IMPACT OF ONLINE TEACHER AND PEER FEEDBACK ON THE STUDENTS'

TARGET LANGUAGE WRITING

A Thesis Presented by

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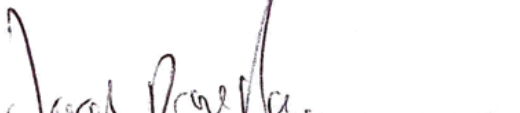
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DEDICATION

To my family and boyfriend, they understood my dedication to this project. They are

one of the reasons why I am here.

ACKNOWLEDGMENTS

I would like to start thanking my thesis director for all his comments and suggestions during this process. I would also like to thank the master's program coordinator and faculty for this enlightening experience. Finally, I would like to thank the students and the institution where this study was carried out for the valuable information they allowed me to collect.

ABSTRACT

IMPACT OF TEACHER AND PEER FEEDBACK ON THE STUDENTS' TARGET

LANGUAGE WRITING

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Considering the need to find a way to improve the feedback process and the need for more information about feedback, particularly, about a combination of online teacher and peer feedback, this study explored the impact of the implementation of online peer and teacher feedback on the students' writing in their target language. Drawing on a socio-cognitive approach, findings suggest that technological implementations have a positive impact on the students' writing learning process when they are carried out considering aspects related to content, knowledge and pedagogy. In this study, the implementation of online teacher and peer feedback allowed students to learn how to write more autonomously and collaboratively. Besides, the discussion of this study recognizes the important role of teachers in effective implementations of technologies for teaching and learning purposes.

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Introduction

In the last years, English has been the language many people use in businesses and for sharing knowledge globally. This is why, some governments believe that improving the English level in the country will have a positive effect on the economy and will improve the number of citizens not only communicating with the world but also participating in international business (Ministry of Education, 2014). Since 2006, the Colombian government has been modifying the educational system to achieve bilingualism. One of these changes was the adoption of the Common European Framework of Reference in 2006 (Ministry of Education, 2006). The government used this framework to standardize the English level of primary, high school and university students. Another change was the creation of the new law about bilingualism in 2013. The government states in this law that students in all levels of education should develop the four skills in at least one foreign language (Senate of the Republic, 2013).

Government guidelines related to the adoption of the Common European Framework of Reference state that students finishing high school should have a B1 level (Ministry of Education, 2006). Particularly, in writing, students with this level should be independent writers in tasks related to topics that are familiar to them or close to their personal interests. They should also be able to write letters, describe experiences and impressions (Council of Europe, 2001). These guidelines also state how students who enroll in undergraduate programs should achieve a B2 level at the end of their studies (Ministry of Education, 2006). This means, particularly in writing, that students should be able to write clear and detailed texts about several issues. They should also be able to

express their point of view about a current topic supporting their position with advantages and disadvantages (Council of Europe, 2001).

The government, through the national program of bilingualism, has also created some pedagogical programs and resources to provide the community with a path to teach English (Ministry of Education, 2014). For instance, Bunny Bonita is a program designed for children ranging between 4 and 8 years. This program contains posters, videos, flash cards and a teacher's guide published online. My ABC English kit is a pedagogical material designed for teaching students in 4th and 5th grades. English Please is a group of textbooks to use with 9th, 10th and 11th graders.

To improve the English level of students enrolled in undergraduate degrees, some universities have changed their programs. Universidad de Antioquia, located in the state of Antioquia and one of the most important public universities in Colombia, with ten branch campuses located all around the state, has a new policy, which has been implemented since the first semester of 2016 (Universidad de Antioquia, 2014). This new policy was created recognizing the international role of the university. Its objective is to promote the learning of English as a way to allow students and faculty to interact with the international academic community and to facilitate their academic and professional mobility. As it is evident in the academic agreement, 467, the university recognized the need to modify the system to have a real impact on the student's education. The article five of this agreement states that all the undergraduate degrees should include five English levels. Moreover, the paragraph one of this article states that by the end of the English levels, students should be able to keep a conversation, to perform a presentation, to produce and understand written texts. Before 2016, in this university, students were only trained to read. Now, students are trained to read, speak, write and listen.

In spite of all the efforts to achieve a good command of the target language, the language policy and all these changes in the system have not had significant results. Students enroll undergraduate programs without the expected level. In fact, a national test, implemented in 2013, called Saber 11, showed that in all Colombia, only a 5% of the students achieved the B1 level, and the rest of the students were in the -A1 and A1 levels (Ministry of Education, 2014). This means that most of the Colombian students had a basic command in their target language.

Particularly, the test did not show any improvement in the East of Antioquia regarding the National objectives in language proficiency (Ministry of Education, 2014). Since I started teaching English in the East of Antioquia, I have noticed how difficult it is for students to use the language in written and oral tasks. School leavers are far to have the B1 level. For instance, in one of my classes with freshmen, I did a writing activity where students had thirty minutes to write an autobiography. I found that the students experienced many difficulties when writing about their own lives. They needed a lot of teacher support and demanded personalized feedback. In fact, the majority of them looked for explanation, approval or corrections regarding vocabulary, grammatical structures and ideas for their written productions. Their paragraphs lacked coherence and cohesion. From my experience, it was clear that students did not have the B1 level as they were still facing many linguistic problems when writing short paragraphs about their own lives in their target language.

I have also noticed that taking a traditional role in the classroom is not effective for teaching writing in a target language to beginners. Although students need a lot of feedback when they are beginners, providing feedback, in a traditional classroom environment, "is physically impractical" (Shin, 2014, p. 33). Beginner students are very teacher dependent, classes are large (Shin, 2014, p. 33), and time, in the face to face sessions, "is sometimes

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not enough to carry out all the activities proposed" (Espitia & Cruz, 2013, p. 32). Besides, feedback in a traditional classroom loses effectiveness. Its provision may be too general to provide it on time, or too delayed to provide it based on each student's particular needs. Having a traditional teaching and learning environment, classroom conditions do not facilitate the kind of class that learning how to write in a target language requires.

Considering the limitations for learning how to write in a target language, in traditional classes, and the need beginner students have to receive feedback, more student-centered classes and technological tools offer a different scenario with no limitations of time, space, and with less authoritarian strategies to support the students' writing. Technological tools provide new possibilities for communication and interaction that allow the implementation of less teacher-centered strategies. For this study, among the different alternatives, it was necessary to find a tool that allowed the implementation of a strategy where both the students and the teacher could collaborate, interact and draft. Hence, aiming at enhancing the students' writing process in their target language, this study explored the impact of online teacher and peer feedback on the students' writing process in their target language.

According to the literature review, there are some studies in Colombia about feedback on writing (Correia, 2004; Espitia & Cruz, 2013; Gómez & Mcdougald, 2013; Ordóñez & Alfonso, 2015). Some of these studies are, particularly, about online peer feedback. For instance, Gómez and McDougald (2013), who used blogs to foster peer feedback, found that blogging provided an excellent scenario to allow students to provide comments on written productions. They also found that peer feedback helped students to keep and improve their level of coherence. In another study, Espitia and Cruz (2013) integrated forums with the aim of understanding students' online interaction to provide peer

feedback. They found that forums were useful to promote collaborative learning. However, they also found that students felt that forums were ineffective to obtain timely feedback. Finally, Ordóñez and Alfonso (2015) analyzed and compared the feedback that tutors from different countries provided on writing productions through a learning management system (LMS). They contrasted feedback from Colombian tutors to feedback from New Zealand tutors. They found that Colombian tutors identified more grammar errors, and New Zealand tutors identified more spelling errors. They also found that New Zealand tutors provided more detailed comments. Research shows that ICT tools are useful to promote peer feedback. It also shows that peer feedback has a positive effect on writing productions. Finally, it shows that feedback comments can vary depending on the tutors' origins.

However, information in the literature about the usefulness of technological tools, particularly, to provide a combination of online teacher and peer feedback was limited. Besides, literature about feedback and the process the students take to create a written product is poor. So, with the aim of exploring the effects of online teacher and peer feedback on the students' writing process in their target language, the research question for this study was: What is the impact of the implementation of online teacher and peer feedback on the students' writing process in their target language?

Data for this study was gathered through teacher journals, a direct observation, two in-depth interviews, two focus groups, and students' portfolios. This study provided insights not only about the impact of this implementation on the writing process in the target language but also about the importance of the teacher's role to potentiate that impact.

Theoretical Framework

This study analyzed the impact of online teacher and peer feedback on the students' target language writing process from a socio-cognitive perspective. From this perspective, the understanding of mental processes is achieved by understanding the social system, by observing the biological evolution, in other words, by observing communities through time (Bateson, 1979). Therefore, in the socio-cognitive approach, mind and communities are strongly related. In education, from this perspective, it is assumed that any product or any "human accomplishments result from reciprocal interaction of external circumstances with a host of personal determinants, including endowed potentialities, acquired competencies, reflective thought, and a high level of self-initiative"(Bandura, 1977, p.207). Learning, specifically, is seen as a product of an observational process that occurs by modelling (Bandura, 1999), this is why, in social systems, according to Bandura (1999), people are both producers and products. Language learning, particularly, is a process occurring "both "in the head" and "in the world"" (Atkinson, 2002, p. 525). Thus, learning occurs not only through the students' mental processes but also, according to Atkinson (2002), through interaction. In fact, through interaction and cooperation, when learners perform an activity with the help of a peer, a variety of internal developmental processes are awaken allowing learners to perform the same activity independently (Vygotsky, 1978). From this perspective, interaction is a way to achieve collaboratively socio-cognitive tasks that learners are not able to perform individually (Atkinson, 2002).

This study was framed in the socio-cognitive perspective for two main reasons. First, writing was not a solitary act, students had a social writing process, they interacted with their teacher and peers to correct their productions and learn collaboratively. Second,

for the study, it was important to consider the impact of the online social interaction on the students' writing process. Therefore, this study drew on social and cognitive aspects.

The Technological Pedagogical Content Knowledge Framework

Due to the positive effect that the use of technology has on the students' learning of a target language (Aydın & Yıldız, 2014; Shih, 2011; Suwantarathip & Wichadee, 2014), one of the debates about educational technology is the possibility that technology replaces teachers (Arnett, 2013; Kopp, 2013; Mitra et al., 2005; TED, 2007; Ravitch, 2013). For instance, Mitra et al. (2005) argue that computers with internet connection are adequate substitutes of teachers and schools. In contrast, Kopp (2013) argues that computers will never replace teachers as they "cannot create a culture of excellence and push students to meet high expectations" (p.2). According to Arnett (2013), "innovation may lead us to classroom setups and teacher roles that look very different from today, but a human element will always be an essential part of the equation" (p.2). This is why technologies will never replace teachers.

However, nowadays, due to the strong existance of technologies in education, teachers need to know how to integrate them to their pedagogical practices. Mishra and Koehler argue that "technologies are here to stay" (2006, p.1023), they also say that technologies have the potential to modify the nature of the classroom and argue that as current technologies are constantly evolving, teachers need to evolve as well and learn new techniques and skills. As Mishra and Koehler (2006) say, teachers need to develop "a complex, situated form of knowledge" (p.1017) to implement thoughtful pedagogical uses of technology in their classrooms.

This is why Mishra and Koehler (2006) propose the techological, pedagogical content knowledge (TPCK) framework as a new form of knowledge that teachers should

develop. In the TPCK, neither knowledge of pedagogy nor knowledge of content is isolated from knowledge of technology. Mishra and Koehler suggest that teachers using technolgogy should know about how to get students to learn a subject matter, about how content and technology are related, and about technologies with their uses and effects on teaching and learning settings. Hence, they suggest that teachers should develop the technological, pedagogical content knowledge.

Writing

In this study, students and reviewers had to find a way together to improve the quality of their drafts. Since writing was an important component of this study, it is defined in this section.

Although grammatical rules and vocabulary are part of what writing is, it is more than that, it is a human invention, an artifact and a cultural achievement (Coulmas, 1989) that involves social and cognitive processes. According to K. Hyland (2003), writing is not only a personal and individual activity, but it is also an expression of a cultural purpose, a reflection of a particular relationship and an acknowledgement of an engagement to a community. Writing is a contextualized and social act influenced by "the personal attitudes and social experiences that the writer brings to writing" (K. Hyland, 2009, p.26).

According to Flower and Hayes (1981), writing is also a rhetorical problem which involves a process of planning, translating, monitoring and reviewing. Flower and Hayes do not define the writing process as one with clean-cut stages; writers are all the time passing through all the stages instead. In fact, they say that the reviewing periods "frequently lead to new cycles of planning and translating" (p.374). They define the cognitive process of reviewing as one in which writers are evaluating and revising their process. This means that

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writers may take this process as a starting point to reorganize their ideas to revise or assess the quality of their texts.

Assuming that writing is a cultural expression carried out through a cognitive process of planning, writing and rewriting where feedback and models play a crucial role, it is important to recognize that having students observe and review each other's writing allows students to take their peer's work as a model to know what should and should not be done. In fact, according to Topping and Stewart: "Observing how others do things heightens awareness of how you do things through comparison and contrast. Modeling on and by peers can thus lead to greater metacognitive awareness, and thereby more self-regulation" (1998, p.26).

Writing and technology.

Technology has changed the writing habits and simplified composing. Now, writers can copy, cut, paste and edit documents (Hyland, 2003). There are new formats such as blogs, and wikis and online word-processing programs, those that set people apart as individuals, and those that put people together (Hyland, 2009). Learners can write collaboratively on online word-processing applications such as: Google Docs, Microsoft Word Online and Only Office Personal. These collaborative environments have changed the writing process from a very cognitive and solitary act to a more social and cooperative one.

Technologies are useful tools for teaching how to write in a target language. However, according to Hyland (2003), some aspects should be considered to integrate these technologies into writing classes effectively. First, students need time to adapt and learn to handle the tool. Second, students need training on producing, revising and organizing

material. Third, computers should not have a dominant part, there should be a balance between classroom sessions and computer-lab sessions. And finally, teachers should promote cooperation through different strategies such as peer feedback and collaborative writing. As it is evident, although technologies are useful to improve the students' writing process, technology is just a tool that complements teachers' work.

Collaborative Learning

Considering that this study intended to involve students as feedback providers on writing assignments through an online word-processing application (Google Docs), it is of paramount importance to define collaborative learning. Dillenbourg (1999) defines collaborative learning as "a situation in which two or more people learn or attempt to learn something together" (p.1), he also explains that the word together in this definition means any kind of interaction: face-to-face, computer mediated, synchronous or asynchronous. In addition, according to Cecez-kecmanovic and Webb (2000), in collaborative learning processes, learners interactions occur to "express claims and supporting arguments, seek clarification and additional justification, express opposing claims and counter arguments, judge the arguments provided, and thereby share understanding and construct knowledge" (p. 77). Furthermore, in collaborative learning "roles may shift every few minutes with the regulator becoming the regulated" (Dillenbourg, 1999, p.8), in consequence, students can learn reciprocally (Bruffee, 1984) in collaborative learning situations.

According to Dillenbourg (1999), when learning occurs in collaboration, the kind of activities and interactions taking place in the learning situation awaken a series of cognitive mechanisms. Dillenburg (1999) explains that in collabrative learning students do different activities such as reading, building and predicting. These activities produce interactions where students explain, disagree and regulate each other. And finally, according to

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Dillenburg, these activities and interactions awaken mental processes such as induction, deduction and compilation.

Different studies have been carried out all around the world contributing to the field with information about collaborative learning and writing. Blau and Caspi (2009), for instance, conducted a study in Israel. They had the objective of testing the influence of sharing or collaborating Google Doc files on psychological ownership, perceived learning, and perceived outcome quality. They found that students preferred suggesting to editing because students felt that their colleague's contribution deteriorated their writings.

In relation to online collaborative learning, Aydın and Yıldız (2014) conducted a study in Istanbul to analyze the influence of the type of the task on the number of self and peer-corrections and form-related and meaning-related changes. In addition, they gathered students' perceptions about their experience writing through an online tool. They found that collaborative writing through a wiki led to improve the use of grammatical structures. Moreover, regardless of the kind of task (argumentative, informative and decision-making tasks), students paid more attention to meaning rather than form. Finally, students' perception about their experience was very positive and felt that their writing performance improved. Suwantarathip and Wichadee (2014) also analyzed online collaborative learning. They carried out a study in Thailand to compare collaborative writing using Google Docs and collaborative writing in face-to-face meetings. They found that students using Google Docs improved more their writing scores and had positive attitudes towards collaborative writing through the tool.

Feedback

Feedback, according to K. Hyland (2003) is a response to writers, which has an effective result only if it produces a reaction (K. Hyland, 1990). Therefore, it is an

interaction between writers and reviewers. According to Ellis (2009b), feedback can be positive or negative. He explains that the former is praise, advice or a signal "of the veracity of the content" (p.3); the latter is any correction that signals a lack of veracity or linguistic deviance in the utterance.

As in this implementation, students peer-reviewed their texts to improve them, this study focused on negative feedback, which, according to Ellis (2009b), is also called corrective feedback. This type of feedback serves to signal grammar mistakes and allow students to improve their accuracy in writing productions. It is "a form of social mediation that assists learners in performing language functions that they are incapable of performing independently" (Ellis, 2009b, p.16). Corrective feedback helps students revise and edit their productions, it improves learners' accuracy over time (Ferris, 2011) and has durable grammatical learning benefits for L2 students (Bitchener, Young, & Cameron, 2005).

According to Ellis (2009a), there are different strategies to provide corrective feedback: Direct, indirect, metalinguistic, unfocused, focused, electronic and reformulating strategies. In direct feedback, the reviewer provides the correct form. In indirect feedback, the reviewer only signals the error. In metalinguistic feedback, the reviewer provides grammatical descriptions or information about the kind of error (Spelling, word order…). In unfocused feedback, the reviewer marks every single error. In focused feedback, the reviewer marks errors selectively. In electronic feedback, the reviewer marks the error and links it to a website with explanations. Finally, in reformulated feedback, the reviewer provides a reformulation of texts to get them to be as native-like as possible. There are different strategies to provide corrective feedback. Therefore, the way feedback is provided varies depending on teachers' preferences, the type of writing activity and its objective (F. Hyland, 1998).

Corrective feedback has been the topic of debate for many researchers. Truscott (1996) argues that corrective feedback is ineffective and harmful but theory proves that this feedback is effective and needed for L2 learners (Bitchener, 2008; Ellis, 2009b; Ferris, 2004; F. Hyland, 1998; K. Hyland, 1990). For instance, Ferris (2004) argues that corrective feedback is necessary for the writers' learning process in their target language.

Feedback comments can come from teacher or peers. However, there are some differences in volume and immediacy in these two kinds of feedback provision. According to Topping and Stewart (1998), teacher feedback is more precise, but more delayed. The reason, according to them, is that teachers can take a day or more assessing, providing written feedback and returning an assignment. In contrast, they argue that peer feedback is more voluminous and immediate. They state that although teachers may provide more precise comments and some students may answer more willingly to this kind of feedback, the "volume and immediacy of peer feedback can render it equally, if not more effectively than infrequent, delayed teacher feedback" (p.330). They define peer feedback as a variation of collaborative learning because they consider peer feedback as a form of peer learning. In fact, according to Spiller (2012), "peer feedback can encourage collaborative learning through interchange about what constitutes good work" (p.10). Besides, students can enhance their own L2 writing by transferring abilities (Lundstrom & Baker, 2009). Therefore, students can actually learn with their peers.

Different studies have been carried out all around the world contributing to the field with information about feedback and writing. Yang, Badger and Yu (2006) conducted a study in China to examine if peer feedback was a way to increase the quantity of feedback. They had two groups of participants, one receiving teacher feedback and another one receiving peer feedback. They found that students used both teacher and peer feedback to

improve their writings. They also found that although students used more teacher feedback, peer feedback could be a useful complement to teacher feedback because it also helped students to improve the language and become more autonomous. Moreover, Lundstrom and Baker (2009) carried out a study in The United States to analyze giving and receiving feedback in order to find which had better effects on the improvement of writing. They found that giving feedback was more effective than merely receiving it.

In relation to online feedback, in a study conducted with students enrolled in an online course offered in Mexico, Coll, Rochera, Gispert and Barriga (2013) compared teacher and peer feedback and analyzed their characteristics and distribution. They found that even if all of the participants (teacher and students) provided feedback, the teacher was the most common source of feedback. In another study conducted in Taiwan, Shih (2011) investigated the effect of integrating Facebook and peer assessment with college English writing class instruction through a blended teaching approach. The researcher found that peer assessment through Facebook can improve the students' English writing skills, that students can also improve their knowledge from cooperative learning, and that Facebook integrated instruction can significantly enhance students' interest and motivation. Finally, in another study conducted in the United States, Ertmer et al. (2007) investigated the impact of peer feedback on the quality of students' online postings. They found that the quality of postings did not improve and that although students preferred instructor feedback to peer feedback, giving peer feedback reinforced their learning and allowed them to understand better.

Setting

This study was carried out in the East of Antioquia, in one of the branch campuses of the Universidad de Antioquia. This university was founded in 1803, in Medellín and started offering education in other regions of Antioquia more than twenty years ago. Nowadays, this institution has ten regional and town branch campuses all around Antioquia. Four town branch campuses are located in Amalfi, Yarumal, Sonson and the mining district of Segovia-Remedios. Six regional branch campuses are located in Urabá, Bajo Cauca, Magdalena Medio, Southwest, West and East. The university created branch campuses all around Antioquia to have an impact on the regional development by providing all the community with opportunities to achieve contextualized, pertinent and high quality education.

In 1998, the university founded its East branch campus in Rionegro, but in 2004, this branch campus moved to a bigger place in El Carmen de Viboral to increase the offer of undergraduate programs and the number of students. The East region of Antioquia is the second most populated of the state with twenty-three towns. In 2013, the university started building, in the East branch campus, the university citadel of the XXI century (Alma Mater, as cited in, MEN, 2009). Since the foundation of this branch campus, the university has offered forty-eight undergraduate programs and seven post-graduate programs in the cohort modality.

Participants

This study was carried out with a group of students of the veterinary medicine undergraduate program during the second semester of 2015. This group had twenty-six students in their second English level. Ten of the twenty-six students were selected to

participate in the study. Students ages ranged from 17 to 25 years, most of the students were graduated from public schools. English was part of their curriculum, they had to study five levels where they had to practice the four skills (writing, reading, speaking and listening) and achieve the B1 level (Universidad de Antioquia, 2014). Students were assessed through a project (30%), a midterm exam (30%), and a 40 % of the follow up. The project was about tourism. Students prepared a brochure and practiced to role-play a situation at a tourist office. They developed their projects through stages during the whole semester. The follow up activities were writing productions, which were gathered in an electronic portfolio. Students had to write, provide feedback and rewrite. This portfolio served to gather data to answer the study research question.

<h1 style="text-align:center">Research Methodology</h1>

This is a qualitative research because this research strategy "usually emphasizes words rather than quantification in the collection and analysis of data" (Bryman, 2012, p.36). Particularly, for this study, I carried out an exploratory case study design because in this kind of research design, the objective is "to gain in-depth understanding of situations" (Hancock & Algozzine, 2006, p.11). Besides, exploratory designs are "used to explore those situations in which the intervention being evaluated has no clear, single set of outcomes" (Yin, 2003, p.15). Therefore, this approach allowed me to explore and obtain in-depth understanding without any pre-stablished set of outcomes of what could happen to the students' target language writing process. The exploratory design allowed me to find and group codes related to the subject of study (Hancock, D. & Algozzine, 2006), therefore, it allowed me to analyze and report the data in an interpretivist way. To conduct this research, I asked for the required permission and informed all of the participants about the research objective through a consent form document, which is included in the appendix A. In this document, there was information about the researcher and the study. It informed participants about the protection of their identity, their right to avoid answering any question and their possibility of withdrawal at any moment.

Data Collection Instruments

Yin (2003) provides different suggestions to researchers about case studies. Researchers should maintain a chain of evidence allowing a reader to connect the evidence to the research question and the conclusions. They should also create a case study database, and triangulate through different perspectives, investigators, methods and sources of information. As table 1 shows, data were gathered following these suggestions. Data were gathered from different sources and different participants.

Table 1. *Instruments and sources of information*

Instrument	Perception to be gathered
Student's interviews	Students'
Research diaries	Teacher-researcher's
Student's portfolios	Teacher-researcher's
In-depth reflection	Observer's

Students' interviews.

According to Yin (2003), interviews are a very important source of information in case studies. He states that interviews should seem like guided conversations (p. 89). In this study, I conducted two group interviews, one on September 18th and another one on October 20th. According to Bader and Rossi (2002), group interviews are called focus groups, they suggest focus groups "to gather detailed opinions and knowledge about a particular topic from selected participants" (p. 2). I conducted these two focus groups to gather information from the students about the impact of this implementation on their writing process. Ten students were invited to participate in the two focus groups, but only six of them attended to the first focus group, and nine, to the second focus group. The protocols for the focus groups are included in the appendixes B and C.

I also conducted two in-depth interviews. In-depth interviews can be group or individual interviews (Trochim & Donnelly, 2006). In this study, I conducted two one-to-one in-depth interviews. I considered the whole process (writing, providing feedback and rewriting) to select two students, one with a good process and one with a bad process. I conducted these two interviews on October 22nd with the objective of gathering two contrastive students' perceptions about this implementation. The protocols for these two in-depth interviews are included in the appendixes D and E.

Research diaries.

It was a teacher's diary. This instrument is more than a simply data collection tool. According to Altrinchter, Posch, and Somekh, (2005), it is a "companion to the whole research process" (p.11). Following this definition, the diary, in this research served to gather data systematically. I described and reflected on every activity, action, and discussion or incidental event taking place in the course. The purpose was to have a systematic, reflective tool to gather information about my own perception of the implementation and its impact on the students' writing process in their target language.

Students' portfolios.

According to K. Hyland (2003), portfolios are a group of writing productions that represents the student's progress. According to him, portfolio evaluation is a practice in most writing courses where students use readings and other resources to write, receive peer or teacher feedback and correct. For the purpose of this study, portfolios were used to collect not only peer and teacher corrective comments but also the students' first and second drafts of their texts. Students were asked to leave corrections and rewrite their texts without deleting their previous versions. The portfolio had a specific format to guide the students and have a better visualization of improvements, feedback comments and reactions on feedback comments. This format is included in the appendix F. These data allowed the teacher-researcher to observe and collect information to share with an observer to gather another perception of the study.

An in-depth reflection from a direct observation.

An observer had access to all the information of the study. This person did a direct observation of the student's portfolios. In direct observation, the observer does not take

part, he or she only watches (Trochim & Donnelly, 2006). The observer wrote an in-depth reflection reporting his impressions on the study. According to Altrinchter et al. (2005), in-depth reflections do not focus on a specific situation but on a range of experiences over a period of time.

Implementation: The Students' Portfolios and the Online Feedback Process

To gather data about the effects of a combination of online teacher and peer feedback on the students' writing process in their target language, the teacher-researcher paired the students considering their linguistic skills. This means that students were paired taking into account their performance in their previous English level. There was a skillful student with a student who could need a lot of help during the writing process. The teacher-researcher created a portfolio on Google Docs for each pair of the students and shared it with them. In this way, she and the pair of students could have access to the document and edit it. The teacher-researcher did the same with all of the students enrolled in this course but she only selected five pairs of students to gather data. she gathered five portfolios from the five pairs of students with five writing assignments. The student's work on their portfolios (writing, providing feedback and rewriting) was the 40% of their grade in this course, this was the grade of the follow up.

All of the portfolios had the same guidelines. As table 2 shows, there were dates to start and finish each specific writing, recommendations to write and content to include.

Table 2. *Dates and content for the student's texts*

#	Week	Writing
1	August 10-August 16	Describing a classmate.
2	August 24-August 30	Describing a Colombian city or town.
3	August 31-September 6	Comparing two people or two places.
4	September 7-September 13	Comparing Colombian and American habits.
5	September 14-September 20	A recipe of something students ate every day.

Figure 1 is a timeline of the students' writing process. It shows that the students had one week to write their paragraphs, provide feedback and correct based on their peer's and teacher's feedback.

Figure 1. *The students' writing process*

Data Analysis

According to Bryman (2012), in social reasearch, there are two strategies to link theory to data, deductive and inductive. In an inductive approach researchers generate theory from the data (Bryman, 2012; Richards, 2003). Considering this explanation, this study followed an inductive approach to analyze the information. Categories did not exist since the beginning of the study. I collected data, read them, coded them and created categories by grouping similar codes. Figure 2 shows the steps I followed to organize and analyze the data.

Figure 2. *The process of coding and organizing the data*
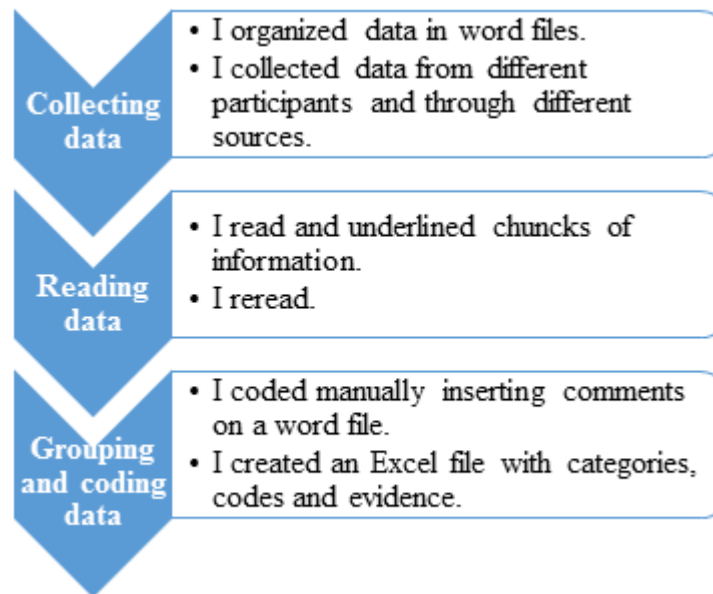
I followed five of the six steps proposed by Altrinchter et al. (2005) to group the data and develop the categories and codes. First, I read the data and underlined important parts that I considered could answer my research question. Then, I read the data again and decided upon a code. After that, I listed the codes on an excel document. Then, I tried to find similar passages of the data and codes. Finally, I grouped these similar codes and created categories. To have a better visualization of all of the categories, codes and chunks of evidence, I created a chart on Excel with the names of the categories, the codes they contained and the evidence for each code. To ensure trustworthiness (Bryman, 2012; Hesse-Biber & Leavy, 2008; Richards, 2003), I did data and methodological triangulation. I collected evidence from different participants and through different instruments (Guion, 2002). Table 3 summarizes the findings from the analysis of the study.

Table 3. *Categories and codes*

| Category	Teacher's role	Benefits of Providing Online Feedback	Moving into a More Collaborative and Autonomous Learning	Drawbacks
Codes	Moderator Guide Complement	Improving the feedback process Practicing writing out of the classroom. Encouraging students to write better.	Fostering collaborative learning: Interaction in collaborative learning. Linguistic act: Seek clarification. Enhancing autonomy: Students' strategies Students' teacher dependency.	Students' inappropriate study habits. The peer feedback process.

Findings

Considering that face-to-face classes, for teaching writing in a target language, do not have the conditions regarding time (Espitia & Cruz, 2013) and number of students (Shin, 2014), this study integrated teacher and peer feedback through technologies on writings in a target language. It explored the effects of online peer and teacher feedback on the students' writing process in their target language.

Involving students in the feedback provision process through technology changed the writing process. It became a more interactive teaching and learning situation. Doing this process online allowed a combination of both teacher and peer feedback. The responsibility of providing feedback to learners changed from being only a teacher's duty to be a shared duty between teacher and peers. Results of this study suggest that peer feedback and technologies had a positive impact on the students' writing process in their target language. The implementation allowed the teacher to take a different role and the students to learn more collaboratively and autonomously.

Teacher as a Moderator, Guide and Complement

Data suggest that at the beginning the teacher's role was very active while the students' role was very passive. As graph 1 shows, in the first two texts students wrote for this class (Texts August 10, August 22), the writing process was very teacher-centered.

Graph 1. *Number of peer and teacher feedback comments in each one of the texts*
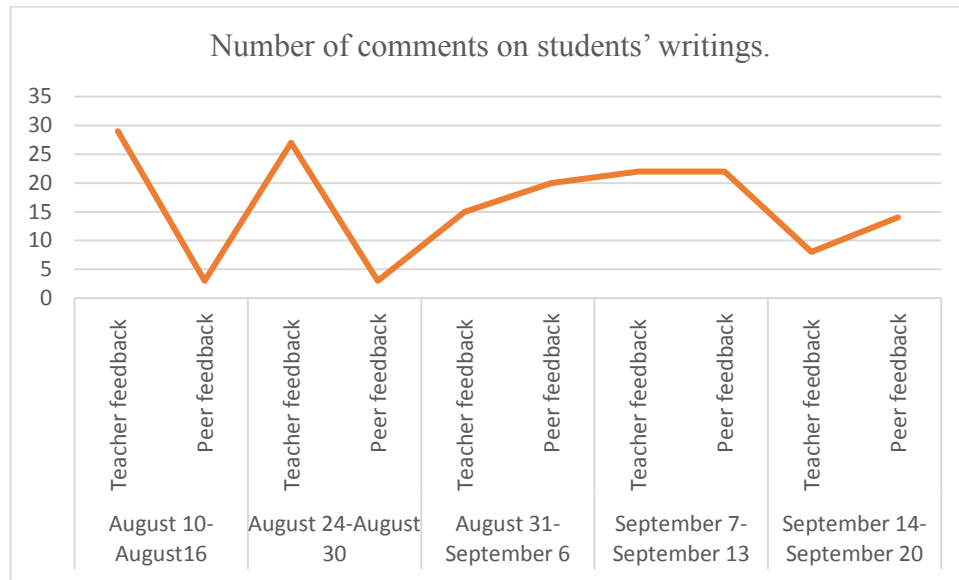
In graph 1, it is possible to see that the students had a passive role at the beginning of the implementation. They lacked confidence on their own and their peers' capacity to correct and this forced the teacher to take an active role in the feedback provision process. In fact, the teacher reflects in one of her journal entries about the students' lack of confidence:

> *"Some students do not trust their peers' feedback … students don't think they have the authority to correct others' mistakes. They may not know how to correct the mistakes with the feedback provided, they may not know if their peers are recognizing mistakes, therefore they are not confident enough for correction"* (Journal, August 28).

Data suggest that, by the end of the process, the students' and teacher's roles changed. As graph 1 shows, students' became more confident and their role became more active in the feedback provision process. Data also suggest that the teacher played a very important role to increase the students' confidence on their own capacity and their peer's capacity to correct. Most of the times, teacher feedback was not corrective feedback for the writer but positive feedback for the peer reviewer. The teacher became a motivator, she

helped students to be confident for providing feedback and helped them to realize they could support their classmates through the writing process. In table 3, it is possible to see the number of teacher's praises to peer reviewers:

Table 4. *Teacher Praises*

August 10- August16	August 24-August 30	August 31-September 6	September 7- 13	September 14- 20
2	2	1	7	2

As data suggest, the teacher took the role of moderator, she praised students for their good corrections to enhance the students' confidence and increase their participation providing correction. For instance, in the following piece of information, it is possible to see how the peer reviewer is not confident. She starts and finishes the correction with the sentence "I do not know". It is also possible to see the teacher's effort to increase the students' confidence by providing positive feedback on the student's corrective comment:

> ***Excerpt from the writing****: Pedro has little money.*
> ***Peer reviewer:*** *I don't know whether this word is right or not or if you could use another one like "not much". I don´t know.*
> ***Writer:*** *so, let's wait for the teacher to tell us because I do not know either jaja*
>
> ***Teacher:*** *Yes, A is right. It's better to write Pedro doesn't have much money.*
> (Second portfolio with student's work)

Although the students had a role giving opinions on what was right or wrong and helping to assess and correct, they did not detach completely from their teacher, they needed their teacher's help and guidance. The teacher was a guide for the students to find a way to solve their doubts, for instance, one of the students said:

> *"If we had done these writings alone without the teacher's help, we would have*
>
> *remained with a lot of doubts"* (First focus group).

Data also suggest that as the learning process became more collaborative, the students used their teacher as a complement. The teacher's intervention, particularly in the

virtual environment, was after the students' intervention, so the teacher was just complementing peer feedback, highlighting parts the peer reviewer did not notice and helping with doubts that peers could not solve together. The teacher's ability to adapt to different events occurring in this course, made possible for students to participate actively in the feedback process when writing. For instance, talking about the teacher's role in the feedback provision process, one peer reviewer said:

> *"Sometimes you do not see all of the mistakes so the teacher notices those mistakes you do not see… and helps to complement the feedback process"* (Second focus group).

As the students' confidence increased, the teacher could take different roles as a guide, complement, moderator, and students profited more from interactions that allowed them to learn more collaboratively and become less teacher dependent. The teacher was able to adapt to the new learning and teaching conditions and change her role to enhance the student's learning process of writing in their target language through the implementation.

Benefits of Providing Online Feedback

Different participants in this study acknowledged that providing feedback online had multiple benefits to help students to learn how to write in their target language. In the following paragraphs, there is a description of these benefits.

A better feedback process for the students' writing.

Providing feedback through the online word-processing application on the students' writing in their target language allowed students to have a better feedback process. There are three main reasons that explain how this happened: one is related to time, another one is related to space and the other one is related to diversity.

First, although there were rules to do the assignments (including deadlines and content for texts), time was not a limitation for feedback. Students were not restricted to four-hour class once a week and had more opportunities to receive feedback. This happened because one day, the peer provided feedback, and the next day, the teacher. Thus, there were two entire days to review writings and reviewers were free to decide when to provide feedback during the day. They could manage their time to accomplish the activities and duties as the observer wrote in his in-depth reflection:

"Students knew they could participate in the class in different parts of the day, no restrictions of time" (Observer in-depth reflection).

In addition, as students and teacher did not have a particular hour to provide feedback, writers could receive feedback at any moment during the two days for this part of the writing process. This is why some students had two or three drafts of the same assignment. In figures 3 and 4, it is possible to see how the student received feedback two different days on two different drafts:

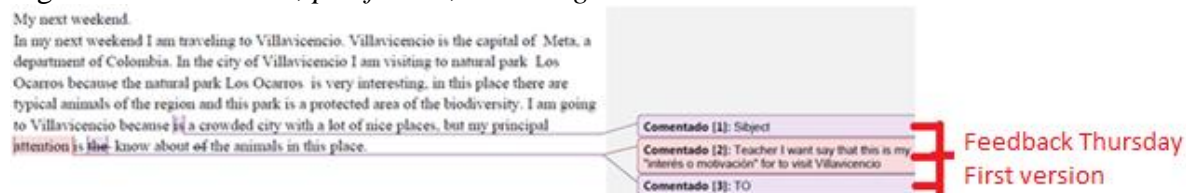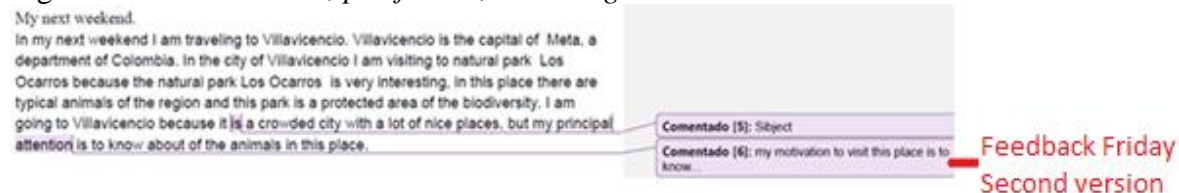Figure 3. *First version, portfolio 4, week August 30*

Figure 4. *Second version, portfolio 4, week August 30-*

Figures 3 and 4 show how the student received feedback on a first version, then he asked for help and received feedback on his second version. This shows clearly that feedback could happen at any moment while writing and revising. Time was not a

limitation and students could receive timely and personalized feedback, and revise their productions many times. Feedback for writing was not limited as it is in a traditional four-hour class. The online environment opened endless time possibilities for this particular class and allowed students to have the corrections they needed. In fact, the teacher wrote in one of her journals:

"The students could get feedback different days and from different people"

(Journal, September 20).

Second, target language writing was not limited to a physical space. Although this course still had a classroom for weekly meetings, as the following students said, practicing writing in a virtual environment, provided students with an online space to do the activities, meet and learn collaboratively from distant places after class time:

"To use this tool is like being sharing live and in person" (Second focus group).

"So you can revise the content and do the activities from any place, at any moment"

(In-depth interview, students with good process).

Face-to-face classes are limited to a schedule in a specific room, at least once a week. Interaction is limited to that particular space during that particular time. Therefore, this kind of classes will hardly accomplish the students' demands for learning how to write in their target language. This is why some authors say that time in the face-to-face sessions is not enough (Espitia & Cruz, 2013). This virtual environment, as explained before, allowed the participants to get rid of time and space difficulties for learning how to write in their target language. Students and teacher could work on-site and on-line with no limitations.

Finally, the third reason explains how diversity enhanced the feedback provision process. Students had different types of assistance to improve their written productions.

They could obtain feedback from their peers, their teacher and from the tool itself. As the observer wrote in his in-depth reflection:

> *"This writing class promoted a classroom dynamic for writing that increased students' possibilities for feedback"* (Observer in-depth reflection).

The possibility to have different feedback providers, allowed students to have different perspectives on what they were writing. Students could have different filters, they had their peer, their teacher and the tool itself as one of the students said:

> *"When I was writing, the application underlined some incorrect parts, I looked for the right way to write them and could correct them"* (second focus group).

Particularly, regarding the word-processing application implemented for this study, it is worth mentioning that the online tool has automatic correction. It marked some incorrect parts on the students' productions. Therefore, as students were writing, they received feedback on some problems of spelling and structure. This automatic feedback allowed students to write their first versions with better spelling and structure. They discovered this benefit from the tool and could use it to write better.

Traditionally, students receive feedback only from their teachers, however, using an online word-processing application allowed students to have a more varied and complete feedback process. They could have not only a combination of teacher and peer feedback, but also an automatic correction that the tool provided. Students had more possibilities to produce better writings and as the teacher wrote in one of her journals, her burden reduced:

> *"I couldn't provide feedback to all of the students because it was time consuming, but most of the students had feedback from their peers and did the activity"*
> (Journal, September 20)

In brief, the conditions for writing in a target language improved. There were various types of feedback and no limitations of time and space to provide and receive correction, students could expand their time for practicing in a guided way through an online environment. This implementation for writing assignments in a target language allowed students to be part of a more participative writing process where they were involved as feedback providers and could discover a new way to learn together that had no limitations of time, space and resources. In sum, this implementation for writing in a target language was an opportunity to enhance the conditions of a traditional face-to-face writing class for learning.

Practicing writing out of the classroom.

Language learners blame themselves for not practicing as much as they need to learn a target language, they acknowledge they are only exposed to their target language during class time. Using an online portfolio and encouraging students to participate as feedback providers allowed students to practice more their writing skills in their target language with their peers' and teacher's help. The students could practice not only during class time, but also during the week. Figure 5 shows the revision history of one of the students' portfolio. This is a feature of the online word-processing application that allowed to keep track of all the dates in which any change, in the portfolio, was done. In this figure, it is possible to see the dates in which students wrote or revised something in their portfolio from Monday, August 10 to Saturday, August 15:

Figure 5. *Revision history, portfolio 2*

Besides, the implementation of online teacher and peer feedback on the students'

portfolios was a three-step process. Students had to write their first drafts, provide feedback

to their peers, and revise their own productions using their teacher and peer's feedback. As

one of the students said, students felt these moments as three different opportunities to

practice the language:

> *"This was very useful because we have English class only once a week. With this implementation, we practiced English at least three times a week: writing, peer reviewing and correcting my own writing"* (second focus group).

Encouraging students to write on an online portfolio and review their peers' work

allowed students to practice grammatical structures, vocabulary, reading and writing

different days of the week. Writing a first draft provided students with opportunities to

practice writing in their target language. Reviewing others' work allowed students to

practice reading because they had to understand their peer's composition to provide

feedback. Finally, correcting allowed students to practice grammatical structures as they

tried to find their peers' mistakes.

Writing activities take time, they require different revisions and high levels of concentration. The electronic portfolio and feedback through the online word-processing application allowed students to practice writing from home and revise their productions collaboratively different days of the week. Practice was not limited to a particular place in a particular time, this implementation provided students with more opportunities to increase their exposure and contact with their target language.

Encouraging students to write better.

Through this online implementation, the scenario for the students to write changed. Students wrote not only for themselves and their teacher, but also for their peers. Therefore, students had a reader and so an audience to think of. In figure 6, it is possible to see that the writer has two readers who write comments about their impressions on the production:

Figure 6. *Portfolio 5, week Septiembre 7*
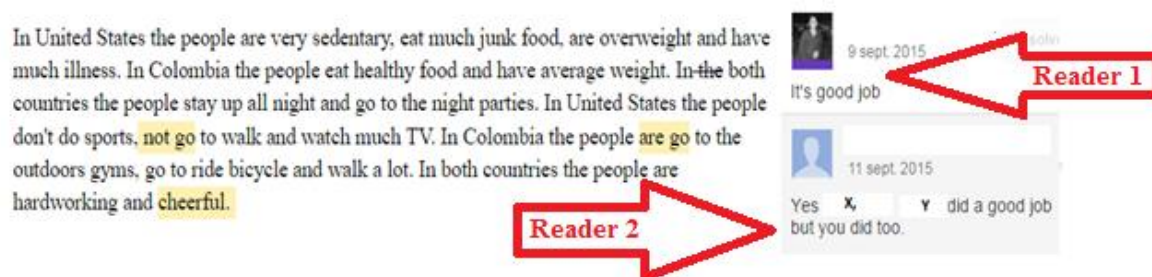
Students shared their writings with a peer and their teacher through the online word-processing application. In this way, instead of being only writing for a teacher trying to obtain a good grade, students were writing for their readers trying to be understood. This is why, as one of the participants said, students made bigger efforts:

"You can learn to write coherently because you hope that your peer understands

what you are writing so you make a bigger effort" (first focus group).

Integrating technology in teaching a target language with a particular purpose provides many benefits for the students' learning of writing in their target language. Students needed better conditions for feedback provision, more practice and motivation to go further. The teacher's decisions to implement online feedback provided students with all these conditions to improve their learning process. All students could have feedback combining online teacher and peer feedback. Students could practice more as they had different duties during the week: writing, providing feedback and correcting assignments. Finally, students were motivated to write clearer and better as they had an audience. This study showed that online portfolios and online feedback improved the conditions for the students' learning of writing in their target language. The study also suggests that the implementation not only enhanced feedback, but also changed the student's learning process into more collaborative and autonomous.

Moving into a More Collaborative and Autonomous Learning

This implementation had an impact on the way students learned, they learned not only collaboratively, but also autonomously.

Fostering collaborative learning.

According to Dillenbourg, the broadest definition of collaborative learning is that "it is a situation in which two or more people learn or attempt to learn together" (1999, p.1). Therefore, it is a co-construction of knowledge through interaction. In traditional classes, both students and teacher do not collaborate in the learning process. The teacher is in charge of everything: "to present, to explain, to encourage, to set standards and to assess" (Crabbe, 1999, p.3). In other words, the teacher is in charge of producing knowledge in the students, who are asked to follow teacher's instructions. However, the implementation of this study gave students more responsibility for their peers' and their

own learning. Although this was not a guideline for the course, students collaborated to learn together and were committed to do it as the evidence suggests:

> *"Besides all the difficulties, you could notice students' interest and commitment to help each other and improve their writing. A writing process like the one implemented in this classroom depended a lot on students' attitude and commitment to help each other, it was pretty clear that these students wanted to be helpful"* (Observer's in-depth reflection).

Considering collaborative learning as a co-construction of knowledge in interaction which is carried out through specific linguistic acts (Cecez-kecmanovic & Web 2000), it was possible to identify in the data two observable features of collaborative learning. These two features were related to the type of interaction and the type of linguistic acts that take place in collaborative learning.

Interaction in collaborative learning.

The roles of interaction in collaborative learning are not fixed, they change every few minutes, the regulator can become the regulated at any moment (Dillenbourg, 1999). In this study, roles were unfixed as well. For example, the teacher wrote in one of the journal entries:

> *"Online feedback seems not to be linear, there are not specified roles, any person can take the roles of the feedback provider or receiver at any moment. It may suggest that any person can provide feedback: the teacher, the writer and the reader. So feedback may be clearer because it becomes a conversation between writer, reader and teacher where there is correction, clarification and affirmation. The feedback provision does not depend only on the teacher"* (Teacher journal, August 28th).

As roles could change at any moment with the feedback provider becoming the one who was helped, writers could take an active role. They helped their reviewers to understand their message. Students being helped became helpers. Feedback receivers (writers) could not only receive, but also answer feedback comments. Feedback became an interaction between writer, teacher and peer to learn collaboratively. This interaction

allowed both peer reviewers and writers to learn at the same time. Therefore, students learnt collaboratively how to improve their productions.

Linguistic act: Seek clarification.

One of the linguistic acts of collaborative learning is to seek clarification (Cecez-kecmanovic & Web 2000). Data suggest that peer reviewers, students and teacher, were constantly trying to understand both the writing and the feedback comments collaboratively. They inserted comments to seek for clarification of specific parts of the texts or particular feedback comments. In the three following excerpts, it is possible to see how all of the participants (teacher, peer reviewer and writer) seek for clarification at a given moment, it is also possible to see how they interacted collaboratively to achieve understanding:

First, in this excerpt both the teacher and the writer sought for clarification:

> *Excerpt from the student paragraph: she isn´t young tall.*
> *Teacher: What do you mean?*
> *Writer: I don't know what's wrong, I asked someone who knows English and he doesn't know either.*
> *Peer reviewer: A, that "Young" sounds bad, I think you should only write "tall", as you are writing it, it says: She is Young tall (jóven alta). That is what I think.*
> *Writer: Thanks, I'll correct it later :**
> *Teacher: yes B is right* (Second portfolio of students' paragraphs).

Second, in this excerpt, the peer reviewer did not know the word "alike" and sought for clarification:

> *Excerpt from the student paragraph: Maria is a very happy person alike Pedro, he is very enthusiast.*
> *Teacher: Maria and Pedro are alike. They are very happy and enthusiastic.*
> *Peer reviewer: no entiendo eso del alike :S*
> *Writer: en las indicaciones que dice la profe al principio dice que utilizar palabras como like, alike, similar, different; adjectives, and comparatives and superlatives.*
> *Teacher: Alike is similar* (Second portfolio of students' paragraphs).

In this last example, the writer did not understand the feedback, thus she sought for clarification:

> ***Excerpt from the student paragraph:*** *In American the people use their cars a lot, in Colombia also use their cars.*
> ***Teacher feedback:*** *IS this a country? Look at this:*
> *http://www.wordreference.com/es/translation.asp?tranword=american*
> ***Writer:*** *I do not understand*
> ***Teacher feedback:*** *Who uses their cars? Colombian people?*

As data suggest, all of the participants of the study: the teacher, the peer and the writer made use of the "seek for clarification" linguistic act to achieve understanding of comments and writing content. They also worked as a team to provide those clarifications. This means that the teacher, the peer and the writer complemented and questioned each other through interaction to make feedback comments more understandable and precise. Participants used this linguistic act to understand each other, it allowed students to get the information they needed to improve their productions. This interaction allowed participants not only to provide clearer and more complete corrections but also to understand better the comments they received and the writing they were reviewing.

A remarkable effect of this implementation on the students writing learning process is that students learned more collaboratively. They interacted to improve their texts in their target language. Involving students as online feedback providers made a difference in the writing process. Students could interact rather than merely receive feedback and revise their writings.

Enhancing autonomy.

Some theorists define autonomy as "the ability to take charge of one's own learning" (Holec in Vieira, 1999, p. 149), therefore, according to this definition, autonomous learners are less teacher dependent because they know how to learn and have

learning strategies. This study shows that one of the impacts of this implementation is that students became more autonomous. In the data, there were two observable behaviors related to autonomy: the reduction of the students' degree of teacher dependency and the use of different learning strategies.

Students' own learning strategies to overcome writing difficulties and self-assess.

The study suggests that although the teacher role was always important, the students were gaining more responsibility of their own learning through the implementation. As students found their own strategies to overcome their difficulties and self-assess their own progress, they were more autonomous. The teacher was not the only one who knew how students could learn, and how to assess the student's progress. Students could explore themselves on different strategies to write and revise effectively their drafts, and strategies to measure their own progress.

Strategies to write and revise.

Data suggest that through the study implementation, students used different strategies to produce and revise their texts. There were two groups of strategies, one for the first draft and another one for the second draft.

First, to write their first drafts, students looked for examples in their notes, online material and dictionaries. They used all these resources to remember how to use the structures, link their ideas and include a variety of vocabulary in their productions. This means that to produce their first drafts properly, students used cognitive strategies. These strategies, according to Oxford (2003), "enable the learner to manipulate the language material" (p.12). This example of the evidence mentions clearly the strategies the students used to write their first drafts:

"At the moment of writing, I used the notes I took in class to remember the structure, I also used dictionaries to look for vocabulary and the slides published on Google classroom" (Second focus group).

Second, to revise their first drafts and write their second drafts, students used social strategies. Besides using their peer and teacher's comments to improve their drafts, students also asked other people, who were not part of this class, about their doubts. It is possible to see this situation in the following comment inserted in one of the portfolios:

"I do not know what is wrong, I asked someone who knows and he does not know either" (Second portfolio with students' work).

Students asked for help from people who did not belong to this class when they could not solve their difficulties on their writing by themselves or with their peer and teacher's feedback. They tried to exploit all of the possibilities they had at hand to find their own ways to solve their difficulties.

Although the roles the teacher took were very important for the impact of this implementation, the use of technology for writing assignments also encouraged students to take a more autonomous role. As students did not have their teacher by their side, they had to find their own ways to write their texts using what they learnt in class, in the observer's words:

"Online writing and online feedback permitted students explore new possibilities for improving writing, as they had the chance to look for online dictionaries or online grammar explanations, as students didn't have their teachers around, as they were used to, they had to find a way to deal with their questions, internet resources provided a very useful help for these students" (Observer's in-depth reflection).

Students were creative and found their own strategies to overcome their difficulties producing and revising. They were resourceful and discovered a way to use all the resources they had at hand to overcome their writing difficulties and produce good texts.

Assessing learning.

Besides cognitive, social and web-based strategies, students used metacognitive strategies. According to Cohen (1999), metacognitive strategies "allow learners to control their own cognition by coordinating the planning, organizing, and evaluating of the learning process" (p.62). Data suggest that students used these strategies because they reflected on their own learning progress. This means that students self-assessed trying to know how much they had learnt and how good they could do at writing. The following intervention explains how students self-assessed their degree of success when writing in their target language:

> *"Providing feedback when you are focused on your peer's mistakes, you also wonder if you did understand"* (First focus group).

The previous excerpt shows that the feedback provision process allowed students to self-assess their own performance. This process produced a mirror effect because students saw on their peers what they should and should not do. In the following intervention, it is possible to see how the student reflected on his own production and learning as he was reading and correcting his peers' writings:

> *"When you corrected your peer's work, you could find out mistakes that you made in your own paragraph. So this is another way to correct your own work"* (Second focus group).

Students usually ask their teacher about how much they have learned, or how good they are doing in the course, however, students can answer these questions themselves. Sharing writings and having the responsibility of a peer's improvement allowed students to discover a way to assess themselves. Reading and reviewing their peers' productions, allowed students to develop their capacity to recognize their strengths and weaknesses

when writing. Students could see in their peers' productions examples of how they should and should not use the language, and being able to identify this, provided students with information about their own achievements in terms of their learning in their target language.

Reducing students' teacher dependency.

Although the writing assignments were homework activities, students had the possibility to ask in class about the assignment, wait for teacher's feedback or to contact her through e-mail. Students could be as teacher dependent as they were in a traditional classroom. However, the students gained autonomy gradually. Students started providing more feedback and reacting more on corrections their peers made.

It was evident that students were not autonomous at the beginning of the study as most of the corrections were from the teacher. In fact, in the first two texts, while there were more than fifty comments with teacher feedback, there were only six comments with peer feedback (see table 4).

Table 5. *Teacher and Peer interventions in the first two paragraphs*

Teacher	Peer
56	6

The students had a poor participation in the feedback process at the beginning of the implementation, the number of their comments was reduced. Students did not know how to provide feedback and did not feel capable of correcting mistakes, this explains this poor number of peer corrections. In figure 7, it is possible to see that most of the comments were from the teacher:

Figure 7. *Portfolio 2, week August, 10*

However, the students' participation in the feedback provision process increased after the first two writings. Students realized they could do it. They understood they could improve their writings by paying attention to their classmates and by using all their resources. At the end, in the last three paragraphs (August 31, September 7 and 14), the students became less teacher dependent and students' corrections increased a lot. As it is possible to see in graph 2, students provided more feedback comments than the teacher.

Graph 2. *Feedback comments at the beginning and at the end of the implementation*
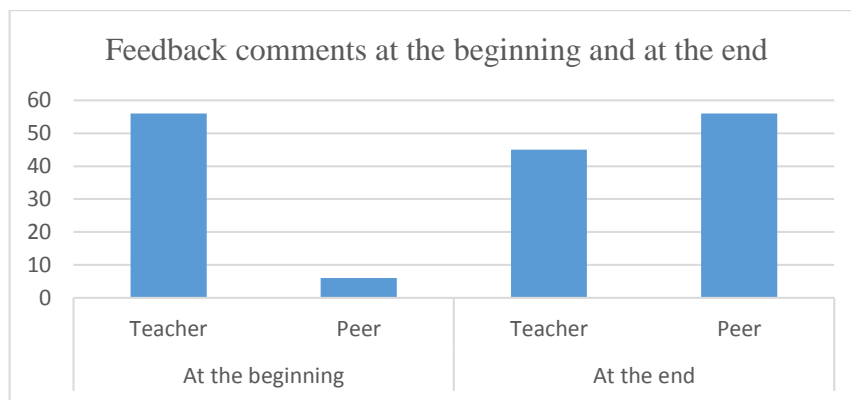
Peer feedback increased as students learned how to provide comments and were more confident. Students needed to realize that they were capable of helping their peers to

improve and needed to observe how their teacher provided feedback, they needed an example. Once students knew how to provide feedback and felt capable of correcting, corrections did not come only from the teacher and students could become less teacher dependent. In this example, the teacher wrote about students' independence to correct their paragraphs, it showed that students trusted their peers and used their comments to improve:

> *"With the help of the peer through this online tool students could finish their activities on time and were less teacher dependent"* (Journal, September 6).

In figure 8, it is possible to see that students' comments increased a lot. There was only one teacher's correction in this text:

Figure 8. *Portfolio 4,week August 31*

In few words, as students' confidence on their own capacities to correct their peer's work increased, student's teacher dependency reduced. Students became more autonomous and could improve their paragraphs not only with their teacher's but also with their peer's help.

Drawbacks

Although this implementation had many benefits for the students and promoted a more autonomous and collaborative learning process, at the beginning, there were some

drawbacks related to the students' study routines and to the feedback process. These difficulties decreased as students were more familiar with this online learning dynamic.

Difficulties related to the students' inappropriate study habits.

Having students work online was difficult. Students were not used to this kind of implementations. They did not follow guidelines, were not responsible with each one of the stages of the writing process and procrastinated their assignments. Although these difficulties reduced as students were more familiar with the implementation and the teacher found strategies to overcome these difficulties, they represented a real drawback when the implementation began.

As aforementioned, one of the difficulties was that students did not follow guidelines. Although the teacher provided written specific directions about the content to include and the way to write, students did not follow them. In the following quote, it is possible to see a description of this difficulty:

"Although the portfolio had a format and some guidelines to follow, about two students were not following neither the guidelines nor the format for writing their compositions" (Journal, August 14).

Students were used to answer or perform a given activity without understanding the guidelines first. They commonly did their assignments without following a format. They were used to ask their teacher when they had doubts to continue writing. However, to understand clearly who wrote what and who corrected what, this assignment required a specific format, which students had to follow.

Moreover, students were not responsible. In the first two assignments, it was common to see that students did their first texts but forgot to do the rest of the process. In the following quote, it is possible to read an excerpt about this issue:

44

"Many students didn't do the feedback nor the redo part of their compositions"
(Journal, August 14).

It was evident that students forgot to do this part of the assignment because they were not used to revise their productions and provide feedback. Once students wrote their first drafts, they felt they had already done the activity. They saw a text as a product not as production they could revise and improve collaboratively.

Besides forgetting to revise and provide feedback, students procrastinated their assignments as this student said in one of the focus groups:

"Either you forget to do the activity or you procrastinate it and so you do not do it"
(Second focus group).

In this study, students did not have adequate study routines. They did not follow guidelines, procrastinated and forgot to finish their assignments. Once the teacher identified how students' habits were not going to facilitate the implementation of online feedback, it was possible to analyze the situation and correct. In online activities, students have a lot of freedom, thus they should have appropriate study routines to succeed. Students should not behave as they do in face-to-face classes where teachers can have total control of their learning process.

Difficulties related to the peer feedback process.

Providing feedback was not an easy process. Due to the students' linguistic level, students provided positive feedback, wrong corrections and did not trust their peer's feedback.

Students highlighted as mistakes parts that were correct and provided mainly positive comments when there were many problems of structure in their peer's productions.

This means that students had grammar and vocabulary difficulties. There was evidence from different participants on this difficulty in feedback provision. For instance, one of the students said:

"Something that is not effective is when your peer highlights something that is not wrong" (first focus group).

In another example taken from the data, the teacher wrote:

"Although there were many structure and punctuation mistakes, the feedback provided was mainly positive with comments such as: very good, I like that" (Journal, August 14).

In other words, students provided positive and wrong feedback, when they lacked knowledge about a particular aspect of the language. It was clear that the student's level in their target language affected the quality of the corrective feedback they provided. This situation had a negative impact on the students' trust towards their peers' capacity to correct. Some students did not trust their peers' feedback. Students did not correct based on their peer's correction but on their teacher's correction as the teacher wrote in one of her journal entries:

"In one of the portfolios, one of the students did all of the corrections the teacher marked and did none of the ones the peer marked" (Journal, August 28).

Students were not used to be assessed by a peer and did not trust their peers' corrections as they observed some inconsistencies. However, at the end, students' trust on their peers increased a lot, they used most of the peer feedback comments to improve their paragraphs. For example, the teacher wrote in one of her journal entries:

"Most of the students corrected the mistakes their peers marked" (Journal, September 6).

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Figure 9 shows clearly the change in the students' attitude towards their peers' corrections:

Figure 9. *Portfolio 4, week August 31*

Through this study, it was possible to observe how students' difficulties related to their study habits and the feedback process decreased. Drawbacks were a consequence of a new implementation the students were not used to but time, practice and the teacher's strategies to help students to overcome their difficulties allowed students to improve their learning process of writing in their target language.

Discussion

As many authors have shown, an adequate integration of technologies for teaching purposes has a very positive impact on teaching and learning. For instance, the use of Facebook in writing classes is interesting and effective for students (Shih, 2011). Peer-feedback and blogging act as factors to enhance or maintain levels of coherence in paragraphs (Gómez & Mcdougald, 2013). The use of forums fosters collaborative learning (Espitia & Cruz, 2013). The use of self-management systems (Bedoya, 2014) and Storybird (Herrera, 2013) allows students to develop autonomous behaviors. In general terms, Shin (2014) suggests that using ICT tools for collaborative writing promotes monitoring and peer revising; and fosters individual accountability and positive interdependence. Particularly, this study shows how the implementation of online teacher and peer feedback on students' texts changed the students' writing process in their target language. This implementation allowed students to learn more collaboratively and autonomously. This study also showed that the role the teacher played was a key aspect to change the situation of the students' learning. The study showed that without a teacher, results would not have been the same.

Teacher's role in the use of educational technology

Computers are useful not only for teaching. They are useful for anything someone can imagine. They are even useful for socializing. They do not represent any set of teaching and learning principals or theories. They can fit from a merely grammatical course to a purely communicative one. They are useful to teach any content, to practice any skill and to achieve any objective. Therefore, technological tools do not represent any approach to language teaching, they are neutral resources that can be adapted to any approach and any teaching objective. In Blake's words, "all the new digital technologies offer is a new set of

tools that can function in service of the language curriculum with the correct application"

(2008, p.8).

As aforementioned, technologies can be used for any teaching approach. Teachers

can use them for teaching students how to communicate or how to structure their messages.

Particularly, in this study, technology was used for learning how to write in a target

language. This study showed that technological implementations are useful to enhance the

students' writing process in their target language. Technology allowed to combine teacher

and peer feedback to overcome limitations of time and space for correction and practice.

However, the technological tool, alone, would not have had any impact on the students'

learning. As Blake (2008) said, technologies need a correct application to be effective.

Therefore, there should always be a teacher moderating the learning process through

technology.

In fact, this study and the one carried out by Bedoya in 2014 suggest that students

do not take an active role since the beginning of technological implementations. This is

why teachers should become constant motivators (Muñoz & Gonzalez, 2010) in virtual

learning environments. Students need someone who can encourage them to participate

more and be more active in their own learning process at least during the first stages of

technological implementations.

Students, in this study, came from traditional schools. Students did not know how to

learn by themselves and were not used to assess their own and their peers learning.

Through technology, the teacher found a way to give students ownership of their writing

process and to allow them to take a more collaborative learning process. She recognized

students as capable of assessing good and bad work and as capable of complementing their

peer's learning. Although the implementation was not easy at the beginning, by the end, the

students became more autonomous and more aware of their opportunities for learning. The teacher became a moderator in this learning situation.

This study showed how important is a teacher for the students' learning process through technology. At the beginning, the teacher was important as a guide and moderator because the students lacked knowledge and skills. Then, she was important as a complement and resource because students were already used to the implementation and were capable of using the resources they had at hand to overcome most of their difficulties but still needed their teacher's help to solve some doubts. This study showed how important knowledgeable teachers are. Teachers who are able not only to integrate technology to their teaching practices but also to recognize the role that is needed to enhance the students' learning conditions.

Using technology for teaching

Although research shows that using technology for teaching languages has a positive impact on the students' learning process, a tool by itself do not generate this impact. The tool in itself is nothing, teachers are those who create the conditions for learning through technological resources.

Using technology in the classroom, in this study, was more than taking the tool and asking students to use it. The teacher connected the students' writings to class topics. She assigned due dates for each writing. She monitored students' work not only when writing but also when providing feedback and rewriting. She paired students according to their levels. She selected a tool that allowed collaboration in the process of writing. Therefore, this implementation needed a teacher with technological, pedagogical and content knowledge (Mishra & Koehler, 2006) to have a positive impact on the students' learning

process. The implementation allowed students to learn more collaboratively and autonomously, but it did not happen magically. "Technology is a tool, not a silver bullet" (Kopp, 2013, p.3). It happened because the teacher found a way to create the conditions for this to happen.

It is impossible to deny how positive using technology for teaching and learning purposes is. But it is important to acknowledge the role that human beings, teachers and students, play in using it. They are those who make technology work. "Merely knowing how to use technology is not the same as knowing how to teach with it" (Mishra & Koehler, 2006, p. 1033). The same happens regarding learning. Merely knowing how to use technology is not the same as knowing how to learn with it. This means that for teaching and learning through technology, teachers and students should see on technology a tool to exploit, find its potential and the way to use it in function of their particular teaching and learning objectives. As Kopp (2013) said, like all tools, technologies "can be helpful or harmful" (p.3), results depend on the way people use them.

The frustrating reality in the field of educational technologies is that "teachers see technology as a tool to inspire students' learning; entrepreneurs see it as a way to standardize teaching, to replace teachers, to make money and to market new products" (Ravitch, 2013). However, if our objective is actually to improve education, "our conversations should focus on finding ways to let technology do what it does best so that we can leverage teachers to do what they do best" (Arnett, 2013). These conversations should allow teachers to be informed about how to use technology to favor teaching and learning processes.

Autonomy

For some authors, autonomy is "the ability to take charge of one's own learning" (Holec in Vieira, 1999, p. 149). According to Bedoya (2014), in virtual environments, platform, course design and teacher's role influence the degree of students' autonomy. This study also shows that the teacher's role influences the students' degree of autonomy, it also suggests that in virtual environments, students can gradually become autonomous learners. Students become more autonomous as they learn how to learn.

This study suggests that students can find their own ways to learn when they are exposed to online learning activities. A detachment, in terms of time and space from their teacher, forces students to look for their own ways to overcome their difficulties. Technologies, as this study suggests, allow students to find different answers to their questions through online resources by themselves.

However, students will not become autonomous just because they have technology to find their answers. Students need guidance, as Nunan, Lai and Keobke said, "learners do not come into our classrooms with a natural endowment to choose both wisely and well" (1999, p.70). Learners need time and guidance to find effective strategies to learn and develop their autonomy. Therefore, having dependent students at the beginning is just a natural part in every learning process. Students become autonomous as a result of the actions that teachers, who trust their students' capacities, take.

This study also suggests that to have more autonomous learners, there should be less teacher-centered classes. Teachers should change their roles. They should be able to adapt to the role the classroom is asking them to assume, and they should be able to understand how they can help better their students. They should become facilitators, counselors, guides (Picón, 2012), they should be a resource for the students' learning

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process (Moore, 1973). The use of technology to provide teacher and peer feedback, assign and produce writings, allows students and teachers to take these roles. Students can gain more ownership on their learning process and teachers can moderate the learning process in a more learner-centered environment.

Teachers are and will always be important to guide students. However, there is a need for teachers who allow students to find their own answers, to explore their own learning strategies. There is a need for teachers, who can not only accept the initial students' dependency, but also who can find a way to allow students to become more autonomous. Students can learn to be autonomous if they are guided about how to do it.

Conclusions

This study aimed at exploring the effects of online teacher and peer feedback on the students' writing process in their target language. In the light of the findings of this study, it is possible to conclude that an appropriate technological implementation encourages students to learn collaboratively and autonomously. Involving students as feedback providers promotes collaborative learning and teacher detachment in terms of time and space motivating students to find their own strategies to overcome their difficulties. It is also possible to conclude that it is important to see technology as it is, a tool whose impact can be whether positive or negative. The effect depends on how teachers decide to implement technology. The ones who make the difference are teachers who should adapt to the students' needs to improve their learning conditions through technology.

As in every implementation, students, in this study, experienced different difficulties. However, the teacher moderated the implementation and guided the students when it was necessary. The teacher's procedures allowed students to be more confident and overcome their difficulties. Therefore, an appropriate technological implementation implies a teacher with the required knowledge: the technological, pedagogical, content knowledge. A teacher who can identify students' difficulties and can find strategies to help students to overcome them. Technology does not solve teachers' difficulties but it offers new possibilities. This study unveils the need for an understanding about how educational technology works and about what the students need in online environments. It is important to emphasize on the idea that although technologies are useful for learning purposes, there is a need for people prepared in the field, who are planning, moderating and guiding the learning process through technology.

Further Research

There is much left for future research. On the one hand, according to Mishra and Koehler (2006), teachers using technologies should know how technologies, content and pedagogy are related to select the appropriate technological tool for a particular teaching objective of a specific content. This knowledge will only be obtained through experience and research. This study suggests that online word-processing applications are useful to teach how to write in a target language and to change the students' learning process into a more collaborative and autonomous one. But there are many other tools and many other uses of online-word processing applications offering other possibilities that could be helpful for students and could have a different impact on their learning. On the other hand, as teachers, we have the responsibility of exploring and letting people know about how learning can be achieved through technological implementations. Teachers should be able to make informed decisions about what is best for students.

Regarding feedback, this study shows that it is important to combine teacher and peer feedback but more research is needed about this issue. It would be interesting comparing the learning process of three different groups of students: with peer feedback, with teacher feedback and with peer and teacher feedback. It would also be interesting classifying the types of feedback used by teacher and students and compare the students' uptake in terms of feedback provider and type of feedback.

This study explored peer and teacher feedback on writing through an online word processing application, what about the use of this tool to provide feedback on speaking, listening and reading? How can this combination of feedback change the learning process for these skills? Can students be more autonomous? Can students learn collaboratively?

Particularly, there is much left to say about writing. How can the same study impact the students' learning process in academic writing, in collaborative writing, in creative writing?

Limitations of the Study

This study had some limitations. First, there was a small number of students. Second, I could not conduct the focus groups as I planned, I wanted to conduct one in the middle and one at the end of the process, but due to time constrains, I had to implement the two focus groups almost one after the other one. This did not allow me to clearly divide the data in terms of time. Finally, I only collected one in-depth analysis from the observer, more information from the observer could have enrich more the contrast among the different perceptions on the study implementation.

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APPENDIX A: CONSENT FORM

UNIVERSIDAD DE ANTIOQUIA

Escuela de Idiomas
Maestría en Enseñanza y Aprendizaje de Lenguas Extranjeras
Formato de información de los participantes y código de ética

Titulo del estudio: The impact of an online word- processor on peer feedback on writing

Investigadora en Formación:

Natalia Isabel Franco Betancur. Teléfono: 321 873 71 11

Asesor de la Investigación:

Jorge Hugo Muñoz Marín

DESCRIPCIÓN DE LA INVESTIGACIÓN:

Usted ha sido invitado(a) a participar en un estudio que busca explorar el impacto que un procesador de palabras en línea tiene en la retroalimentación entre pares en la escritura. Usted ha sido seleccionado(a) porque como estudiante nos puede proveer de información valiosa.

Esta investigación se llevará a cabo en la seccional Oriente de la Universidad de Antioquia. Los participantes en este estudio incluyen estudiantes de Medicina veterinaria de esta seccional que actualmente están cursando el nivel dos de Inglés.

Los datos que se recogerán en este estudio incluyen: grabaciones de audio, escritos de los estudiantes, interacciones escritas de retroalimentación, grupos focales y diarios de reflexión. Sólo los investigadores tendrán acceso a la información que usted brinde.

¿QUÉ IMPLICA MI PARTICIPACIÓN?

Si decide participar en esta investigación, se le pedirá brindarnos acceso a sus escritos y su respectiva retroalimentación y corrección en el procesador de palabras en línea para así poder analizar el impacto que este procesador tiene en el proceso de la retroalimentación. Además de esto, se le pedirá participar en dos grupos focales para recoger información acerca de las facilidades y desventajas de la retroalimentación a través de un procesador de palabras en línea. Finalmente, diarios serán usados sistemáticamente para reflexionar continuamente sobre la investigación.

¿HAY ALGUN BENEFICIO PARA MI?

Se espera que el beneficio directo para usted por su participación en este proyecto sea en materia de formación académica.

¿CÓMO SE VA A PROTEGER MI CONFIDENCIALIDAD?

En ningún caso, su nombre será utilizado.

¿A QUIÉN DEBO CONTACTAR SI TENGO PREGUNTAS?

Puede hacer cualquier pregunta sobre esta investigación cuando lo desee. Si después del día de hoy le surge alguna pregunta sobre esta investigación, puede contactar a la investigadora en formación Natalia Isabel Franco Betancur al 321 873 71 11 o al correo electrónico: natalia.franco.betancur@gmail.com. También puede contactar al asesor del proyecto, Jorge Hugo Muñoz Marín, al correo electrónico: hugomu74@gmail.com, él podrá proveerle información adicional.

Su participación es totalmente voluntaria. Si decide no participar o retirarse de la investigación, esto no tendrá ninguna implicación para usted.

Su firma indica que ha leído este formato, ha tenido la oportunidad de hacer preguntas sobre su participación en esta investigación y voluntariamente acepta participar. Va a recibir una copia de este formato para sus registros.

Nombre del participante:

_____

Firma del participante:

_____

Fecha:

_____

APPENDIX B: FIRST FOCUS GROUP PROTOCOL

Focus group: Questions

1. ¿Qué opina de la posibilidad que se tiene en este curso de dar y recibir **retroalimentación** desde la casa? 2. ¿Qué han aprendido del **proceso** de escribir y recibir retroalimentación en línea de un compañero? 3. ¿Qué **ventajas y desventajas** del proceso completo ven?	**4.** ¿Qué piensan de **Google Docs?** 5. ¿Qué tan útil y efectivo es **Google Docs** para dar y recibir retroalimentación?
6. ¿Cuáles **herramientas** usas con más frecuencia para dar retroalimentación (comentarios, subrayado, coloreado…)? ¿Por qué? 7. ¿Qué **herramientas** le ayudan a ver más el error?	8. ¿Qué **ventajas y desventajas** ven al dar y recibir **retroalimentación** de esta manera? 9. ¿Qué hace que la **retroalimentación** sea más efectiva? ¿Por qué?

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APPENDIX C: SECOND FOCUS GROUP PROTOCOL

1. ¿Describa el proceso que tuvieron de escritura a través de la herramienta en línea?

2. ¿Qué piensan de las correcciones a los textos hechas por la profesora y por un compañero en línea?

3. ¿Qué piensan de la herramienta?

4. ¿Después de haber terminado este proceso de escritura mediante una herramienta en línea y con la ayuda tanto del profesor como del compañero, que aciertos y desaciertos ven? (que consideran que les ayudo y qué no)

5. ¿Cómo creen que fue su participación en el transcurso de las actividades tanto haciendo correcciones como corrigiendo sus propios escritos?

6. ¿Qué tan efectivo fue el proceso de recibir correcciones y de hacerlas en la escritura de sus textos?

7. ¿Después de haber terminado el proceso que herramientas considera que fueron más efectivas para dar y recibir retroalimentación? Cuáles fueron las menos efectivas?

8. ¿Cómo valora el rol de la herramienta en línea después de este proceso? Por qué?

APPENDIX D: STUDENT WITH GOOD PROCESS IN-DEPTH INTERVIEW

1. ¿Qué cree que hizo su proceso de escritura exitoso?
2. ¿Cuáles fueron sus estrategias?
3. ¿Qué le sirvió de la herramienta?
4. ¿Qué resaltarías de la herramienta y la dinámica para la corrección de los textos?
5. ¿Qué sugeriría?
6. ¿Volvería a utilizar la herramienta?

APPENDIX E: STUDENT WITH BAD PROCESS IN-DEPTH INTERVIEW

1. ¿Qué dificultades encontró en el proceso de escritura a través de la herramienta en línea?
2. ¿Qué cree que debió haber hecho para tener un proceso más exitoso?
3. ¿Qué piensa de la herramienta en línea tanto para escribir como para corregir pares y ser corregido?
4. ¿Qué sugeriría?
5. ¿Qué piensa que sería mejor no repetir en una implementación como esta?
6. ¿Qué tan efectivo considera que es el uso de una herramienta virtual para corregir escritos entre pares?

APPENDIX F: FORMAT FOR THE PORTFOLIOS

August 10

Activity: Describe one of your peers. You should describe his/her physical appearance and write about his/her character traits. This composition should have no less than 60 words. You should use punctuation marks and linking words such as and, but. This writing should be finished for Wednesday, you should provide feedback to your peers for Thursday and you will be receiving feedback from your peers and teacher that same day. Finally, you should rewrite this composition on Friday. DON'T USE GOOGLE TRANSLATOR, USE VOCABULARY AND STRUCTURES WE HAVE BEEN WORKING IN CLASS.

Student 1: _____

Student 2: _____

Redo: you will rewrite your compositions taking into account your peers comments. Do not delete your peers' comments, redo your writing in this part.

Student 1: _____

Student 2: _____

August 24:

Activity: Select a Colombian city or town for your next weekend, describe the place. Use also linking words such as but, and. This writing should have no less than 70 words. It should be finished for Wednesday, you should provide feedback to your peers for Thursday and you will be receiving feedback from your peers and teacher that same day. Finally, you should rewrite this composition on Friday. DON'T USE GOOGLE TRANSLATOR, USE VOCABULARY AND STRUCTURES WE HAVE BEEN WORKING IN CLASS.

Student 1: _____

Student 2: _____

Redo: you will rewrite your compositions taking into account your peers comments. Do not delete your peers' comments, redo your writing in this part.

Student 1:_____

Student 2: _____

August 31

Activity: Write a composition comparing two people or two cities. This composition should have no less than 70 words. Use words such as: like, alike, similar, different; adjectives, and comparatives and superlatives. This writing should be finished for

Wednesday, you should provide feedback to your peers for Thursday and you will be receiving feedback from your peers and teacher that same day. Finally, you should rewrite this composition on Friday. DON'T USE GOOGLE TRANSLATOR, USE VOCABULARY AND STRUCTURES WE HAVE BEEN WORKING IN CLASS.

Student 1: _____

Student 2: _____

Redo: you will rewrite your compositions taking into account your peers comments. Do not delete your peers' comments, redo your writing in this part.

Student 1: _____

Student 2: _____

September 7

Activity: Write a descriptive paragraph comparing Colombian and American habits. The paragraph should have no less than 80 words. This writing should be finished for Wednesday, you should provide feedback to your peers for Thursday and you will be receiving feedback from your peers and teacher that same day. Finally, you should rewrite this composition on Friday. DON'T USE GOOGLE TRANSLATOR, USE VOCABULARY AND STRUCTURES WE HAVE BEEN WORKING IN CLASS.

Student 1: _____

Student 2: _____

Redo: you will rewrite your compositions taking into account your peers comments. Do not delete your peers' comments, redo your writing in this part.

Student 1: _____

Student 2: _____

September 14

Activity: Write the recipe of something you eat everyday. This writing should be finished for Wednesday, you should provide feedback to your peers for Thursday and you will be receiving feedback from your peers and teacher that same day. Finally, you should rewrite this composition on Friday. DON'T USE GOOGLE TRANSLATOR, USE VOCABULARY AND STRUCTURES WE HAVE BEEN WORKING IN CLASS.

Student 1: _____

Student 2: _____

Redo: you will rewrite your compositions taking into account your peers comments. Do not delete your peers' comments, redo your writing in this part.

Student 1:_____

Student 2: _____

September 21

Activity: write the plan for your dream vacation. Describe the place where you will stay and the activities you are planning to do. This composition should have no less than 100 words. This writing should be finished for Wednesday, you should provide feedback to your peers for Thursday and you will be receiving feedback from your peers and teacher that same day. Finally, you should rewrite this composition on Friday. DON'T USE GOOGLE TRANSLATOR, USE VOCABULARY AND STRUCTURES WE HAVE BEEN WORKING IN CLASS.

Student 1: _____

Student 2: _____

Redo: you will rewrite your compositions taking into account your peers comments. Do not delete your peers' comments, redo your writing in this part.

Student 1: _____

Student 2: _____

October 19

Activity: Write your autobiography. Include all your personal information, you can also write about important people in your life like your family, include linking words such as, before that, after that... This writing should have no less than 100 words. It should be finished for Wednesday, you should provide feedback to your peers for Thursday and you will be receiving feedback from your peers and teacher that same day. Finally, you should rewrite this composition on Friday. DON'T USE GOOGLE TRANSLATOR, USE VOCABULARY AND STRUCTURES WE HAVE BEEN WORKING IN CLASS.

Student 1: _____

Student 2: _____

Redo: you will rewrite your compositions taking into account your peers comments. Do not delete your peers' comments, redo your writing in this part.

Student 1: _____

Student 2: _____