᵈ year English

paragraph about using the Internet.

Despite the fact that the Internet tries to make people closer together, yet the reality shows that people are becoming more isolated for two major reasons. The first negative effect of the Internet on society that it makes people attached and addictive to the social media, and this addiction leads the people who visit social networkes, that are more likely, to feel lonely than those who are not addictive by the Internet. Moreover, the second most negative effect to make people more isolated is when the social media via Internet breaks all the interactions and the relationships between the members of the same Familly. For instance, the children after spending more and more time with the Internet would not prefer sharing their own problems with their parents, and the parents don't longer care about their sons because of the problem of inolation suffred by both of them. To conclude, the Internet becomes the first enemy of the community cohesion because of the increasing of the isolation and loneliness in the seine of members of society.

Student (12)

Written by:

Group 01

Instructor :
Miss. Achouri.

Nowadays, dozens of people all around the world are using the internet as a virtual community in which they get to meet new people and build several kinds of relationships. However, that made most of them quite isolated, estranged, and alienated; for a veriety of reasons. The first reason behind the isolation of people who use the internet to communicate constantly is the ability of the internet to pull them away from reality and offer them numerous online relationships. For instance, people who use the internet for communication all the time would suffer from social interaction difficulties, and might even lose their real life friends since they rarely engage in meetups. The second reason is that the internet affects mental health. For example, those who keep using their smart devices for communication continuously usually become introverts with multiple mental issues like depression, which leads to isolation. The last reason is that the internet draws a fake perfect picture; most users would get hypnotized by what they see online to the extent they despise their own lives and ways of living, which also causes isolation. To conclude, it is fair to say that the constant use of internet for communication contributes to a great extent in social isolation.

Student (01)

2nd year English

written expression

Watching TV is very important, especially for children; However, the amount of time spent in front of TV has undesirable influences on children's behaviors. In the first place, some channels such as: discovery, historical channel or space toons can raise the intellegence of children and their alertness through educational programs designed for them. In the second place, watching television gives kids whose native language is not English the chance to learn this language. Furthermore, Television has a social benefit for kids who have difficulty connecting with others. In contrast to this, children, who spend a lot of time watching TV, have negative effects. For instance, kids who watch TV more than they talk to their family have a difficult paying attention and they are more likely to have emotional distress, physical aggression and less social skills because of many programs on TV that show children violent behavior and bad habits like smoking, alcohol and drugs. To conclude, watching TV is beneficial to strenghtening the child's personality, but only on condition that it must control what he watches and how time spending in front of TV.

Student (12)

Watching Television, generally, influences children's behaviour in one way or another; From a personal standpoint, the amount of time they spend watching, specifically, plays a major negative role in such influence; on the basis of a diversity of reasons. First and foremost, watching television for a long time by children affects their mental divelopment, and limits their language and social interaction because children who spend most of their time in front of the screen would definitely miss real life interaction, learning, and even exploration, which means diveloping zero skills. Additionally, a long time in front of the television makes children aggressive and violent in most cases especially those who watch shows with inappropriate content for their age. As an illustration, we can take the example of Anime series that are supposed to be for teenagers and adults rather than children since they contain violent scenes; however, a considerable number of kids watch them constantly. lastly, when children face TV for an extremely long time, the may lose track of the time and miss out on life's opportunities, which results in a serious lack of participation in other activities especially for school. For instance, childre sometimes skip doing their homework or attending school because of the Television. In summary, it is unquestionable that a great amount of time spent on television by children noticeably affects their attitude in an undesirable manner.

Student (01)

06,50 / 20

G 3
second year

People have different ways of escaping the stress and difficulties of modern life. For me, when I want to escape my stress I go to walk with my friends and do shopping or I use social media to see what is new or the new activities but sometimes I still at home and watch movies or listen to music, I don't have one way to reduce my stress, however; everyone from us have his way of escaping his stress, I like to do e many things to feel better or to feel happy.

Student (19)

06,25 / 20

Group 3

People get over stress in so many different ways and everyone have their own. Men may be comfortable to go to the gym and exercise as a way of escaping stress. However, women usually find it good in a way to cook a new dish or learn a new girl-related crafts as a portal to escape modern life difficulties. Talking about students' ways of getting over stress can be reading, learning a new language, achieving goals and success in their academic life may raise their spirits. In general, people have many ways in at escaping stress like praying, meditating, reading Quran and doing charity work.

Progress Test (1)

Student (30)

Group 03:

Studying and working are often defined as two seperated coherent entities, however; some students prefer to take up a part-time job while they are still students, which is actually fine for it's several benefits. First, working while studying provides students with a new income source, what sets them free and financially stable. Second, working students often gain a work experience, this experience helps them control their money use at the long term. Third, working while studying can help improve both students' self-esteem and time management. In fact, their are definitely in need to these two features to be good future citizins. To close, working part-time is absolutely beneficial for students due to it's aforementioned advantages.

Student (33)

Group 03

In some countries, some students study and work at the same time. ???

~ Some students are forced to juggle full academic schedules with full time jobs to cover the cost of meals, transportation and text books. However, doing several activities at the same time (joing sport groups, working and studying) with out proper rest make them vulnerable to health issues. _ _ _ ??

~ To sum up, students should prioritize and be aware of their options when getting a job.

Progress Test (2)

Student (30)

Group 03:

It is common among students to disagree about the ideal method of study, some of them prefer to study alone, while others forechoose studying in groups. Yet, grouping is still more opportune due to some possible reasons. Firstly, group studying helps accumulating as much information as possible by exchanging ideas and holding one another, in fact, this aids solving problems easier and taking larger overview. Secondly, it improves active learning by increasing the essential learning skills such as communication, face to face interaction and collaborate Thirdly, studying in groups gives the opportunity to build an intense self-confidence, for the student becomes able to speak, get feedback and receive support. Concludingly, studying in groups is much more advantageous than studying alone because of the aforesaid reasons.

Student (28)

| Gr. 03

there is many ways to study, alone or with group - actually I prefer study in group, because when students study in groups, they can motivate and encourage each other and lessen procrastination. Also, students are able to learn some studying skills and habits by observing other's study skills and they can incorporate it in their studying routine. Teaching concepts and information to others can help be more familiar and master those concepts. In addition, some students might be uncomfortable asking a question in class and they might feel more comfortable asking someone in a small group. In conclusion, studying with group of students can create a more fun and positive experience fo students.

Progress Test (3)

Student (13)

G:03

(16/20)

Online courses is a very useful solution to avoid many obstacles in education life. First of all, online courses contributes in saving time and money; you do not have to spend time driving to accademy, and you do not even have to contend with traffic or the bad weather. Secondly, online courses helps you to control your pace; you can learn the lessons at your own pace and you do not need to keep up with the rest of the class. also you need to be able to manage your time to ensure that you do not finish your courses within a reasonable time period. In addition, online courses do not determine your location; you are not chained to a particular location and you can take your classes anywhere, this is a great opportunity for those who live in remote locations, as long as there is an internet connection, you can take your lessons by any place you are situated. Moreover, online courses instant playbacks and reviews; if you do not understand the lesson, you can go over it at your own time. Furdhermore, you can wear anythink you like; you do not have to dress up to go to class, since there is no dresscode to follow. To conclude, advantages of online courses makes it very essential and benificial way in our education life.

Student (03)

G:03

(05/20)

Many universities all around the world adopt online courses as a major technique of learning language for its many benifits. First of all, the online courses is they are easy to learn and don't focus an extraneous material, the Hex is one thing about online courses is that they are convenisient. Secondly, students can attend online classes from partically anywhere and at any time if they have a PC and acess to the internet. Moreover, This flexibility of online courses allows students to continue their present lifestyle with minimal dot disruption if any. As a conclusion and according to what's mentioned up above, universities should consider online courses as an important way of learning.

Progress Test (4)

Student (24)

Grp 3

3/20

The negative effect of Internet

.year by year a huuge nember oF internet users who have a hobby oF meeting and chating with new people off over the world and make new relationships and Friends, but on opposite side that said this is addiction and it affects Users' daily life. it's true. personally I agree with the second voice because Fist, you may think that people will be more closer together but Internet especially social media have side effects for sure it's negative effects. Second, it makes you an Isolated person slag all time at home no talking and no extchanging ideas, no Fresh air. it bigin to effects your life negatioly because solitude is dangerous it becomes a habit after you realise how much peachnl and calm it.

Student (38)

GrP 03

04
20

Most of people today are using internet to meet new persons and socialise. First of all, some people are thinking that this makes them more brainy and closer together while some others think that this makes them isolated. Then, in the case of making people brainy, online relationships and friendships are good for more knowledge about others' way of living their life and to Know more about their culture. Next, other side of online-relationships is that it makes people isolated and sit lonely and avoid association with the real world and take mache more time in hypotheticall world. Finally, making new relationships around the world is good to know more about other counteries culture and life but not forgetting our real life. In Conclusion, online-friendships are good in some cases and bad in others.

Post-test

Student (14)

10,50 / 20

group 3

Television has negative influences on children therefore TV watching must be limited. First of all, children who spend a lot of time in front of television may miss out of opportunities. For example, when a child spending too much time watching TV may lose precious time (which) could have been spend playing with friends outside. Moreover, spending too much time on TV can alter the brain structure and promote negative behaviour. For instance, children who watch shows containing inappropriate content are at serious risk and can affect children's brain development. In conclusion watching TV programs a lot will give the children bad effects. Thus, we as old brothers and sister should reduce this habit

Student (19)

09,70 / 20

Group: 3

At this period of time, television has been a revolutionary invention that shaped people's lives some for the better and some for the worse. In fact, children are one of the society's arries that have been highly fund of television. Although watching educational and beneficial TV shows may help children grow better, overspending time on TV can have many negative effects let alone the actual content that is being preceived. These severe negativities can be seen as: autism, violence, isolation, strong language (explicit), sexual deorientations, bad mental state, negative headspace and even medical (health) issues like eye and brain cancer. For all the mentioned before to be prevented, parents should be highly selective of what their children are watching, turn on parental control and limit the time of watching TV. In conclusion, television has been an essential entertainment for people and not only does it have negative aspects but positive ones too.

Appendix X: Facebook Group Insights "Post Engagement, Popular Days and Times, Top 10 Contributors and Download Details, Downloaded Details in Excel"

Résumé

Étant l'une des tendances des nouvelles approches didactiques, la rétroaction des pairs comme une forme de centration sur l'apprenant semble être une stratégie fiable pour atteindre un tel objectif. Nous considérons qu'avec la tendance actuelle de passer plus de temps en ligne à travers les différents forums de discussion en ligne, avec en tête les sites de réseautage social (SRS), la rétroaction des pairs en ligne pourrait être atteinte et facilitée grâce à Facebook. L'objectif principal de cette étude est alors d'étudier l'impact de la rétroaction des pairs en ligne sur le développement de la rédaction des étudiants de deuxième année d'ALE, en termes d'organisation, de contenu, de grammaire et de techniques. À cette fin, 76 étudiants inscrits au Département de Littératures et de Langue Anglaise à l'Université de Tebessa au cours de l'année académique 2019/2020 sont également sélectionnés et divisés en un groupe expérimental formé de 38 sujets et un groupe témoin de 38 sujets pour être les sujets d'une étude quasi-expérimentale. Divers instruments, notamment l'observation, les questionnaires, et les interviews, sont également utilisés pour recueillir les renseignements requis. Les données obtenues sont analysées selon un plan séquentiel explicatif. Ils sont interprétées de façon descriptive et à l'aide de l'inférence statistique en utilisant la trousse statistique pour les sciences sociales ou (SPSS), Version 23. Les résultats montrent que les scores du groupe expérimental se sont relativement améliorés et ont surpassé ceux du groupe témoin. Les résultats révèlent donc que la rétroaction des pairs en ligne par l'intermédiaire de Facebook s'est avérée un outil efficace et réalisable dans les cours de rédaction en classe d'ALE. En conséquence, une série de suggestions et de recommandations ont été formulées.

ملخص

بما أن الوسط التعليمي يشهد مؤخراً تغير في الأنظمة بحيث أن الأستاذ مطالب بالتخلي عن الطريقة الاستنتاجية في التدريس فهو الآن أصبح مُنَظِماً للوضعيات، مُنَشِطاً للطلاب، حاثا إياهم على التشاور والتعاون فيما بينهم. بناءً على هذا، يبدو أن ردود فعل الأقران تعتبر طريقة عملية لتحقيق مثل هذا الهدف. تماشياً مع العصر الراهن أصبح قضاء ساعات متزايدة على الإنترنت من خلال مختلف المنتديات الافتراضية، وعلى رأسها مواقع الشبكات الاجتماعية (SNSs) أمر طبيعي، فأصبح الآن من الممكن تحقيق ردود فعل الأقران على الإنترنت من خلال الفيسبوك. لذا فإن الهدف الأساسي لهذه الدراسة يتلخص في دراسة تأثير ردود فعل الأقران على الفيسبوك على تطوير المهارات الكتابية لطلاب اللغة الانجليزية للسنة الثانية جامعي، من حيث التنظيم، والمضمون، والنحو، و قواعد اللغة و الأخطاء الإملائية. وتحقيقاً لهذه الغاية، ينقسم 76 طالباً مسجلاً في قسم الآداب و اللغة الانجليزية بجامعة تبسة خلال العام الدراسي 2020/2019 بالتساوي إلى مجموعة تجريبية (38 طالب) ومجموعة غير تجريبية (38 طالب) ليكونا موضوعين لدراسة شبه تجريبية. كما استخدمت أدوات مختلفة هي الملاحظة والاستبيانات والمقابلات لجمع المعلومات المطلوبة. تم تحليل البيانات المتحصل عليها في إطار تسلسلي تفسيري. كما أن البيانات تم تفسيرها تفسيراً وصفياً و عن طريق الاستدلال الإحصائي باستخدام الحزمة الإحصائية للعلوم الاجتماعية (SPSS) النسخة 23. وقد أظهرت نتائج الدراسة أن المجموعة التجريبية قد تحسنت مقارنة بنتائج الفوج غير الخاضع للتجربة. وبالتالي، تكشف النتائج أن ردود فعل الأقران على الإنترنت من خلال الفيسبوك أثبتت نجاعتها في فصل الكتابة. وبناء على ذلك ، قدمت مجموعة من الاقتراحات و التوصيات.