ENGAGING EFL LEARNERS IN ONLINE PEER FEEDBACK ON WRITING: WHAT DOES IT TELL US?

Murad Abdu Saeed*	University of Malaya, Malaysia	muradsaeed@um.edu.my
Kamila Ghazali	University of Malaya, Malaysia	kamila@um.edu.my
Sakina Suffian Sahuri	University of Malaya, Malaysia	sakina@um.edu.my
Mohammed Abdulrab	Universiti Sains Islam Malaysia, Malaysia	abdulrabd@gmail.com

* Corresponding Author

ABSTRACT

Aim/Purpose	The current case study aimed to investigate the engagement of nine English as foreign language (EFL) learners in online peer feedback on writing in a Facebook group. Specifically, the study focused on the issues of writing addressed in peer feedback and the learners' perception of peer feedback in the Facebook group.
Background	Peer feedback on writing has attracted the attention of many researchers and instructors of writing in English as second/foreign language (ESL/EFL) contexts. More recently, the application of synchronous and asynchronous technologies, including Facebook, has been reported to foster ESL/EFL learners' engagement in peer feedback. Yet, in the EFL university context, the teacher/instructor still represents the sole resource of feedback, while learners are only passive receivers of feedback. Therefore, it is necessary to encourage EFL learners to be providers of feedback by engaging them in peer work in writing.
Methodology	The study was conducted among nine EFL Arab learners beyond the university writing course. As an extension to enhance their writing in the Facebook group, the activities of peer feedback reported in this study were monitored by the course instructor for three months. The learners' interactional feedback exchanges, text revisions, and written reflections were qualitatively analyzed and the patterns of interaction were quantified.
Contribution	The findings contribute to the previous body of knowledge about the role of peer feedback, as well as the application of how asynchronous technological tools such as Facebook facilitate learners' interactional feedback exchanges in writing.

Findings	The learners engaged in interactional feedback exchanges in the revision-oriented discourse (n=1100 (64%)). These comments triggered global text revisions focusing on content, organization, and argumentative genre (n=533 (31%)) and local text revisions focusing on language and mechanics/conventions (n=567 (33%)). The learners also engaged in the non-revision-oriented discourse (n=620 (36%)) that focused on establishing group cohesion in terms of a friendly social context, social support, socialization, social ties, and attachment among them. The learners also perceived the Facebook group as an interactive learning environment that facilitates their peer feedback on writing beyond the university context.
Recommendations for Practitioners	The findings of the current study underlie useful pedagogical implications for EFL instructors and lecturers as well university students, specifically how peer feedback can be used by instructors as a way to enhance learners' writing skills. Moreover, with the increasing access to social networks such as Facebook groups, EFL learners can engage themselves in peer feedback activities beyond the university writing courses for further development in writing.
Recommendation for Researchers	Significant insights on EFL learning may be gleaned from analysing peer feedback on learning activities, which are easily facilitated by commonly available social networks such as Facebook. Hence, researchers who are interested in this domain are encouraged to look beyond the traditional teaching medium.
Impact on Society	The use of social networks (including Facebook groups) for educational purposes has received much attention from university learners worldwide. This research can facilitate people's awareness of the value of such networks in creating learning opportunities outside the university context.
Future Research	Future research could combine both synchronous and asynchronous technologies in peer feedback and focus on the effect of peer feedback on each learner's writing.
Keywords	peer feedback, online peer feedback, facebook, EFL writing

INTRODUCTION

Peer feedback/response/review is the last stage of collaborative/peer writing where learners review, evaluate, and revise their written texts in pairs or groups (Hansen & Liu, 2005). Classroom/face-to-face peer feedback is beneficial for learners of English as a second/foreign language (ESL/EFL) in relation to development of their collaborative learning skills, sense of reader awareness, autonomy as well as quality of writing (de Guerrero & Villamil, 2000; Hanjani & Li, 2014; Hansen & Liu, 2005). Yet, there are several issues arising from face-to-face peer feedback, including students' rare practice of peer feedback, learners' tendency to address local issues of texts, such as grammar and vocabulary, and failure to discuss global issues in writing such as content and organization (Cho & Schunn, 2007) as well as lack of motivation to review their texts (Chen, 2016. Other issues are related to the lack of anonymity, including violation of social norms by peer critiques, learners' lack of response to peer feedback (Cho & Schunn, 2007), and feeling of embarrassment and fear (Lu & Bol, 2007; Wu, Petit, & Chen, 2015). In the EFL Arab context, classroom/face-to-face peer feedback on writing is also challenged by the teacher's central role as the only source of feedback on students' writing (Ezza, 2010), learners' tendency to focus on surface or error corrections in their feedback (Al-Hazmi & Schofield, 2007), and time restrictions in writing courses (Razak & Saeed, 2014).

Concerning the above issues and challenges to face-to-face peer feedback on writing, technology plays an important role in making peer feedback anonymous, which is hard to achieve in face-to-face peer feedback (Cho & Schunn, 2007; Lu & Bol, 2007; Wu et al., 2015; Saeed & Ghazali, 2017). In other words, the use of technology can promote learners' feedback on writing (Ware & Warschauer,

2006). Specifically, synchronous and asynchronous tools can be supplementary platforms that facilitate learners' engagement in peer feedback on writing (Bradley, 2014; Ho, 2015; Liou & Peng, 2009).

In synchronously and asynchronously reviewing their writing, learners exchange in revision-oriented feedback that triggers their text revisions at the global (e.g., idea development) and local (e.g., language) levels (Cha & Park, 2010; Chang, 2012; Liu & Sadler, 2003). They also exchange non-revision-oriented comments that do not target issues in their written texts, but rather build a friendly atmosphere and a sound social context (Bradley, 2014; Liang, 2010). Being equal to off-task in research on synchronous and asynchronous peer discussions, such non-revision-oriented feedback exchanges establish cohesion among learners online (Jehn & Shah, 1997). Group cohesion is important, especially in peer feedback of written texts beyond writing courses where students' participation is voluntary (Razak & Saeed, 2014). Regarding this, the value of technology can be maximized by engaging EFL learners in peer feedback outside the classroom (Chen, 2016).

Due to the challenges and issues arising from face-to-face peer feedback in writing classes, including the EFL Arab context, the current study focused on EFL Arab undergraduate learners' engagement in asynchronous peer feedback in a Facebook group. Specifically, it attempted to answer the following research questions:

> 1. What issues in writing does the EFL learners' feedback address when reviewing their texts in a Facebook group?

> 2. How do the EFL learners perceive asynchronous peer feedback on writing using a Facebook group as an educational tool?

LITERATURE REVIEW

The study is grounded on Vygotsky's (1978) socio-cultural theory, the process writing theory (Flower & Hayes 1980; Hayes 2012), and the social media theory induced from previous research on technology application to peer feedback. Vygotsky's (1978) socio-cultural theory holds that learning and constructing knowledge occur through mediated interaction or within the zone of proximal development (ZPD). The importance of considering Vygotsky's (1978) theory in investigating learners' feedback in peer feedback stems from the assumption that "writing skills can emerge with the mediation and help of others" (Hyland & Hyland, 2006, p. 90). Mediated interaction, one of the key elements in this theory, assists learners to detect and solve problems in their joint tasks. Interactional feedback serves as scaffolding that is mutually exchanged by learners in peer feedback. In other words, learners act as both providers and receivers of scaffolds in writing (Bradley, 2014; Cha & Park, 2010; de Guerrero &Villamil, 2000; Hanjani & Li 2014; Razak & Saeed, 2014). As learners scaffold each other, they share ideas and thoughts and suggest alterations to their written texts (Bradley, 2014; Chang, 2012; Ho, 2015). When reciprocally exchanged, peer feedback or interaction enables learners to better understand and refine their written texts.

The process writing theory (Flower & Hayes 1980; Hayes 2012) places an emphasis on the process in which ESL/EFL learners write their texts rather than the accomplished texts. This perspective, therefore, views writing as a dynamic and recursive process, of which peer feedback constitutes a major stage where learners refine their texts through feedback and text revisions. Within this theory, peer feedback facilitates peer revision since it enables learners to express ideas, assume more active roles, and negotiate effective ways of revising their texts (Hu, 2005).

The current study is also based on three trends of research. The first trend of research focused on learners' feedback as a communication vehicle for exchanging ideas and clarifying language problems or misunderstanding in peer work (Ho, 2015). Learners have been reported to exchange interactional feedback in the task or revision-oriented discourse where they identify and articulate problems and exchange solutions to such problems through text revisions (Bradley, 2014; Cha & Park, 2010; Chang, 2012; DiGiovanni & Nagaswami, 2001; Hewett, 2006; Ho, 2015; Liang, 2010; Liou & Peng, 2009; Liu

& Sadler, 2003; Saeed & Ghazali, 2017). In general, results of these previous studies indicate that learners, in the revision-oriented discourse, address global (content/ idea development, organization, and purpose) and local (wording, grammar, and punctuations) issues in their written texts. They also exchange more global revision-oriented feedback comments than local revision-oriented feedback comments in online peer feedback.

Based on the above research, the extent to which learners engage in the revision-oriented discourse of feedback varies according to the different modes: face-to-face vs. online (synchronous vs. asynchronous) of peer feedback. A few previous researchers argued that synchronous tools represent an interactive environment for peer feedback for they allow learners to respond to each other immediately or spontaneously (e.g., Chang, 2012; Liang, 2010). On the other hand, other researchers argued that asynchronous tools allow learners to reflect on their feedback and ideas and facilitate their interaction and feedback exchanges (e.g., Liu & Sadler, 2003). Nevertheless, the results of most previous studies (Bradley, 2014; Cha & Park, 2010; Chang, 2012; Ho, 2015; Liou & Peng, 2009) support the role of online peer feedback in increasing learners' engagement in the revision-oriented discourse of feedback.

Moreover, in order to support the role of learners' revision-oriented feedback exchanges in triggering text revisions, the above-mentioned researchers have also identified types of text revisions in learners' drafts of writing and have classified them as global and local text revisions. Global text revisions enhance written texts in terms of content, organization, and purpose, whereas local text revisions improve the vocabulary and grammar usage in texts. Unlike our study, this research trend has investigated synchronous and asynchronous peer feedback as part of writing courses where learners' performance is assessed or evaluated. Yet, it is still the foundation for our analysis of learners' feedback interactional exchanges and text revisions in this study.

From the above trend of research, only a few studies have identified the aspects or focus areas of learners' feedback exchanges in the non-revision-oriented discourse (Bradely, 2014; Cha & Park, 2010; Fitze, 2006; Liang, 2010). According to these studies, learners exchanged comments on the socio-relational aspect of communication, irrelevant or social matters, including maintaining friendship. Moreover, Bradely (2014) found that learners' non-revision oriented comments created an atmosphere of sugarcoating the criticism in their revision-oriented comments. Similar results were reported by Saeed and Ghazali (2017), which supported the EFL learners' non-revision-oriented feedback in creating a friendly atmosphere and social support among the EFL learners.

The second trend of research focused on synchronous and asynchronous peer learning and discussions rather than peer feedback identified as off-task interaction. In this regard, learners' off-task interaction contributes to their social support and the well-being function of the group (McGrath, 1991), socio-emotional aspects of collaboration (Rourke, Anderson, Archer, & Garrison, 1999), and creation of a positive group climate (Kreijns, Kirschner, &Jochems, 2003). Positive off-task comments help learners to set up a sound positive group atmosphere that fosters their efforts in accomplishing their tasks (Jehn & Shah, 1997; Rourke et al., 1999). Learners also exchange motivating comments (Jehn & Shah 1997), positive remarks and praising (Kreijns et al., 2003), a feeling of social presence (Rourke et al., 1999), greetings, displaying emotions (Janssen, Erkens, Kanselaar, & Jaspers, 2007), and reactions (e.g., valuing, disvaluing and expressing positive feelings and boredom) (Bouta, Retalis, & Paraskeva, 2012). However, negative comments such as insulting or displaying negative emotions may negatively affect the group cohesion (Janssen et al., 2007). Group cohesion is necessary for learners to develop in order to successfully engage in online learning using asynchronous tools (Vonderwell, Liang, & Alderman, 2007). According to Zhao, Sullivan, and Mellenius (2014), learners' social interaction is indicative of their focus on social support. In their study, one group of learners posted comments as appraisal, compliments and appreciation of peer feedback, expression of emotions, and social presence to create a sense of community. On the other hand, the lack of such comments in online groups is indicative of a cold and impersonal social environment used for information exchange.

The third trend of research focused on the use of technology for learners' peer feedback and peer learning as a way to extend learning beyond classroom courses. For instance, Razak, Saeed, and Ahmad (2013) conducted a study on 24 Arab EFL learners' use of Facebook group as an interactive learning environment in writing beyond the university context. Their participation, as measured through the number of comments, increased and they perceived the usefulness of informal writing discussions in Facebook groups in contributing to their writing through peer and instructors' interaction. In addition, Razak and Saeed (2014) and Saeed and Ghazali (2016) revealed that as EFL learners engaged in voluntary review discussions of writing in Facebook groups, they used various revision strategies including adding, substituting, organizing, and deleting that enhanced the content, unity, language, and mechanics of writing. In engaging secondary school students in asynchronous discussions as extended learning, Nicholas and Ng (2009) found that, while two thirds of the messages focused on social matters, one third of them focused on the topics. Yet, their motivation in online extended learning was lacking due to the voluntary nature of online learning and assessment. Therefore, the researchers suggested that such online extended learning should be monitored by instructors or facilitators who may also play an important role in motivating learners to utilize technological tools in open learning.

Based on the above comprehensive review of the three trends of research on peer feedback on writing in both ESL and EFL contexts, most of the above researchers have not paid attention to learners' engagement in peer feedback in both revision-oriented discourse and non-revision-oriented discourse equally. Most of their focus has been on the revision-oriented discourse where learners target various issues in their writing. However, peer feedback exchanges in the non-revision-oriented discourse have not been identified in most of these reported studies. According to Saeed and Ghazali (2017), identification of peer feedback exchanges in both discourses will allow EFL instructors and researchers to provide insights into peer feedback dynamics as occurring in online learning environments. In order to fill the gap in previous research and enhance learners' effective writing, the present study aimed to investigate the application of asynchronous peer feedback among nine EFL learners in writing.

METHODS AND PROCEDURES

The current study adopted a qualitative research approach to data collection and analysis. The rationale behind this approach is that the value of qualitative methods is highly realized by studies investigating the dynamics of group learning (Hmelo-Silver, 2013) in general and, in particular, learners' peer feedback (de Guerrero & Villamil, 2000). Specifically, the study used a case study approach, which focuses on describing and understanding a phenomenon (Cresswell, 2008; Yin, 2013) and how participants construct their knowledge (Vonderwell et al., 2007). This approach is also appropriate for investigating the reciprocal process of asynchronous peer feedback among a particular group of EFL Arab learners as a case.

THE CONTEXT AND THE PARTICIPANTS

The present study focused on online peer feedback as an extension of learners' writing beyond the university writing course. The participants were 3rd level undergraduates. They were nine EFL undergraduates coming from different Arab countries (Table 1): eight females and one male as they represent the entire 3rd level class at the university. They come from the EFL Arab context where they used to be taught writing through the traditional approach that is almost dominated by the teacher and centers on individual writing rather peer or group writing. The participants also seemed to face challenges in effective writing. The participants were informed that their participation would be voluntary and would not affect their assessed performance or grades in the course.

Table 1. Profile of the Participants

FB Id as pseudonyms	Country	Gender
TS	Sudan	F
ZN	Syria	F
TI	Tunisia	F
IF	Algeria	F
SA	Yemen	F
MD	Algeria	F
FA	Tunisia	F
YR	Yemen	M
HY	Saudi	F

The Facebook group, a closed group that was created by the course instructor, was selected as an asynchronous tool for peer feedback in this study. The rationale for selecting Facebook group for the extra course peer feedback activities is that it has a potential use as an educational tool among ESL/EFL university learners (e.g., Haverback, 2009; McCarthy, 2013; Razak & Saeed, 2014). As a learning space beyond the classroom activities or lessons, as in the case of the current study, Facebook enables learners to create new groups or join existing online communities where they can learn through interaction and comments (Razak & Saeed, 2014). Moreover, it was selected based on the learners' stated preference in the preparation phase for they can easily read and comment on each other's writing and posting using mobile devices.

THE PEER WRITING AND REVIEW PROCEDURE

The procedure of peer feedback was carried out in four phases (Table 2). The preparation phase (19-22nd April 2016) was carried out in two group discussions held by the instructor in the classroom. This phase focused on preparing the EFL learners for writing and peer feedback by discussing their needs and dividing them into three groups.

Regarding the issue of anonymity, some previous researchers who focused on anonymous peer feedback assigned learners to log into some software systems through pseudonyms (e.g., Cho &Schunn, 2007). However, in this study, during this phase, especially, in the second discussion, each learner was asked to create a new Facebook using a fake name rather than using his or her old and known account. Each group of three learners was met separately and informed that they would be working together in the pre-writing and writing upcoming phase and should not display any information about themselves ad their writing to the other two groups. Then, the instructor opened three Facebook closed groups for the pre-writing and writing phase, which is not the focus of the present study, as discussed below. Although this might have not ensured a totally anonymous peer feedback, at least, each group did not know any information about the other two groups; only the instructor did. In this phase, each group also selected one topic for their essay.

Table 2. Peer Writing and Online Peer feedback Procedure

Phase	Time line	Group structure	Instructor's Role
Classroom Preparation	19-22 April 2016	All learners together	Modeler
Classroom Pre-Writing and Writing	23-26 April 2016	Three small groups	Facilitator
Online Peer feedback training	27-29 April 2016	All learners together	Modeler
Online Peer feedback activities	3 May-28 June 2016	All learners together	Facilitator

In the pre-writing and writing phase (23- 26th April), each small group of three learners generated ideas for the topic of their essay chosen in the earlier phase and wrote the essay (first draft) in the classroom. Each group met at different times. They used their laptops and generated ideas for their writing in the small Facebook groups. The instructor acted as a facilitator of the three small groups' discussions in this phase, which ended with each group's first draft emailed to the instructor.

Following this was the peer feedback training phase (27- 29th April) in which the nine learners were trained on peer feedback together in the Facebook group. However, this Facebook group created by the instructor was different from the other above-mentioned three Facebook groups as all the nine learners were added to the group. During training, the instructor posted a sample essay having problems and instructed them on how to review it based on explicit instruction that focused on content, unity of the essay, language including meaning and grammar, and mechanics provided by him in the form of questions. He acted as a modeler who modeled the peer feedback in terms of comments as well as text revisions. At the end of this phase, the EFL learners were asked to fix the dates and time for the online peer feedback sessions to review the three first drafts of their essays in this Facebook Group together. They selected Fridays (one weekly session covering three hours) for the online peer feedback sessions.

For the online peer feedback phase (3rd May- 28th June), each Friday, the nine learners engaged in one peer feedback and exchange feedback on their essays. Each session was initiated by the online instructor who prepared the instruction and the first draft of the emailed essay in the forum and shared the link to the Facebook group. This was to enable the learners to read the essay and instruction in the forum by clicking on the link posted in the Facebook group, but they posted their feedback in the form of comments in the Facebook group. Moreover, each group's first draft of the essay was posted and reviewed without posting information about the authors so that the other two groups did not know who wrote it. During this phase, the instructor acted as a facilitator and he intervened only when necessary. He was also present online, following the discussions and observing the learners' interactions. This peer feedback phase was carried out in nine sessions (36 hours) during which the learners revised the three first drafts of the three essays written by the three small groups and had to produce three last versions.

DATA COLLECTION AND DATA ANALYSIS

The data collection procedure was initiated by one of the researchers (the course instructor) from the start of the fourth phase, the online peer feedback. At the end of each peer feedback session, the researcher copied and saved the learners' feedback exchanges and text revisions in the forms of comments into Word files. In addition, the study used the EFL learners' written reflection (written accounts) as responses to the instructor's question seeking their written views on their experience in engaging in these online peer feedback activities. This last source of data was collected at the end of the peer feedback phase.

A qualitative analysis was used to analyse the learners' feedback comments, text revisions, and written reflections following a five-stage- procedure (Gibbs, 2002) (Figure 1). During the first stage, the three types of data were organized in Microsoft Word files and they were read for getting familiar with the data.
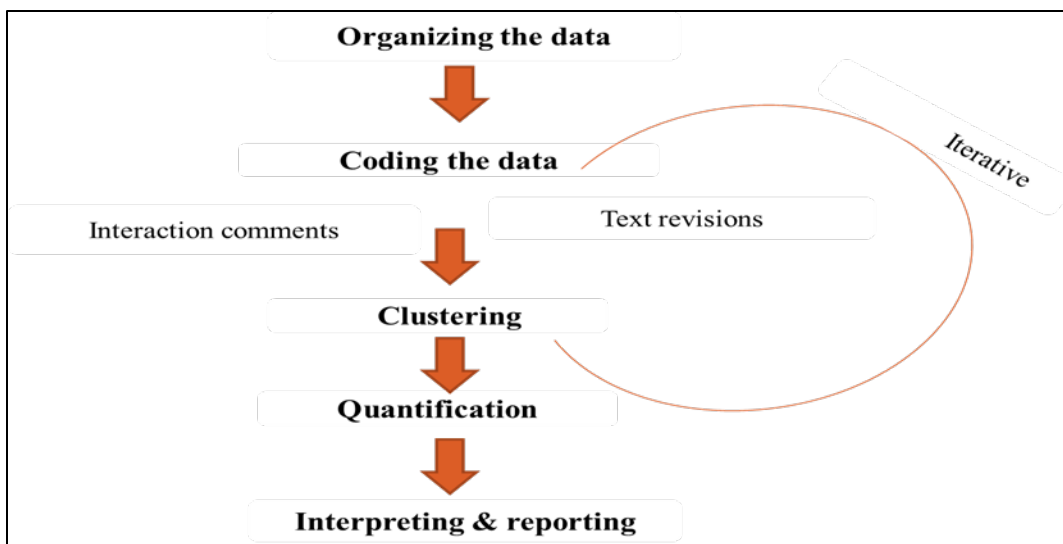

Figure 1. Procedure of the Data Analysis

The second stage included manual coding of each single comment based on a coding scheme from previous research on virtual peer feedback (e.g., Liu & Sadler 2003), but the definitions were developed by the researcher according to the instruction given to learners' at the training phase (Table 3). The idea unit was used as the unit of analysis for the peer feedback exchanges. First, in coding each comment in terms of its focus areas (global and local), the researcher coded those comments focusing or stating global aspects of the essays: content, organization, and argumentative genre or purpose as global comments, whereas those comments focusing on local aspects (language, including grammar and meaning and mechanics) were coded as local comments.

Table 3. Sample Coding of Learners' Interaction (1)

Codes & Definitions	Sample Comment
1. Content = Any comment focusing on clear expression, sufficiency, or relevance of ideas and supporting details to the theme of the essay.	YR Hi: I think *it is a little bit general* since the paragraph is about communication. So get it focused.
2. Unity & Organization = Any comment focusing on the thematic consistency, logical flow or order of ideas, or coherence among sentences.	HY They *just need to be reorganized....* similar ideas next to each other.
3. Argumentative-Genre/ Purpose = Any comment focusing on clear thesis statements, defining authors' positions, stating claims counterclaims, and/or rebuttals in the bodies of the essays or their signposts.	MD But through the two bodies u feel lost, *we don't know which side he supports.*
4. Language = Any comment focusing on the grammar (form, tenses, etc.) or meaning of linguistic items in the essays.	FA Of course I've read that before, and have only *a slight remark here delete the prep[Of] here.*

Codes & Definitions	Sample Comment
5. Mechanics = Any comment focusing on the use of punctuations, spelling, and capitalization.	ZN Aha only something sweetie in *punctuation (No need for the comma before since .*

Moreover, the above global and local comments were coded in terms of the nature of each comment: revision-oriented or non-revision-oriented comments adopted from (Liu & Sadler 2003). The revision-oriented comments are those comments which target or point out an issue in the text, while the non-revision-oriented comments are those comments that do not target any issue in the written text as shown in Excerpt (1) below. This was the most common tendency of analyzing the nature of comments among most previous researchers.

> Revision-Oriented Comment: IF I think that's *the problem as there is no coherence* in the ideas between Facebook groups and community of learning.
>
> Non-Revision-Oriented Comment: TS I like the first one for it states the writer's position and it's the most important.

However, in this study, the above global and local-oriented comments were once again coded in terms of whether each comment lead to a particular text revision as a solution to that problematic part of the essay or not. So, in this study, revision-oriented comments can be defined as comments that do not only focus on global and local aspects of texts, but also target global and local issues and lead to text revisions. This can be shown in the visualized excerpt where the revision-oriented comment by FA on the segmental part of the introduction of one first draft did not only target the problem (lack of author's clear stand), but it also triggered or led to a text revision posted by MD as a means to fixing that problem (adding a question in red font):

First Draft: Although this openness made our personal information exposed to the outside world, I think that the advantages and the benefits of SNs outweigh their disadvantages.

Revision-Oriented Comment by FA: As a reader I see that the author is talking about both the pros and cons and mainly defending the positive side. Reading the topic twice requires a Question there.
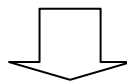
Text Revision by MD: Although this openness made our personal information exposed to the outside world, I think that the advantages and the benefits of SNs outweigh their disadvantages. However, the question needed to be raised is "In what ways have SNs changed our socialization and communication positively and negatively?

From the previous coding, those comments which focused on global and local aspects of essays, but did not target any issue (non-revision-oriented comments) in addition to comments which did not focus on the task at all or focused on matters irrelevant to the task were coded based on codes from research on online peer learning (e.g., Janssen et al. 2007). Examples of these comments are provided in Table 4.

Table 4. Sample Coding of Learners' Interaction (2)

Codes & Definitions	Sample Comment
6. Social support& care = Any comment focusing on motivating or inspiring a learner or showing learner(s) care of peers especially in situations when peer(s) expresses negative feelings.	FA Thank you all. I am really proud of you! And you are an inspirer dear ZN.
7. Maintaining good relations = Any comment by which a learner attempts to introduce his/her revision-oriented comment in a polite and friendly manner (e.g., introducing positive and praising comment).	TS *yes, a good thesis statement you posted and like it* as it gives us an idea about what the topic is going to be discuss, but I think was open and not clear whether the writer is with or against the idea !!.
8. Shared understanding = Any comment or series of comments exchanged by learners addressing points of misunderstanding and even acknowledging or admitting understanding of their peers' comments.	SA Hi IF sorry got me? ZN oh, sorry for misunderstanding I was talking about the Q of TA. Yes I got you now.
9. Social ties = Any comment focusing on expressing their social ties or friendships (e.g., showing lovely friendship).	FA so welcome so glad to have good friends like you here and learn together.

For learners' text revisions, the second source of the study data, the unit of analysis was the size/level of revisions that varied from word to phrase, clause, sentence, or even a group of sentences. In analyzing this source of data, each text revision was traced and identified in the drafts of their essays by comparing them against their first drafts based on their focus areas of the instruction and the coding scheme of global and local text revisions adopted from previous research (Ho, 2015; Liang, 2010; Liou & Peng, 2009). Examples of the global and local text revisions are explained in the finding section below. Finally, the learners' written reflections were coded using a thematic analysis and emergent themes from the data were used to describe the EFL learners' perception of asynchronous peer feedback using the Facebook group as an educational tool. Regarding this, only sample statements extracted from the learners' written reflections were used to interpret such theses as shown in the finding section.

The third stage involved clustering the above categories of learners' feedback comments under two categories: revision-oriented and non-revision-oriented based on the literature review. The stages of coding and categorization were carried out iteratively as the identified categories or patterns were refined until the two coders reached an agreement of 91% as an inter-reliability rate. The fourth stage was concerned with quantifying the qualitative data especially the above identified focus areas (global and local) of the revision-oriented comments and text revisions as well as those non-revision-oriented comments overall. The last stage focused on interpreting the findings and reporting them according to the research questions and data analysis and clustering.

For ethical issues, the learners' sample feedback and text revisions used in this study are used under the students' names of Facebook accounts which are two letters assigned by the instructor as pseudonyms. In addition, the participants were informed that the information provided by them would be used only for research purposes and would not affect their course grades since the written tasks are not part of the writing course taken at the university.

FINDINGS

RQ1: WHAT ISSUES IN WRITING DO THE EFL LEARNERS' INTERACTIONS ADDRESS WHEN REVIEWING THEIR TEXTS IN A FACEBOOK GROUP?

The purpose of this study was to explore the focus areas of EFL Arab learners' feedback exchanges a Facebook group. As shown in Table 5, the EFL learners generated a total of 1720 peer feedback exchanges (n=1720). Based on our qualitative analysis of the focus areas of peer feedback exchanges, the EFL learners' asynchronous peer feedback exchanges are categorized as revision-oriented (n=1100), accounting for 64%, and non-revision-oriented exchanges (n=620), accounting for 36%.

Table 5. Number and Percentage of Peer Feedback Exchanges

Category and sub-category	Number (N)	Percentage (%)
(1) Revision-Oriented	1100	64%
Global	533	31%
Local	567	33%
(2) Non-Revision-Oriented	620	36%
On-task	339	20%
Off-task	281	16%
Overall	**1720**	**100%**

Both types and sub-types of the peer feedback exchanges are discussed with sample comments extracted from the peer feedback sessions as follows.

Revision-oriented feedback exchanges

The findings show that the EFL learners engaged in peer feedback in the revision-oriented discourse (n=1100 (64%)). These feedback exchanges targeted various issues in written texts and assisted the learners to make text revisions at the global and local levels. The global comments (533 (31%)) addressed issues related to the content, unity and organization, and purpose in the students' writing. In the following excerpt, the sample comment posted by FA addresses the content of the essay, especially in the introduction, and suggests further clarification of the content. The learners also posted comments addressing global issues relevant to the organization or flow of ideas as illustrated in IF's comment pointing at the lack of flow of ideas and suggesting re-ordering some sentences in the essay. As the learners exchanged global-revision-oriented feedback, they also addressed issues pertinent to the purpose or genre as shown by the comments posted by YR, TI, and HY. It is also interesting that such global feedback focusing on the argumentative genre/purpose reflects how the EFL learners placed themselves in the positions of readers while reading and detecting problems in their essays:

FA the content *of the introduction could be more clarified*. The topic should be controversial which we can't clearly find in the introduction.

IF This sentence *should come after the four sentences we corrected*: They are long-term advanced skills which help students learn autonomy and venture so that they will take mature decisions in their future careers.

YR But through *the two bodies u feel lost, we don't know which side he supports*.

TI The *reader feels lost* as when looking at the thesis there in the introduction we feel we're going through an expository essay.

> YR yes the *reader cannot get it*.
>
> HY *Since the writer is with, there should be rebuttal for paragraph 2 in the body.*

The learners also engaged in local revision-oriented feedback (n=567 (33%)) that targets local issues in their essays. For instance, in the following excerpt the sample comment posted by SA pointed out the inaccurate grammar, specifically the inaccurate use of the tense in English, and suggested the accurate tense to be used. The learners also commented on the meaning as part of the language by looking at the use of accurate vocabulary (ZN). Another focus area of the local revision-oriented feedback is the use of mechanics including punctuations and spelling of words as illustrated in the comments posted by both TS and MD.

> SA The sentence *should be* past simple: brought will better.
>
> ZN of course mistakes of vocabulary being dealt with in our suggestions.
>
> TS Obviously, we need to punctuate the first sentence.
>
> MD Ok done thank you.

The EFL learners' asynchronous revision-oriented feedback serves as a virtual interaction that mediated learners' understanding of the global and local issues in their writing. This can be supported by the following excerpt extracted from one of the peer feedback discussions, illustrating how asynchronous revision-oriented feedback exchanges posted by four learners (ZN, FA, MD, & IF) serve as scaffolds in drawing their attention to the problems of awkward expression of ideas, inaccurate linking words, and vocabulary:

> ZN So now let's spot the mistakes in it.
>
> FA The ideas do exist but I think they are awkwardly expressed for example: difficulty in distributing efficiency to everyone equally.
>
> MD The second paragraph is a good counterargument but I have some notes:* using "on the other hand" contradicts with the coherence of it as it all carries the same idea.
>
> IF I think after the first sentence we must use the word (for instant or for example) to be related.

In this study, peer revision-oriented feedback comments also helped the EFL learners to refine their written texts through text revisions. To support this, we conducted a qualitative analysis of learners' text revisions made to their final drafts of the essays based on peer revision-oriented feedback. We found that the EFL Arab learners made global text revisions that focused on the content of their essays, organization of ideas, and purpose or genre (argumentative). The sample text revisions in the Appendix show how YR substituted a group of sentences (red font) for clarity of the content or expressions of ideas and organized a group of sentences (green font) for the purpose of making the flow of ideas sound more logical.

The learners also refined the thesis statements in the essays in terms of stating both the claim and counter-claim while emphasizing the author's clear position or stand. Table 6 presents samples in which the learners added sentences (MD) and substituted a full sentence (FA) with an emphasis on the clear position that the author argues for in the essay. They also made global text revisions that focused on the claims, counter-arguments, and rebuttals by adding phrases and clauses (MD) as signposts for introducing their arguments or counter-claims along the other parts of their essays. This indicates that the learners, through asynchronous peer feedback exchanges, were able to solve the issues in their written texts at the global level.

Table 6. Sample Argumentative Genre- Oriented Text Revisions

Extracts from first drafts	Extracts Revised Drafts
Accordingly, they proclaim that the purpose of post- secondary education in relation to life-long successful achievements should rather have multidimensional perspectives.	**MD** Accordingly, they proclaim that the purpose of post- secondary education in relation to life-long successful achievements should rather have multidimensional perspectives, and I think that is the more convincing opinion.
Online learning communities provide a new type in education field; this fact can have both advantages and disadvantages.	**FA** As far as I'm concerned, I think despite their disadvantages , online learning communities provide an effective , funny and fair learning environment that necessitates the learner`s responsibility.
Null or lacking such signposts	**MD** a great deal of debate has been made>>>> Opponents of this idea have claimed that the modern technology has proved to be more communicative but less academic in acquiring knowledge.

For the learners' local text revisions, they focused on enhancing the language, including accurate meaning by replacing words and phrases as made by IF (Table 7) and adding words like verbs (SA) to express possibility. The learners also revised their essays in relation to grammar, including sentence structure by adding clauses to achieve a parallel sentence structure (ZN) and re-organizing phrases within the sentence to make it logical for readers (YR). Moreover, they replaced words to achieve an accurate use of subject-verb agreement (MD) and accurate tenses (TS). Finally, such local text revisions focused on mechanics including adding missing punctuations (FA) and replacing words for capitalization or accurate spelling (TI).

Table 7. Sample Local Text Revisions

Excerpts from Original Drafts	Excerpts from Revised Drafts
The main core of higher education is basically related to the broad base of knowledge that students should acquire.	**IF** The main purpose of the higher education is related to the board base of knowledge which students acquire.
It is worthless to say that college degree opens the doors to larger employment opportunities.	**SA** It is worthless to say that college degree can open doors to larger employment opportunities.
The more imaginary world in the social network the more destroyed in the real world.	**ZN** The more they get included in that imaginary world (,) the more destroyed they become in the real world.
Corruption could have a great way to reach to people especially the most important ones, young people.	**YR** People, especially the youngsters, the most important ones, could have easy ways to corruption.
Online learning communities provides a good opportunity for competition among learners	**MD** Online learning communities provide a good opportunity for competition among learners

Excerpts from Original Drafts	Excerpts from Revised Drafts
The question of what the major aim of education brought a great deal of debate till now.	**TS** The question of what the major aim of education has brought a great deal of debate till now.
Collage education should offer more than degrees (,) diplomas and (more than) work qualifications.	**FA** College education should offer more than degrees (,) diplomas and (more than) work qualifications.
knowledge should be taken for granted to guarantee that qualified students have their inner potential polished.	**TI** Knowledge should be taken for granted to guarantee that qualified students have their inner potentials polished.

Non-Revision-Oriented Exchanges

The findings of the current study show that learners also engaged in non-revision-oriented feedback comments (N=620 (36%)) which did not address any issues in writing. Such comments fall into types: on-task (339 (20%)) and off-task (281/16%). For the on-task comments, as shown in the excerpt below, the learners engaged in thanking-welcoming (TS-ZN) accompanied with smiley symbols, admiring or praising friends (SA), expressing a surprise (IF), and expressing apology as an admission of errors or misunderstanding (YR). These comments focused on establishing and maintaining a friendly social atmosphere. For instance, TI, before posting her revision-oriented comment that focused on the lack of a clear author's position in the essay, she posted an on-task comment that focused on appraising her peers (MD, YR, & HY) and valuing their work. This might have sugarcoated the argument carried by her revision-oriented comment that targeted the issue in their revised essay:

TS *thanx for us* sharing with your opinion ☺.

ZN *Welcome*☺

SA *Great and well-done dearest* and dear all.

IF *WOW I like this idea* really!

YR *sorry* I *got it wrong.*

TI *Hi dear, of course a GREAT WORK you have come up with.*

MD thanx dear for sharing your opinion.

TI But, sorry, *we should mention one clear personal position from the outset honey.* Then , we *have to present the counter claims and refute them later* in order to strengthen our point of view

YR Hi I want to tell u that we tried in the essay to collect various opinions on the subj*ect without focusing on clarifying our own position.*

TI *Yes this is because not clear whether you are against or for the topic. Just* our suggestions.

HY Ok thank you *we can enhance it now.*

The learners also exchanged on-task comments by which they could socially support one another. Social support is evidenced by learners' exchange of comments focusing appraisal and compliments or pointing out at good features of peers and inspiring one another (ZN, SA, & HY to FA). The on-task comments show how the learners reciprocally cared about one another especially in a few instances when one peer expressed disappointment due to his/her failure to accurately address or revise a given troublesome in writing (TS to IF):

ZN Wow, I like this dear mashallah nice suggestion. Yes really great I like your revised sentences.

SA Yes you are so great.

HY you are so smart honey and like your sentences.

FA Thank you all. I am really proud of you! And you are an inspirer dear.

TS we have the present progressive here =>the verb (TO) +ing honey.

IF but dear, I use in my paragraph the P. progressive too.

IF Oh, 2day I really feel stupid, so it's better 4me to stop ☹

TS No honey don`t say that please ♥

IF Thanks a lot, you're great and we're so lucky that we have such great persons like you :))).

The off-task comments focused on matters irrelevant to writing. In the excerpt below, such comments display instances in which the EFL learners exchanged greetings and well being, checking and confirming social presence (YR, FA, MD, & SA). Other off-task comments focused on learners' feelings towards one another such as expressing wishes, sincere prayers and even love (YR, TI, TS, & HY):

YR good evening and have a wonderful time.

FA Hi how are you all friends here?

MD *Hi   ^____^.*

FA Hello where are the others?

SA Hello I am here.

YR May Allah *bless all sweet members* and make all what u want true :)

TI May Allah bless *u too.*

TS wow thank u ^_^ *God bless u :)*

HY Ameen. *Love you all friends ^^*

RQ 2: HOW DO THE EFL LEARNERS PERCEIVE ASYNCHRONOUS PEER FEEDBACK ON WRITING USING A FACEBOOK GROUP AS AN EDUCATIONAL TOOL?

The qualitative analysis of learners' reflective statements revealed several themes underlying the EFL Arab learners' perception of Facebook as a tool for online peer feedback in writing. In this regard, engagement in asynchronous peer feedback through Facebook is perceived by the EFL learners as a way of mediating their learning and better understanding. This is because they got the chance to exchange ideas and different ways of revising their essays that may be difficult for the individual learner to accomplish without the assistance of peers.

> "I like the interaction of ideas and how can someone suggest something that doesn't come to my mind" (MD).

> "When the members comment on my writing and they share different ideas and show me other different ways to write them, I really feel the progress" (FA).

> "It was really amazing because all the members discussed each idea and spoke about it freely even if he or she had different opinion" (YR).

Moreover, Facebook group as an asynchronous tool for peer feedback plays an important role in facilitating learners' feedback exchanges and making it easy for them to respond to peers' feedback:

> "We shouldn't forget that *facebook helps a lot to respond to different opinions* and ensure a purposeful interaction" (IF).

> "I think that the *facebook itself has this effect where one can find it easier* to interact and be a part of a team" (ZN).

> "I can say that *facebook as a social network serves better* in putting collaboration into practice and *ensures a comfortable atmosphere* of interaction" (FA).

The learners' reflective statements also indicate that the EFL learners viewed the use of Facebook peer feedback fostered their social and emotional/ affective aspects of learning. In such Facebook group, the learners engaged in a friendly atmosphere as a trait characterizing their asynchronous interaction. They also referred to this in terms of the social support provided and received by them when jointly revising their essays:

> "Esp. when the kind of comments and replying to each other is characterized as being *peaceful, respectable and kind*, which make u *feel more comfortable*" (TS).

> "I *respect all my group members* that's it. *Respect and trust can also be maintained* in our collaborative work" (S7).

> "And the *encouragement* from other members (SA).

> "The most interesting thing is that you can share your ideas without feeling shy because all *the members polite and support anyone even if he or she is not good enough* and sure I have *never noticed that someone has been ignored* even if he or she is new" (YR).

The sound social support is also evidenced by learners' mutual friendship or social ties. These peer feedback activities in the Facebook group provided the EFL learners opportunities to build up strong relationships that may have assisted them to feel a sense of community:

> "Of course, this collaboration helped us to *strike new friendships and build strong relations* as we got different kind of help from each other. We became *like small close community*. ☺ ☺ ☺ "(FA).

> "*This interaction improved my relationship* with others as by *the time we spent together*, we became familiar" (SA).

> "Sometimes, *we'd discuss something or certain point* and then based on that *we'd know more about each other*. And thus, *discuss more and know more* (ZN).

DISCUSSION

Interpretation of the findings of the present study from the sociocultural theory (Vygotsky, 1978) and research on peer feedback suggest that peer feedback enables learners to identify and better understand the various global and local issues in their essay writing. Without peers' mediation, it may not be easy for the individual learner to understand and target such issues (Bradley, 2014;Cha & Park, 2010; Chang, 2012; DiGiovanni & Nagaswami, 2001; Hewett, 2006; Ho, 2015; Liang, 2010; Liou & Peng, 2009; Liu & Sadler, 2003). In asynchronous peer feedback, as in this study, learners provide and receive feedback, so they act as reciprocal sources of information for one another. Like these above studies, this study, through quantification of the feedback exchanges, showed the EFL learners engaged highly in revision-oriented comments. This supports the role of asynchronous tools in facilitating learners' reflection on global and local issues through the delayed time between reading a peer comment and commenting or responding to it (e.g., Liu & Sadler, 2003). Although the delayed time in asynchronous peer feedback results into reducing learners' spontaneity of interaction and, consequently, shifting learners' feedback to local issues (Chang, 2012), this delayed time can be mini-

mized in asynchronous peer feedback by engaging learners in peer feedback on writing at scheduled sessions as in this study.

The above findings of the role of peer revision-oriented feedback in refining writing globally and locally support the process writing theory (Flower & Hayes 1980; Hayes 2012). According to this perspective, peer feedback is a useful pedagogical strategy that facilitates learners' refinement of writing. Although the EFL learners addressed more global issues through feedback, in some cases, they failed to revise their essays globally and resorted to revising them locally. This could be due to learners' linguistic abilities, the emphasis of the EFL traditional classroom practices on local aspects of writing (Hanjani& Li, 2014), learners' knowledge of global issues and of the topics of their essays (Liang, 2010), and the easiness in making revision changes at the local level.

The above findings indicate that asynchronous peer feedback is not only about learners' revision-oriented feedback, but it also engages learners in non-revision-oriented comments. Learners' non-revision-oriented comments have been ignored in many other peer feedback studies. Its importance depends on the context and purpose of peer feedback. In most other studies, peer feedback is part of formal writing courses, and, therefore, its purpose is to engage learners in more revision-oriented feedback that addresses issues and enhances their writing while minimizing the effect of learners' social aspects carried in non-revision-oriented comments on their writing productivity. However, in this study, since peer feedback in EFL writing courses is challenged by learners' lack of motivation to exchange feedback on writing and the limited time in writing classrooms, it is important to encourage and motivate them to practice peer feedback online. Therefore, in such peer feedback context, learners need to form group cohesion (e.g., Bradley, 2014; Liang, 2010) and establish a sound social or friendly atmosphere where they can sugarcoat the criticism in their revision-oriented comments. They also need to feel a sense of mutual respect, social support, friendship, and feeling of attachment to one another (Janssen et al., 2007).

CONCLUSION AND IMPLICATIONS

The findings of this study underlie several conclusions and implications for theories, EFL writing pedagogy, and technological applications to beyond-classroom peer feedback on writing. First, asynchronous peer feedback fosters learners' engagement in revision-oriented feedback. Such peer feedback mediates learners' understanding of global and local issues in writing. It also serves as scaffolding that assists learners, especially those who receive such feedback or scaffoldees, to attend to issues in their texts and revise them accordingly.

Secondly, in some peer feedback contexts as in this study, although some learners seem able to accurately address more global issues in writing through feedback, they may fail to accurately fix such global issues through text revisions. Nevertheless, such finding is still encouraging, especially in the EFL context where writing instructors are the sole authority that can provide feedback on learners' writing (Yu & Hu, 2016) and where implementation of peer feedback in writing courses is still challenged by issues related to learners' lack of motivation, embarrassment, and fear to exchange feedback with peers. This is not to claim that teachers'/instructors' feedback should be totally replaced by peer feedback. However, writing instructors need to motivate learners and increase their engagement in peer feedback through technology beyond regular writing courses without jeopardizing regular and formal writing classrooms.

Thirdly, recognition of the value of the above-mentioned revision-oriented feedback in writing may encourage us as instructors and researchers to limit our attention to such feedback while overlooking non-revision-oriented comments when engaging our learners in peer feedback. However, focusing on revision-oriented feedback alone might not be sufficient to explore the dynamics of asynchronous peer feedback. Based on our findings, learners' non-revision-oriented exchanges should not be discouraged by instructors, especially in online peer feedback, because they serve as social interaction by which learners establish shared understanding, admit their misunderstanding or errors, and create a

friendly atmosphere and mutual respect. This, in turn, will motivate learners to accept one another's criticism, to integrate their peers' suggestions into revising their writing, and to pursue their learning outside formal writing courses for further development of EFL writing skill.

Another implication is that asynchronous peer feedback, as a pedagogical strategy, requires careful considerations from EFL instructors. The success of peer feedback partly relies on the amount of time devoted to EFL learners as well as the comfortable and encouraging learning environment. In this regard, our findings suggest that one way to overcome the issue of classroom limited time in formal writing courses is engaging EFL learners in asynchronous peer feedback of texts that are meant as extensive tasks beyond writing courses. In addition, Facebook groups, like any asynchronous tools, can be interactive learning environments where learners review their texts, comment, and respond to comments easily.

Moreover, the use of technology for peer feedback beyond classroom writing courses in this study signifies the learners' motivation and willingness to utilize technologies for seeking further development in writing. As in this study, the learners' pursuit of peer feedback for the entire period planned by them and the instructor were not obligatory or part of evaluating their performance in writing course, but rather voluntary and based on their needs. By so doing, we, as instructors and researchers, can also make those learners who are unwilling to use technologies for learning more aware of the importance of technologies in further development of EFL language learning skills, specifically writing. This kind of language learning practice is important, particularly in the EFL context with a limited exposure to English in daily situations outside university classrooms.

The findings of the study also underpin the paradigm shift in the roles of learners and teachers in asynchronous environments for language learning in general and peer feedback of writing in particular. Specifically, in using Facebook groups as environments for peer feedback of writing beyond the classroom, learners are motivated to assume more active roles and become responsible for their own learning, while instructors/teachers act as facilitators and guides who should be present online to monitor peer feedback discussions and also support learners when necessary (Razak & Saeed, 2014).

Although the findings of the current study seem encouraging, there are a few restrictions that should be considered by future research. The first limitation is the small number of the participants, which may limit the findings. Therefore, future studies should focus on a wide number of learners as to enable generalization of the findings and implications to other contexts. Another limitation of the study that should be addressed here is the lack of balance in the participants in terms of gender, because the case study was carried out among the nine participants representing the overall number of the third level English-major class joining one private university. Moreover, the findings of the current study may not be applicable to studies assessing each individual learner's progress in writing since the study focused on their interactional comments and text revisions as a group of learners working together and producing final revised argumentative essays that represent their group work. This is why the purpose of the online peer activities reported in this study was to provide learners opportunities to enhance their writing far away from course assessment or grades. Therefore, future research should focus on each individual's performance, especially when determining the effect of asynchronous peer feedback discussions on learners' development in writing. Future research can also combine both synchronous and asynchronous tools to allow for an in-depth understanding of the nature of interactional comments and text revisions in both modes of peer feedback.

ACKNOWLEDGEMENT

REFERENCES

Al-Hazmi, S., &Scholfield, P. (2007). Enforced revision with checklist and peer feedback in eflwriting: The example of Saudi University students. *Scientific Journal of King Faisal University*, *8*(2), 237-267.

Bouta, H., Retalis, S., &Paraskeva, F. (2012). Utilising a collaborative macro-script to enhance student engagement: A mixed method study in a 3D virtual environment. *Computers & Education*, *58*(1), 501-517. https://doi.org/10.1016/j.compedu.2011.08.031

Bradley, L. (2014). Peer-reviewing in an intercultural wiki environment – Student interaction and reflections. *Computers and Composition*, *34*, 80-95. https://doi.org/10.1016/j.compcom.2014.09.008

Cha, Y., & Park, L. E. (2010). An analysis of synchronous interaction and its influence on EFL writers' revisions. *Multimedia Assisted Language Learning*, *13*(2), 9-36.

Chang, C. F. (2012). Peer feedback via three modes in an EFL writing course. *Computers and Composition*, *29*, 63–78. https://doi.org/10.1016/j.compcom.2012.01.001

Chen, T. (2016). Technology-supported peer feedback in ESL/EFL writing classes: A research synthesis. *Computer Assisted Language Learning*, *29*(2), 365-397. https://doi.org/10.1080/09588221.2014.960942

Cho, K. & Schunn, C. D. (2007). Scaffolded writing and rewriting in the discipline: A web-based reciprocal peer feedback system. *Computers & Education*, *48*,409-426. https://doi.org/10.1016/j.compedu.2005.02.004

Creswell, J. W. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed.). USA: Prentice Hall.

de Guerrero, M. C. M., &Villamil, O. S. (2000). Activating the ZPD: Mutual scaffolding in L2 peer revision. *The Modern Language Journal*, *84*, 51-68. https://doi.org/10.1111/0026-7902.00052

DiGiovanni, E., & Nagaswami, G. (2001). Online peer feedback: An alternative to face-to-face? *ELT Journal*, *55*(3), 263-272. https://doi.org/10.1093/elt/55.3.263

Ezza, E. S. (2010). Arab EFL learners' writing dilemma at tertiary level. *English Language Teaching*, *3*(4), 33-39. https://doi.org/10.5539/elt.v3n4p33

Fitze, M. (2006). Discourse and participation in ESL face-to-face and written electronic conferences. *Language Learning & Technology*, *10*(1), 67-86.

Flower, L., & Hayes, J. R. (1980). The cognition of discovery: Defining a rhetorical problem. *College Composition and Communication*, *31*(1), 21-32. https://doi.org/10.2307/356630

Gibbs, G. (2002). *Qualitative data analysis: Explorations with NVivo (Understanding social research)*. Buckingham: Open University Press.

Hanjani, A. M., & Li, L. (2014). Exploring L2 writers' collaborative revision interactions and their writing performance. *System*, *44*, 101-114. https://doi.org/10.1016/j.system.2014.03.004

Hansen, J. G., & Liu, J. (2005). Guiding principles for effective peer response. *ELT Journal*, *59*(1), 31-38. https://doi.org/10.1093/elt/cci004

Haverback, H. (2009). Facebook: Uncharted territory in a reading education classroom. *Reading Today*, *27*(2), 1-34.

Hayes, J. R. (2012). Modeling and remodeling writing. *Written Communication*, *29*(3), 369-388. https://doi.org/10.1177/0741088312451260

Hewett, B. (2006). Synchronous online conference-based instruction: A study of whiteboard interactions and student writing. *Computers and Composition*, *23*, 4-31. https://doi.org/10.1016/j.compcom.2005.12.004

Hmelo-Silver, C. E. (2013). *The international handbook of collaborative learning*. New York: Routledge.

Ho, M-C. (2015). The effects of face-to-face and computer-mediated peer feedback on EFL writers' comments and revisions. *Australasian Journal of Educational Technology*, *31*(1), 1-15. https://doi.org/10.14742/ajet.495

Hyland, K., & Hyland, F. (2006). *Feedback in second language writing: Contexts and issues*. Cambridge University Press. https://doi.org/10.1017/CBO9781139524742

Janssen, J., Erkens, G., Kanselaar, G., & Jaspers, J. (2007). Visualization of participation: Does it contribute to successful computer-supported collaborative learning? *Computers & Education*, *49*, 1037–1065. https://doi.org/10.1016/j.compedu.2006.01.004

Jehn, K. A., & Shah, P. P. (1997). Interpersonal relationships and task performance: An examination of mediation processes in friendship and acquaintance groups. *Journal of Personality and Social Psychology*, *72*(4), 775-790. https://doi.org/10.1037/0022-3514.72.4.775

Kreijns, K., Kirschner, P. A., &Jochems, W. (2003). Identifying the pitfalls for social interaction in computer-supported collaborative learning environments: A review of the research. *Computers in Human Behavior*, *19*, 335-353. https://doi.org/10.1016/S0747-5632(02)00057-2

Liang, M. (2010). Using synchronous online peer response groups in EFL writing: Revision-related discourse. *Language Learning & Technology*, *14*(1), 45–64.

Liou, H. C., & Peng, Z. Y. (2009). Training effects on computer-mediated peer feedback. *System*, *37*(3), 514-525. https://doi.org/10.1016/j.system.2009.01.005

Liu, J., &, Sadler, R. W. (2003). The effects and affect of peer feedback in electronic versus traditional modes on L2 writing. *Journal of English for Academic Purposes*, *2*(3), 193–227. https://doi.org/10.1016/S1475-1585(03)00025-0

Lu, R., &Bol, L. (2007). A comparison of anonymous versus identifiable e-peer feedback on college writing performance and the extent of critical feedback. *Journal of Interactive Online Learning*, *6*(2), 100-115.

McGrath, J. E. (1991). Time, interaction, and performance (TIP). *Small Group Research*, *22*(2), 147-174. https://doi.org/10.1177/1046496491222001

McCarthy, J. (2013). Learning in Facebook: First year tertiary student reflections from 2008 to 2011. *Australasian Journal of Educational Technology*, *29*(3), 337-356. https://doi.org/10.14742/ajet.373

Nicholas, H., & Ng, W. (2009). Engaging secondary school students in extended and open learning supported by online technologies. *Journal of Research on Technology in Education*, *41*(3), 305-328. https://doi.org/10.1080/15391523.2009.10782533

Razak, N. A., & Saeed, M. A. (2014). Collaborative writing revision process among learners of English as a foreign language (EFL) in an online community of practice (COP). *Australasian Journal of Educational Technology*, *30* (5), 580-599. https://doi.org/10.14742/ajet.786

Razak, N. A., Saeed, M., & Ahmad, Z. (2013). Adopting social networking sites (SNSs) as interactive communities among English foreign language (EFL) learners in writing: Opportunities and challenges. *English Language Teaching*, *6*(11), 187-198.

Rourke, L., Anderson, T., Archer, W., & Garrison, D. R. (1999). Assessing social presence in asynchronous text-based, computer conferencing. *Journal of Distance Education*, *14*(3), 51-70.

Saeed, M. A., & Ghazali, K. (2016). Modeling peer revision among EFL learners in an online learning community. *Electronic Journal of Foreign Language Teaching*, *13*(2), 275-292.

Saeed, M. A., & Ghazali, K. (2017). Asynchronous group review of EFL writing: Interactions and text revisions. *Language Learning & Technology*, *21*(2), 200-226.

Vonderwell, S., Liang, X., & Alderman, K. (2007). Asynchronous discussions and assessment in online learning. *Journal of Research on Technology in Education*, *39*(3), 309-328. https://doi.org/10.1080/15391523.2007.10782485

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

Ware, P. D., &Warschauer, M. (2006). Electronic feedback and second language writing. In K. Hyland & F. Hyland (Eds.), *Feedback in second language writing: Contexts and issues* (pp. 105–122). Cambridge, UK: Cambridge University Press. https://doi.org/10.1017/CBO9781139524742.008

Wu, W. C. V., Petit, E., & Chen, C. H. (2015). EFL writing revision with blind expert and peer feedback using a CMC open forum. *Computer Assisted Language Learning*, *28*(1), 58-80. https://doi.org/10.1080/09588221.2014.937442

Yin, R. K. (2013). Validity and generalization in future case study evaluations. *Evaluation*, *19*(3), 321-332. https://doi.org/10.1177/1356389013497081

Yu, S., & Hu, G. (2016). Can higher-proficiency L2 learners benefit from working with lower-proficiency partners in peer feedback? *Teaching in Higher Education*, *22*(2), 178-192. https://doi.org/10.1080/13562517.2016.1221806

Zhao, H., Sullivan, K. P., & Mellenius, I. (2014). Participation, interaction and social presence: An exploratory study of collaboration in online peer feedback groups. *British Journal of Educational Technology*, *45*(5), 807-819. https://doi.org/10.1111/bjet.12094

APPENDIX

SAMPLE CONTENT AND ORGANIZATION-ORIENTED TEXT REVISIONS

First Draft: Despite the many advantages of learning through Facebook groups, this does not mean that they do not carry some drawbacks. Cheat learners in Facebook groups can't be controlled; as cheating is widely spreads in this open environment. even lazy learners don't bother themselves; they just copy and paste the answers, and some forget even to erase the user's name from which he stole the answer. In addition to that , there is no equal in the educational capacity of the countries of the learners, that cause a difficulty in distribution efficiency of the teacher to everyone equally, that's why we suggest to divide the learners into semi-groups (beginners and advanced). Also, learning in Facebook groups may lose its seriousness; as a result of losing control of funny and unwatched acts, it wastes great amount of teachers' efforts. Too , Lack of oversight in these groups constitute a significant risk; as If the organizers of the group do not have the competence required, this will cause a disaster as the spread of information through these communities faster and more distributed. Facebook group may lose some of the exciting. As the interactions of reality classes among learners; like the spontaneous exclamation expressions and looks… etcOn the other hand, it can make the learner not care about his real studies and just want to learn in those groups which bring him a lot of things not found in the classrooms. As an example of: fun, lack of affectation, friendly relationship between teacher and learners… etc Farther more, Facebook groups can't help in treating the shyness in timid personalities. As it wastes a lot of realistic opportunities to deal with classmates and friends. Also it can't help in facing the others eyes and their criticisms. Finally, Bad effects of computers on learners health. as a result of spending a long time near to computers it meets bad effects on the eyes of learners.even their minds which can get tired and not able to focus on what they are reading.

Revised Draft by YR: However, it is undeniable that learning through Facebook groups carries some drawbacks.Cheating learners in Facebook groups cannot be controlled , thus cheating is a widespread phenomenon in this open environment. Even lazy learners do not bother themselves; they just copy and paste the answers, and some even forget to erase the user's name from which they have stolen the answer. In addition, instructors find difficulties at integrating and assessing learners with various learning skills in these communities, hence they suggest to divide the learners into semi-groups (beginners and advanced).Moreover, in these virtual communities, students` reflections such as spontaneous exclamation, expressions and looks… etc cannot be easily detected which can affect their motivation as well.Also , lack of seriousness , as a result of losing interest and authentic motivation , can impact on the learning process , which necessitates a great deal of teachers' time and effort.As the spread of information through these virtual communities is faster and much more widely distributed, direct visual contacts mostly eye contacts in these groups constitute a crucial factor mainly when the group instructors do not have the adequate competence.Learners may lose some of the excitement not only due to the lack of students-teacher interaction , but also due to the lack of real classroom students interactions among themselves resulting from the lack of authentic opportunities to deal with the diverse learning activities. Finally, spending long hours in front of the computer affects the learners` health mainly their eyes. Even their minds can get tired and become unable to focus well on what they are reading.

BIOGRAPHIES

Murad Abdu Saeed is a postdoctoral research fellow at the Department of English Language, Faculty of Languages and Linguistics, University of Malaya. His research interests are EFL writing, peer review in writing, peer research groups among postgraduates, and peer feedback using educational technology.

Kamila Ghazali is a professor at the Department of English Language, Faculty of Languages and Linguistics, University of Malaya. Among her research interests are discourse analysis and sociolinguistics.

Sakina Suffian Sahuri is a senior lecturer at the Department of English Language, Faculty of Languages & Linguistics, University of Malaya. Among her research interests are translation and metaphors.

Mohammed Abdulrab is a Ph.D. candidate at the Department of Human Resource Management, Faculty of Leadership and Management, Universiti Sains Islam Malaysia. His research interests are quantitative and qualitative social research, behavioural science, and psychological empowerment.