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# Patterns of interaction during peer feedback exchange in online EFL writing lessons

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**Highlights**

- This study investigated the interactional patterns EFL learners form in online writing lessons.
- Storch's (2002) framework for interaction patterns was used to analyze the data.
- The most common pattern was found to be expert/novice, which is seen when both participants showed engagement in the task, but only one of them had control over it.
- The second most common pattern was found to be dominant/passive, which is coded when one participant has control over the task and there is low engagement.

**Article Info:** Research Article

**Keywords:** *writing, peer feedback, interaction, pattern.*

**Abstract**

Little is still known about interaction patterns learners form while exchanging peer feedback particularly when working with different peers. To address this gap, this study analyzes patterns of interaction while exchanging feedback on academic paragraphs written by 16 English as a foreign language (EFL) learners enrolled at a state university in Türkiye. The participants were asked to write three academic paragraphs and submit them online. They were paired with a different student for each paragraph feedback session and exchanged their paragraphs. Then they held an online meeting on Microsoft Teams with their partner and exchanged feedback. The meetings were recorded. Next, the students revised their paragraphs considering the peer feedback. They made the changes on their paragraphs only if they found the peer feedback useful and necessary. Patterns of interaction in the recordings were analyzed according to Storch's (2002) framework. According to it, there are four interaction patterns placed on mutuality and equality axes and named as collaborative, dominant/dominant, dominant/passive, and expert/novice. The results showed that the most common pattern was expert/novice. That means in the majority of the peer feedback sessions reviewers controlled the task, but both participants showed engagement. Around half of the participants were consistent in their patterns both as a reviewer and a writer. This study is believed to shed light on EFL learners' roles as writers and reviewers. It is also believed that with a comprehensive peer feedback training, learners could be encouraged to form more collaborative patterns, which is associated with better learning outcomes.

## 1. Introduction

One of the most cited definitions of peer feedback was suggested by Liu and Hansen (2002, p. 1) as "an activity during which students work together to provide comments on one another's writing in both written and oral formats through active engagement with each other's progress over multiple drafts". Similarly, Yu and Lee (2016, p. 461) defined peer feedback as "the activity during which learners provide and receive feedback on their peers' writing in the written and/or oral mode in pairs or small groups". Peers give qualitative comments on writers' work so that they can do a better job (Zong et al. 2021).

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Peer feedback has been implemented both in L1 and EFL (English as a Foreign Language) classes since the beginning of 1980s (Liu & Sadler, 2003). Although it is not a new practice in language teaching, peer feedback has been more commonly implemented in language classes due to the positive outcomes it brings. These are like a remedy to writing classes because peer feedback increases the interaction among students (Liu & Carless, 2006). Especially in online education during COVID-19 Pandemic, teachers suffered from lack of interaction and motivation among learners, which is why peer feedback practices were used as a way to ensure more interaction and higher motivation in language classes. Furthermore, learners are more likely to collaborate with their peers while exchanging feedback. They feel more motivated and less anxious because they feel that they actively use their knowledge to help their friends (Hyland & Hyland, 2006). They also get audience awareness which helps them understand how their drafts are perceived by their readers (Mendonça & Johnson, 1994).

The reasons why peer feedback should be implemented in second language writing classrooms may also be found in mainly four different theories which are *Process Writing Theory, Sociocultural Theory (SCT), Interactionist Theory,* and *Collaborative Learning Theory* (Liu & Hansen, 2002). In the process writing theory, students are expected to produce multiple drafts, and writing which is seen as a process may differ from one learner to another (Liu & Hansen, 2002). Students brainstorm, outline, write their first drafts and subsequent drafts, and edit their work. As is feedback, peer feedback is also a crucial part of this dynamic process (Zamel, 1983) because learners recreate their work by negotiating meaning and conveying knowledge to another learner (Yu & Lee, 2016). If learners engage in a writing process by providing and receiving peer feedback, they are able to find the most efficient methods to express themselves, to practice the knowledge they have got related to writing and the target language itself, and take up a more active role (Hu, 2005).

Second theory which relates to peer feedback practices is Vygotsky's SCT (1978), according to which learning takes place only through social interaction. In other words, sociocultural theory builds learning on social contexts, and claims that learning cannot be thought apart from the social contexts. This theory claims that a learner can get assistance from a more knowledgeable learner. As a result of this, the learner becomes more capable with the peer assistance. This help which is given by the more competent learner to the learner in need is called as *scaffolding.* Although this theory was originally put forward for child development, it is also used in second language learning (Liu & Hansen, 2002). The theory was also extended to second language writing by claiming that a learner's writing skills can be bettered with the help of the assistance obtained from a peer (Liu & Hansen, 2002). In other words, peer feedback activities require learners to scaffold one other so that they can get help for problematic areas and improve those areas through revisions (De Guerrero & Villamil, 2000).

Another related theory is interactionist theory. According to this theory, the more meaningful input a learner receives, the more learning is facilitated. When learners take part in peer feedback activities, they also engage in group work activities, which also increases their chance to practice and understand the target language more effectively (Liu & Hansen, 2002). Also, they are given more chance to realize their mistakes and weaknesses (Gass, 2003). Collaborative learning theory is another theory which supports peer feedback practices. The supporters of this theory claim that when learner collaborate and communicate with their peers, their learning is facilitated (Bruffee, 1984). In peer feedback activities in writing classes, learners 'pool off their resources' to help one another and are able to produce better written products, which they would not be able to do without a peer help (Hirvela, 1999).

Collaborative learning theory, interactionist theory, process writing theory and SCT are closely related to each other in some respects. To begin with, process writing theory highlights the importance of collaboration and interaction in the development of writing skills of a learner (Sala-Bubaré & Castelló, 2018). That is why process writing theory is found to have roots in SCT and collaborative learning theory (Slavkov, 2015). In addition, all the theories are learner-centered because learners are encouraged to take both an active role in writing process and responsibility for their learning. In all these theories, learners

interact with each other, work mutually in the writing process and are involved in a dialogic context (Yager, 1991). As all these theories highlight, interaction among learners is of crucial importance in the writing process. This study also centers on the interaction during peer feedback activities in a writing class. With the increasing popularity of peer feedback practices in EFL writing classes, more and more studies have been conducted on different aspects of peer feedback. One of the most researched areas is the effect of peer feedback practices on writing performance. There are many studies which show that peer feedback practices have a positive impact on learners' writing performance and quality (Berggren, 2014; Birjandi & Tamjid, 2012; Çiftçi & Koçoğlu, 2012; Diab, 2011; Hu; 2005; Hyland & Hyland, 2006; Kamimura, 2006; Lundstrom & Baker, 2009; Min, 2016; Vuogan & Li, 2022; Yang & Meng, 2013). Besides writing performance, studies have been carried out to find out if peer feedback facilitates language learning and the results showed that peer feedback fosters language learning (De Guerrero & Villamil, 2000; Diab, 2010; Lee, 2015; Reichelt, 1999; Yu & Lee, 2016).

Apart from the studies which touch upon linguistic effects of peer feedback, there are also studies on the impact of peer feedback on cognitive, social, and affective areas. One of the mentioned groups of studies have been conducted to find out if peer feedback practices in L2 writing process foster autonomy, and the results showed that they increased autonomy (Shen, 2020; Yang et al., 2006.). Some other studies also showed that peer feedback boosts learners' confidence and motivation (Cotterall & Cohen, 2003; Weng et al., 2022; Yao et al., 2021; Yu et al., 2020). Many studies have also revealed that receiving feedback from a peer rather than a teacher also offers a more relaxing and facilitative learning atmosphere (Hu & Lam, 2010; Kurt & Atay, 2007; Lee, 2015; Zhang et al., 2022; Zhao, 2014). Another area which has been the subject to peer feedback studies is the interaction learners form during peer feedback activities. Although there have been studies on this matter, more research is required to understand how EFL learners in Turkiye interact with one another during peer feedback practices. That is why this study aims to fill this gap.

## 2. Literature review

To begin with, Storch's (2002) work has been cited by many researchers studying peer feedback interactions. Storch (2002) aimed at learning if different patterns in pair interactions lead to various learning outcomes. 32 students from the researcher's writing class participated in the study, and in-depth analysis was carried out with 10 pairs. The students wrote three tasks, and they decided who to work with. The data were collected through pair talk recordings, pre and posttests, a survey which was given at the beginning to understand the participants' perceptions, the researcher's observations and the participants' writing tasks. Firstly, the recordings were transcribed, and the researcher found four interaction patterns in her analysis. These are named as collaborative, dominant/dominant, dominant/passive, and expert/novice. She suggested differentiating among these patterns in terms of two factors called equality, which is "the degree of control or authority over the task", and mutuality, which refers to how engaged learners are with each other's contribution (p. 127). Each of these interaction patterns are explained. If the dyads work on the task together, put forward and discuss ideas willingly, that means they are engaged in a collaborative interaction. They take on equal responsibility and mutual work. If the learners in a dyad contribute to the task, but cannot easily negotiate, then the interaction is called dominant/dominant where equality may be moderate to high, and mutuality is moderate to low. In dominant/passive pattern, one participant behaves in a more authoritative way while the other is passive and does not contribute to the task much. In the last pattern, expert/novice, one of the participants has more control of the task, yet unlike the dominant participant, the expert encourages the novice to contribute to the task. Storch found that the collaborative interaction is the most common type of pair interaction. In addition, learners tend to scaffold each other more when the interaction is collaborative or in expert/novice pattern.

Some other researchers employed Storch's (2002) framework in their studies on peer feedback. One of them was carried out by Zheng (2012) with 28 students in a writing class in at a Chinese university with the purpose of understanding the nature of peer feedback activities. The data collected throughout the study comprised of the researcher's observation notes during the interactions, discourse analysis, in-class discussion, interviews, and the participants' written tasks. In addition to the four interaction patterns

suggested by Storch (2002), a fifth interaction pattern, passive/passive, appeared in Zheng's study. Such a pattern shows that the participants are not knowledgeable enough about the target language, which suggests that they need assistance from their teacher. According to the results, learners who show collaborative or expert/novice interaction patterns tend to incorporate their partner's suggestions into their revisions more, and they are more likely to get more learning outcomes, which was in consistent with Storch's (2002) study. Roberson (2014) also investigated interaction patterns during peer feedback practice using Storch's (2002) framework. The researcher compared five pairs' feedback session recordings and the students' drafts. The results were similar to Zheng's (2012) study in that collaborative and expert/novice interactions result in better revisions. Finally, Tajabadi et al. (2020) carried out their study combining Vygotsky's sociocultural theory and Storch's framework with 32 participants of similar language levels. The participants gave feedback to one another on the six paragraphs they had written, and these were recorded. The participants' proficiency level was similar, yet their interaction patterns varied. The most common one was collaborative, which was also stated by Storch (2002). These pairs were also the ones who gave the highest amount of feedback. Their focus was more on content and organization than the others. In addition, these learners integrated most of the feedback they had received into their second drafts accurately and showed the highest short-term writing improvement. On the other hand, the participants engaged least in dominant/passive patterns. Such an interaction also resulted in the least amount of feedback exchange between partners. Unlike the ones who showed the collaborative interaction, these learners were unsuccessful in correct uptake of the feedback and improving their writing.

## 3. Research Questions

The goal of the current study is to investigate interaction patterns EFL learners formed while exchanging peer feedback. We extend previous research on peer feedback in several important ways. As already mentioned, pedagogical suggestions from recent studies (Tajabadi et al., 2020) have mostly centered on the change of pairs in every peer feedback session instead of keeping the pairs the same. Therefore, the present paper seeks to fill this research gap by expanding the scope of peer feedback research on patterns of interaction and pairing of EFL learners. The present study thus aims to address the following research questions:

1. What patterns of interactions are observed during peer feedback practices?
2. Do students change their interaction pattern when they change their partners?

## 4. Methodology

In this section, research design, data collecting tools, sampling, data analysis and the results of the study will be explained.

### *4.1. Research Model/Design*

The purpose of the study is to examine the participants' patterns of interaction in online writing lessons. The patterns of interaction learners formed during peer feedback activities were categorized using Storch's (2002) framework. This study adopted a quantitative research design. Descriptive data were analyzed by using Statistical Package for the Social Sciences (SPSS) (version 27).

### *4.2. Research Procedures*

The study was conducted during hybrid education, and it lasted six weeks. Prior to the study, the students had learnt the basics of writing an academic paragraph and had received detailed written feedback from their teacher on other writing assignments (writing a personal profile, writing a formal e-mail, describing a place, and writing a biography etc.) and two academic paragraphs. They revised their assignments after receiving teacher feedback. Therefore, the participants were familiar with how to write an academic paragraph and the steps of process writing. Firstly, the participants were informed about the study. They were informed that their names would be kept confidential, and the recordings would be used only for the purposes of the study. They were also told that their participation or assignments submitted throughout the study would not be graded. Later, considering the studies showing the positive outcomes of the training

(Min, 2006), they were given a mini training, which lasted two class hours. In this training session, the participants were informed about how to give feedback and practiced giving feedback on a sample paragraph (Appendix A) and real student paragraphs.

Each participant wrote three academic paragraphs for the study (Appendix B). After writing each one, they submitted their draft on Microsoft Teams. Then they were randomly paired with another participant for each draft. The reason for changing their partners for each peer feedback session lies in Tajabadi et al.'s (2020) study. The researchers called for a new study in which participants' individual roles would be examined when matched with different people. Allen and Katayama (2016), and Villamil and De Guerrera (2006) also suggested changing pairs for better learning outcomes, more variety feedback, and more interaction. They first sent their first draft to their partner. The participants read their partner's assignment. Following it, they held an online meeting on Microsoft Teams to share feedback with their partner. In each session, the participants took turns to be the feedback receiver and provider. The participants recorded these online meetings and shared them with the researchers. After the online feedback session, the participants made changes in their drafts considering the peer feedback they had received if they found the feedback useful. The same procedure was repeated for the other two drafts. Therefore, each pair had three recordings in total. The process can also be seen below:

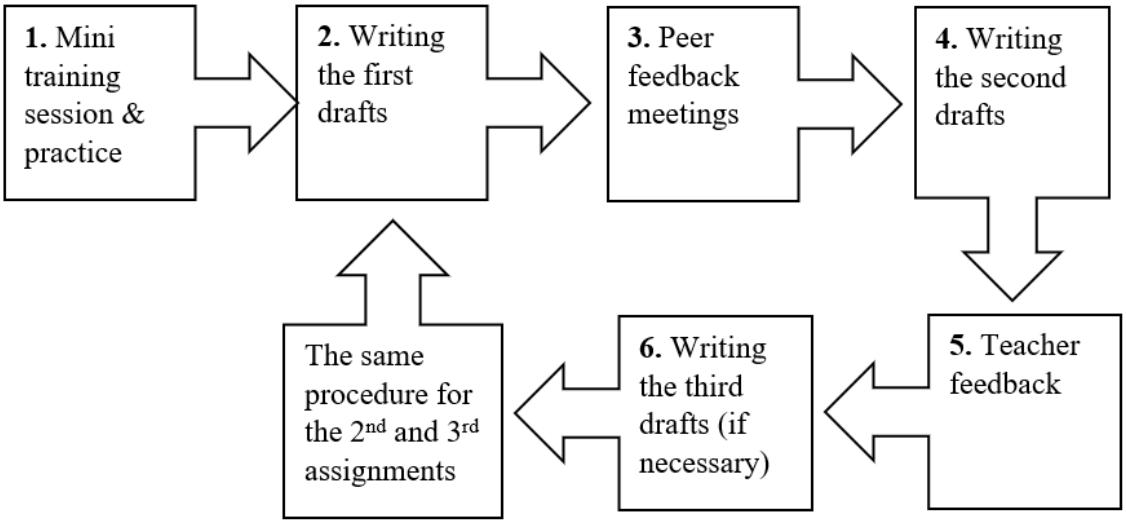


**Fig. 1.** Summary of the data collection procedure

### *4.3. Data Collecting Tools*

Three assignments were collected from each participant. The second drafts were written after the participants received feedback from their partners. As Liu and Sadler (2003) highlighted in their study, teacher feedback was not given on the first drafts to make sure that students revised their first drafts only considering peer feedback. The recordings for each assignment in which the students had exchanged feedback with their partners were collected. There were 24 recordings in total, which lasted 370 minutes 48 seconds. The average length of the recordings was 15 minutes 45 seconds.

### *4.4. Sampling or Study Group*

The participants were students in the researcher's class at the time of the study. They were chosen since they showed willingness and were available to take part in the study. The participants were selected through purposeful sampling in which "researchers intentionally select individuals and sites to lean and understand the central phenomenon" (Creswell, 2012, p. 206). The necessary ethics clearance was taken from the Izmir Democracy University Board of Ethics (ID:416599_202212-03) (See Appendix C).

The study began with 28 students. However, the ones who did not take part in every step of the study and provide all the necessary data were excluded from the data set, so the number of participants was 16 (10 females, 6 males). They came from different parts of Türkiye. All of the participants' native language is Turkish and were studying English as a second language. Their ages ranged from 18 to 23, with an average of 19,13 (SD: 1,204). One of them was a graduate student. All the others were undergraduate students who were enrolled in various departments in faculty of science, architecture, and engineering. The participants were placed in Level 2 according to their placement test results, which meant that their starting level was A2+ according to CEFR. They were supposed to study Pre-Intermediate, Intermediate, and Intermediate Plus level coursebooks throughout the academic year.

On the 9th week of the fall term, the students from all the levels started learning how to write academic paragraphs at the same time. They were taught different paragraph types (i.e., process, cause/effect, compare/contrast etc.) throughout the Fall term and until the ninth week of the spring term. Later, they learnt how to write a fully-fledged academic essay.

### *4.5. Data Analysis*

Each pair discussed two drafts in each recording. In one of them they had the role of the writer, and in the other one they had the role of the reviewer. That means the patterns may have changed depending on their role. Therefore, two patterns were assigned to each recording. In other words, the peer feedback session for each draft was taken as a separate dialogue. As a result, although there are 24 audio recordings (eight pairs X three sessions), 48 (16 students X three sessions) patterns were analyzed in total (Appendix D).

Although the data were coded based on Storch's (2002) framework, the initial steps were taken following Zheng (2012) and Roberson (2014), who also used Storch's framework. The transcripts were separated into episodes each of which represents a topic in a dialogue. These episodes tend to present a problem, solution, and sometimes agreement on how to revise the work (Roberson, 2014). Below is an example taken from peer feedback session three where Student 16 is giving feedback on Student 13's first draft:

Student 16: This 'so' is informal.
Student 13: But I always use.
Student 16: I don't know. I think 'therefore' is better. 'that's why' gibi çünkü. 'so' bu şekilde sadece konuşmada kullanılır. Yani So'yu böyle kullanacaksan, noktayı silmen gerekiyor. [eng: It is like 'that's why' because 'so' is used in this way only in speaking. I mean if you want to use 'so', you need to delete the full stop.]

(Peer Feedback Session 3)

As seen in the above excerpt, the students discuss about using 'so', which is the topic of this part. That is why this part was coded as an episode. After this, the students start discussing another topic, which creates another episode. Below is the next episode from the same feedback session:

Student 16: I want to say one more thing. Gerekli değil bence ama şöyle 'second difference is when they start and finish a school year' diyorsun ya. Buraya belki bir 'for example' yazsan daha hoş olur gibi geliyor bana. Sen bilirsin [eng: It is not necessary, I suppose, but you wrote 'second difference is when they start and finish a school year'. It will be better if you add 'for example' here. You know.]
Student 13: Burası eksik gibi oluyor. Ben de farkındayım. [eng: That part seems incomplete. I am aware of that, too.]
Student 16: Ya Student 1nda önemli değil ama bir sistematiği var bu tür yazıları yazmanın. Yani ikinci şey ne zaman başlayıp bittiğiyle alakalı. 'For example' yazıp devam etmelisin sadece. Supporting sentence'la

desteklemelisin bu fikri. [eng: Well, it is not that important, but there is a systematic way to write this type of writing. I mean the second difference is about when it starts and ends. You should write 'for example' and just continue. You support this idea with a supporting sentence.]

(Peer Feedback Session 3)

After this, the same students start talking about a new topic, which is adding '*for example*' to Student 13's draft. As this is a new topic, it is considered as a separate episode in the analysis.

In some cases, instead of forming dialogues and taking turns in peer feedback sessions, the reviewers formed monologues. That means the reviewer make comments on different aspects or list one comment after another and moving from one topic to another. In that case, the writer does not speak or respond. Below is an example taken from peer feedback session two where Student 1 is reviewing Student 3's paragraph:

Student 1: You have one paragraph, and it should be like that. You have simple, complex, and compound sentences. I mean you have all the types of sentences. And you used a variety of transition signals. Your vocabulary choice is good also. I think it is enough for this topic. And also, your paper format is good, too. I saw some mistakes. I am not sure if these are mistakes, but I will say it. First of all, I will start with your topic sentence. I checked it on Cambridge. When you write 'dropout', it is a noun.

Student 3: Yes, it is noun.

(Peer Feedback Session 2)

In this case, a different method was applied to form episodes because there would be too many episodes, which would not give a correct analysis of interaction patterns. As Roberson (2014) suggested, the reviewer's turn is accepted as one episode. To illustrate, Student 1 mentions paragraphing, sentence structures, transition signals, vocabulary choice, paper format in the same turn. As the last topic, she mentions a mistake in a word. Student 3 takes part in the dialogue only in that part. In this case, instead of counting the different topics as different episodes, they were taken as one episode.

Another important thing to note here is *not coded* parts. The parts which were not related to the drafts were ignored and labelled as 'no code' (NC) as suggested by Roberson (2014). Below is an example from peer feedback session one:

Student 8: Okay, the recording has been started. Can you hear me?
Student 7: Yes, I can.
Student 8: Who will go on first?
Student 7: Okay, I can start.

(Peer Feedback Session 1)

Such examples were generally found at the beginning and at the end of the recording.

For the analyses, Storch's (2002) framework was used. It is important to understand the nature of these interaction patterns before understanding how the data were coded and analyzed. Considering the roles of the participants, four interaction patterns are given in Storch's (2002) framework, which are placed around two axes named as mutuality and equality. Figure 2 shows Storch's (2002, p. 128) illustration of the model of dyadic interaction.

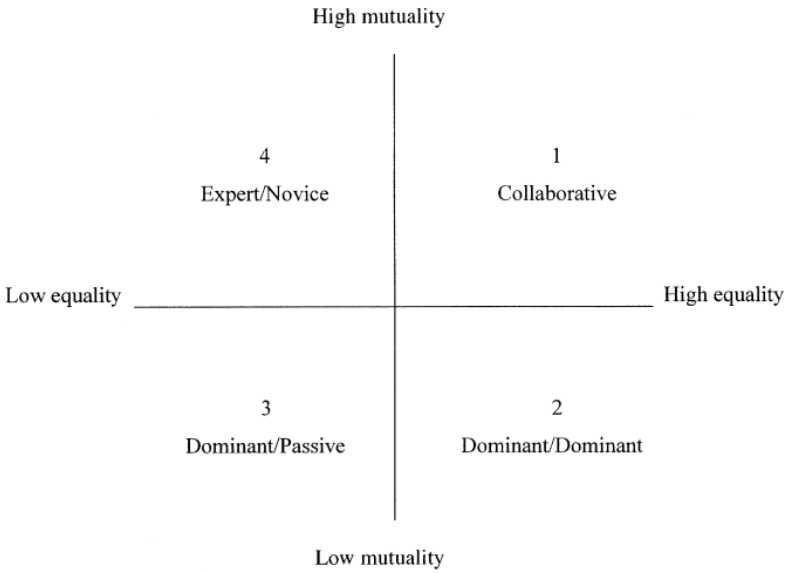


**Fig 2.** Storch's (2002, p. 128) model of dyadic interaction

As seen in Figure 2, the four interaction patterns are distinguished by equality and mutuality. Equality is related to how much control or authority someone has on the task. If both parties contribute equally to the task and have similar control over the task direction, equality is high in their interaction. The other index is mutuality which is related to how engaged someone is in the partner's comment. These two terms, equality and mutuality, are not stable. That means equality and/or mutuality may be high or low depending on the type of interaction pattern. Each quadrant is given a number from 1 to 4 and explained in detail by Storch (2002). The quadrants are named as collaborative, dominant/dominant, dominant/passive, and expert/novice respectively.

Table 1 shows the summary of the nature of each pattern prepared by Roberson (2014, p. 68) considering the features found in Storch's (2002) and Zheng's (2012) study.

**Table 1.**
Roberson's (2014, p. 68) summary of the features of the interaction patterns

| Pattern | Features |
|---|---|
| Collaborative | reader and writer discuss optional revisions together*<br>students discuss alternative views, and reach resolution<br>students request and provide information |
| Dominant / Dominant | students engage in disputes<br>each student insists on own opinion; no consensus reached*<br>teasing/hostility |
| Dominant / Passive | dominants do not try to involve passives to help them learn *<br>little negotiation because passives give few contributions/challenges<br>dominants take authoritative stance, while passives are subservient |
| Expert / Novice | experts are authoritative and provide scaffolding/direct instruction*<br>novices admit failure or error*<br>experts do not impose view but provide suggestions |

A more detailed explanation and examples of each pattern from the current data set are presented below.

### *4.5.1. Collaborative Pattern*

Quadrant 1 is named "collaborative". As the name suggests, both participants work on every part of the task together. They show willingness and engagement while their partner presents their ideas. They put

forward alternative ideas which are found acceptable. Both parties come up with new ideas, which is a sign of shared control over the task. In such an interaction, both equality and mutuality are high because both parties contribute to and engage in the task equally and to a great extent. A sample episode taken from peer feedback session two showing a collaborative pattern is below:

| | |
|---|---|
| Student 9: | I did not know how I write the last sentence. Actually, we can change it. |
| Student 13: | Yes, we can write something different. In fact, your sentence is true, but we can generalize it like 'bence bu özelliklere sahip biri iyi öğretmendir' [eng: I think a teacher who has these qualities is a good one']. I mean it will be more general and instead of writing 'like this', your readers will see that the qualities in your paragraph. How can we translate that sentence? |
| Student 9: | How we say 'özellik' [eng: quality]? |
| Student 13: | One second. And I think we should use 'if'. |
| Student 9: | If a teacher has these … özellik? [eng: quality] |
| Student 13: | Şimdi bakıyorum [eng: I am looking it up now.] |
| Student 9: | Characteristics? |
| Student 13: | What about 'qualities'? Böyle olabilir [eng: I might be so]. One second. I can write for you if you want. |
| Student 9: | It will be great. |
| Student 13: | I am writing it plural. Now I remember that we use this word in this meaning. 'If a teacher has …' |
| Student 9: | 'these qualities' |
| Student 13: | Yes, 'qualities', 'he or she is a good teacher'. |
| Student 9: | Can we use 'is' here? |
| Student 13: | I think you can use 'is' or 'can be'. |
| Student 9: | Okay, I wrote 'is'. 'He or she is a good teacher'. |
| Student 13: | I cannot find anything else. Now it all seems right. |
| Student 9: | Thank you. |

(Peer Feedback Session 2)

In the excerpt above, Student 13 reviews Student 9's paragraph. Instead of waiting for Student 13 to make comments, Student 9 asks for Student 13's help to write a better concluding sentence. In almost every step of forming that sentence, the students ask for each other's opinion. They brainstorm ideas in a way and collaborate with each other to better Student 9's last sentence. Considering the two dimensions of Storch's quadrant, the pair shows high mutuality and equality since they are engaged in the other's contributions and equally control the task.

*4.5.2. Dominant/Dominant Pattern*

Dominant/dominant pattern is placed in quadrant two. Similar to the collaborative pattern, equality is high because both students make contributions to the task. However, unlike collaborative pattern, the students are not willing to get the other's opinion or suggestion, which shows that mutuality is low. The participants tend to disagree with each other a lot, and they cannot reach a consensus since both aim at taking control of the task. A sample dominant/dominant pattern found in one of the extracts taken from peer feedback session one is presented below:

| | |
|---|---|
| Student 3: | Sana dair aldığım ilk not sayfa düzenin hakkındaydı. Hemen ilk başta çünkü o gözüme çarptı. 'sample word document' diye dönemin başında yayınlanan bir belge vardı. Onu görmedin mi? [eng: The first comment that I wrote about your assignment was about your paper format because it drew my attention just at the beginning. There is a document titled |

'sample word document' which was shared with us at the beginning of the semester. Haven't you seen it? ]

Student 4: Evet. Gördüm. [eng: Yes, I have.]

Student 3: O belgede kullanılan stiller bizim normalde resmi ödevlerde kullanmamız gereken ödev stillerini gösteriyor. Bu da sanıyorum ki kurulun vermiş olduğu genel alınan karar doğrultusunda verilen bir ödev. Bu yüzden resmi bir nitelik taşıdığını düşünüyorum. O yüzden Times New Roman 12 punto kullanman gerekiyordu. [eng: The format used on that document shows the format we are supposed to use in our assignments. I suppose the school council decided on that format, so I believe it is a formal document. That is why you have to use Times New Roman size 12.]

Student 4: Ben 13 diye biliyorum. Neyse tamam. [eng: I think it is 13. Okay, whatever.]

Student 3: Times New Roman 12 Punto. Onun haricinde bir de orada görmüş olmalısın en üste isim soy isim ödev adını yazıyorsun. Sonra da ödevi yaptığın tarihi atıyorsun. Yani şuraya en üst kısma bence eklemeliydin. [eng: Times New Roman 12. Apart from that, you must have seen that you are supposed to write your name, surname, and assignment name. Then you need to write the assignment date. I mean you should have added this information in this part.]

Student 4: Bundan bahsedeceğini biliyordum ama öğretmen bana gönderdiğiniz ödevlerde bu denli şey yapmanıza gerek yok demişti. Kullanıcı hesaplarımız göründüğü için gönderdiğimiz zaman belli oluyor. Yani ben o kısmın gerekli olduğunu düşünmüyorum. Hocamızın da aynı düşündüğüne eminim. Ama devam et. [eng: I knew you would mention this, but our teacher told me that we do not have to take it too seriously. Our user accounts are already seen, and the date is seen. So I don't think it is necessary. I am sure our teacher thinks like me. But go on.]

(Peer Feedback Session 1)

The episode above is considered as an example of dominant/dominant pattern. Student 3 gives feedback on Student 4's paragraph. He starts the conversation by giving information about paper format in a bossy manner and questions his partner's knowledge by asking 'Haven't you seen it?'. Student 4 does not accept the accuracy of the given information, and he shows hostile manner by saying 'whatever'. At that point it is obvious that Student 4 shows no engagement in the information his partner provides, which shows low mutuality. Student 3 insists on giving the same piece of information and includes other comments related to the paper format in an authoritative manner which is also reflected in his intonation. Student 3 states that his comments are based on a 'formal document', which shows that he wants to be in control of the dialogue. However, Student 4 disagrees with his partner and wants to strengthen his claim by stating that his teacher is on his side. As can be seen, equality is high in this pattern because both parties want to take control of the dialogue.

### *4.5.3. Dominant/Passive Pattern*

Quadrant three hosts dominant/passive pattern. The dominant participant tries to lead the task and have authority throughout the dialogue. Unlike his/her partner's authoritative stance, the other person remains passive and makes (almost) no contributions to the dialogue. Such a dialogue may seem to be a monologue where the dominant person conveys his/her comments without paying attention to the passive one's comprehension. Such an interaction demonstrates both low equality and low mutuality because one person dominates the task, neither of the participants seems engaged and in collaboration with the other. Below is an extract taken from peer feedback session two, which shows dominant/passive:

Student 14: I think there must be an end to this sentence. I mean you need to put a full stop here and start a new sentence with 'my mother' because there are too many commas and that sentence is too long. So I think after the full stop, there must be a new sentence. This is what I believe because otherwise the sentence is too long. And 'my mother encouraged and taught me paint'. It seems incomplete. It seems better when you say 'how to paint'.
Student 7: Okay.
Student 14: Write 'how to paint' comma 'and' comma 'the best things'. And go on your sentence. I mean there is a comma before and after 'now.
Student 7: Uh-huh.

(Peer Feedback Session 2)

In the episode above, Student 14 makes comments about one of the sentences in Student 7's paragraph. He confidently corrects the grammar and punctuation mistakes. He does not try to take part in a collaborative work with his partner. Instead, his suggestions are solid, and he prefers giving instructions. This shows that there is low equality in this episode as Student 14 is in control. In addition, Student 7 produces almost no utterances and making no contributions to the dialogue, which shows that mutuality is also low.

*4.5.4. Expert/Novice Pattern*

The last quadrant represents expert-novice pattern. Just like the dominant/dominant pattern, one participant seems to adopt a more authoritative role, yet this time the participant does not ignore the other person. As the name suggests, he/she is like an expert who tries to include the novice in the task and makes sure that the points he/she makes are clear to the novice. In this pattern, mutuality is high as both parties show mutual engagement, yet equality is low because one party, expert, has more control of the dialogue. The excerpt below taken from peer feedback session one exemplifies expert/novice pattern:

Student 13: I want to ask you this part. Burada iki ayrı cümle olarak mı yazmak istedin yoksa hepsini bir cümle olarak mı yasmak istedin? [eng: Did you intend to write this part as two separate sentences or one sentence as a whole?]
Student 14: Şöyle demek istemiştim 'erken uyandıktan sonra plan yaptığımı ikinci olarak da alarm kurduğumu' söylemiştim. Ama biraz karışık olmuş galiba. [eng: Actually, I wanted to say 'after I wake up early, I make a plan. Secondly, I set an alarm' But I guess it looks confusing.]
Student 13: Ne demek istediğini anladım. Buraya virgül koysan ya da nokta koyup secondly desen daha mı iyi olur acaba? [eng: I understand what you mean. Do you think it will be better if you put a comma or full stop, then write 'secondly'?]
Student 14: Secondly'i bağlaç olarak kullanmak istemiştim ama yapamadım galiba. [eng: I wanted to use 'secondly' as a conjunction, but I guess I failed.]
Student 13: Aynen, dediğim gibi firstly gibi başlıyorduk. Firstly yazdıp virgül koyuyoruz. Bu da aynı. [eng: As I said, it is just like 'firstly'. We write 'firstly' and put a comma. They are the same.]
Student 14: Evet, secondly'den sonra virgül kullanmalıyım. [eng: Yes, I need to use a comma after 'secondly'. ]
Student 13: Evet umarım yardımcı olur. [eng: Yes, I hope that helps. ]

(Peer Feedback Session 1)

Student 13 reviews Student 14's paragraph in this episode. First, she directs a question to include Student 14 in the dialogue and gives him a chance to express himself. While Student 14 is answering the question, he immediately admits his failure. Then Student 13 offers a solution in the form of a question, and she expects Student 14 to share his idea again on the suggestion. Student 14 again expresses his failure. Next,

Student 13 gives an example to clarify how to correct the sentence, and Student 14 confirms that he understands. This episode can be said to show expert/novice pattern where mutuality is high as both the students are engaged in the task. However, equality is low because Student 13, or the expert, controls the dialogue.

As stated by Roberson (2014) and Tajabadi et al. (2020), dyads may not adopt the same pattern throughout a dialogue. Therefore, a pattern is assigned to each episode, and overall pattern is specified depending on the pattern which exists in at least 66% of the dialogue as specified by Tajabadi et al. (2020).

### *4.6. Validity and Reliability*

Two coders coded the data for inter-coder reliability. Both coders were English instructors and had PhD in English Language Teaching. They were trained about Storch's (2002) framework. Then two recordings and four student drafts were analyzed separately and then compared as part of the training. The codes which had not matched were discussed, and each of the episodes in the transcripts were examined together. The framework, the explanations, examples of each pattern were reread, and consensus was reached in the end. The two raters analyzed the rest of the data independently. There was agreement on 91,6% of the data set, in other words on 44 of the 48 interaction patterns. Discrepancies were discussed, and an agreement was reached by referring to the framework and previous examples.

### *4.7. Findings and Discussions*

In each peer feedback session, the students adopted two roles as they both provided and received feedback. That means they became both the reviewer and the writer in the same recording. The sessions were separated as *a* and *b* to show the change in student roles. To illustrate, Pair 1 recorded their first peer feedback session as one whole recording. However, in the first part of the recording, Student 1 was the reviewer, and Student 2 was the writer. This part of the session was coded as *Session 1a*, while the second part was coded as *Session 1b* in which Student 2 was the reviewer, and Student 1 was the writer.

#### *4.7.1. Research Question 1*

Although the students may have shown a variety of patterns in their episodes throughout the dialogue, Table 1 below only shows the dominant pattern of each session adopted by each pair. As there are eight pairs in each turn and three paragraphs submitted by each student, one can find 48 patterns in total. As Tajabadi et al. (2022) did in their study, the pattern which was found in at least 66% of all the episodes in a dialogue was assigned to that pair. For instance, Student 16 and Student 10 produced eight episodes when Student 10 was the reviewer. Six of these episodes were coded as expert/novice, one was found to be dominant/passive, and the other one was coded as collaborative. In total, expert/novice pattern was assigned to this pair as it appeared in 75% of all the episodes.

The patterns of pairs matter rather than the individual students to answer the first research question. That is why Table 1 below does not show the students individually, but as a pair. The students in each pair change in each peer feedback session, so the pair numbers refer to different students. For example, Student 1 and Student 2 formed Pair 1 in the first peer feedback session (*Sessions 1a, 1b*), and Student 9 and Student 13 formed Pair 1 in the second peer feedback session (*Sessions 2a, 2b*). In other words, the students in each pair changed in each peer feedback session. Table 2 below shows the dominant pattern of each session adopted by each pair. As there are eight pairs in each turn and three paragraphs submitted by each student, one can find 48 patterns in total.

**Table 2.**

The interaction patterns in all sessions

| | Session 1a | Session 1b | Session 2a | Session 2b | Session 3a | Session 3b |
|---|---|---|---|---|---|---|
| **Pair 1** | E/N | E/N | E/N | C | D/P | E/N |
| **Pair 2** | D/D | D/P | E/N | D/N | E/N | D/P |
| **Pair 3** | E/N | E/N | D/P | D/P | D/P | D/P |
| **Pair 4** | E/N | D/P | E/N | C | D/P | D/P |
| **Pair 5** | E/N | E/N | E/N | E/N | E/N | C |
| **Pair 6** | E/N | C | E/N | E/N | E/N | C |
| **Pair 7** | E/N | E/N | D/P | E/N | E/N | C |
| **Pair 8** | E/N | E/N | C | E/N | E/N | E/N |

E/N: Expert/Novice D/P: Dominant/Passive D/D: Dominant/Dominant C: Collaborative D/N: Dominant/Novice

As can be seen in Table 2, all four patterns suggested by Storch (2002) were found in the students' dialogues. Dominant/novice was the only one pattern found in this study, which was different from the previously suggested ones.

As Table 3 shows, the participants in this study formed expert/novice pattern the most, more specifically in more than a half of the whole interactions. According to Storch's (2002) framework, when students form expert/novice pattern, one student (expert) leads the task, so there is low equality, yet both students are engaged in the task, which means the mutuality is high. The second most common pattern was dominant/passive, which was found in nearly a quarter of the data set. In such an interaction, both the equality and mutuality are low since one student (dominant) directs the task, and the other one shows almost no engagement in the task. Collaborative pattern was seen in almost 15% of the data set, which makes it the third most common pattern. In such a pattern, both parties make equal contribution to the task and show engagement in each other's comments. That means the peer dialogues had both high equality and high mutuality seven times in the data set. Only one pair formed dominant/dominant pattern in one task. In this pattern, while one student directs the task, the other shows no engagement. That is why there is low equality and low mutuality. One other pair formed dominant/novice in one task. The dominant/novice pattern was not found in the previous studies. In that dialogue, the reviewer tried to direct the dialogue and did not attach importance to the writer's engagement and comprehension just as a dominant reviewer. The writer, on the other hand, did not show the features of a passive or a dominant writer. Instead, the writer showcased the features of a novice one by admitting the failure, asking for confirmation. Further details and examples are presented in the following part.

**Table 3.**

The total number and percentage of instances of interaction patterns

| Pattern | N of instances | % |
|---|---|---|
| E/N | 28 | 58.3 |
| D/P | 11 | 22.9 |
| C | 7 | 14.5 |
| D/N | 1 | 2.08 |
| D/D | 1 | 2.08 |
| Total | 48 | 100 |

These results differ from the previous studies which used Storch's (2002) coding scheme in terms of the most common patterns in the data set. The participants showcased collaborative pattern the most in previous studies (Ahmadian & Tajabadi, 2017, Chen, 2018; Roberson, 2014; Storch 2002; Tajabadi et al., 2020; Watanabe & Swain, 2007; Watanabe, 2008). In Zheng (2012), however, the participants formed

dominant/dominant pattern the most in their dialogues. Expert/novice pattern was the second most common pattern in some studies (Roberson, 2014; Tajabadi et al., 2020), while others found dominant/dominant as the second most adopted pattern (Ahmadian & Tajabadi, 2017; Storch, 2002). In the present study, the reason for adopting novice and passive pattern so commonly might be related to the proficiency level or the perceived proficiency of the participants as Kim and McDonough explained (as cited in Roberson, 2014). According to this, low proficiency of the students or their feeling that they are less proficient than their partner might lead to the adoption of passive and novice roles as writers. Considering the current level of the students, this might explain the interaction patterns the writers preferred. In addition, Sato and Balinger (2012) suggested that training could increase the collaboration among learners. The training session in the current study may not have been detailed enough to guide learners to form more collaborative patterns. Another reason why the most common interaction patterns have low equality might be hidden in students' perceptions of the roles of feedback provider and receiver. Students receive feedback mostly from their teachers. During peer feedback activity, the students might be positioning themselves as a student during a dialogue in which they receive feedback from his/her teacher. Similarly, the student may have the role of a teacher while giving feedback. Such a perception may have caused the task to have low equality just as a perceived dialogue between a teacher and a student. The extract from the dialogue between Student 11 and Student 12 shows that the feedback provider is seen as a 'teacher', which naturally makes the feedback receiver 'student'.

Student 12: You know it better because you are the teacher now. Criticize me <laughing>.
Student 11: I am criticizing you. You are doing what I tell you.
Student 12: Criticize me more.

*4.7.2. Research Question 2*

The second research question was related to the interaction patterns the participants formed when they changed partners. The students' roles as writers and reviewers were separately analyzed to answer this research question. Table 4 shows the interaction patterns reviewers adopted in each peer feedback session.

**Table 4.**

The individual roles of students as reviewers across all the sessions

| | Reviewer | Session 1 | Session 2 | Session 3 |
|---|---|---|---|---|
| **1** | **Student 1** | Expert | Expert | Expert |
| **2** | **Student 2** | Expert | Dominant | Expert |
| **3** | **Student 3** | Dominant | Expert | Dominant |
| **4** | **Student 4** | Dominant | Dominant | Dominant |
| **5** | **Student 5** | Expert | Collaborative | Expert |
| **6** | **Student 6** | Expert | Expert | Dominant |
| **7** | **Student 7** | Expert | Expert | Dominant |
| **8** | **Student 8** | Dominant | Dominant | Dominant |
| **9** | **Student 9** | Expert | Expert | Expert |
| **10** | **Student 10** | Expert | Expert | Expert |
| **11** | **Student 11** | Expert | Collaborative | Collaborative |
| **12** | **Student 12** | Collaborative | Expert | Collaborative |
| **13** | **Student 13** | Expert | Collaborative | Collaborative |
| **14** | **Student 14** | Expert | Dominant | Dominant |
| **15** | **Student 15** | Expert | Expert | Expert |
| **16** | **Student 16** | Expert | Expert | Expert |

In 28 out of 48 sessions, the reviewers were coded as experts. Seven out of 16 students, which makes 43,75% of the data, did not change their interaction pattern no matter who their partner was. The individual interaction patterns the students adopted as writers are shown in Table 5 below.

**Table 5.**

The individual roles of students as writers across all the sessions

| | Writer | Session 1 | Session 2 | Session 3 |
|---|---|---|---|---|
| **1** | **Student 1** | Novice | Novice | Passive |
| **2** | **Student 2** | Novice | Passive | Passive |
| **3** | **Student 3** | Passive | Novice | Passive |
| **4** | **Student 4** | Dominant | Passive | Passive |
| **5** | **Student 5** | Novice | Novice | Novice |
| **6** | **Student 6** | Novice | Novice | Novice |
| **7** | **Student 7** | Passive | Passive | Passive |
| **8** | **Student 8** | Novice | Novice | Passive |
| **9** | **Student 9** | Novice | Collaborative | Collaborative |
| **10** | **Student 10** | Novice | Novice | Novice |
| **11** | **Student 11** | Collaborative | Novice | Novice |
| **12** | **Student 12** | Novice | Novice | Novice |
| **13** | **Student 13** | Novice | Novice | Novice |
| **14** | **Student 14** | Novice | Novice | Novice |
| **15** | **Student 15** | Novice | Collaborative | Collaborative |
| **16** | **Student 16** | Novice | Collaborative | Collaborative |

As seen in the table above, the most common interaction pattern adopted by the writers was novice followed by passive. Nine writers moved between two patterns, while the other seven maintained their interaction pattern in three sessions. In short, as for the individual roles the reviewers adopted, less than a half of the participants were consistent in their interaction pattern. None of the participants maintained a collaborative role across the three sessions. Therefore, it can be assumed that forming a collaborative pattern depends on the peer a student works with. Similar to the reviewer roles, seven participants were consistent in their roles as writers. Although how these students would have formed their patterns if their partners had been the same cannot be known, it can be said that there were not dramatic changes in the individual roles. In other words, despite the changes in their roles, none of the students changed their roles three times. That means they made changes in their individual roles when they were paired with a different student, but this change was not observed more than twice.

### *4.7.3. The Features and Examples of Interaction Patterns*

In this part, the features of interaction patterns found in this study will be presented along with examples from the students' dialogues.

#### *4.7.3.1. The Features of Expert/Novice Pattern*

As in the previous studies, all the experts in this study were the reviewers, and the novices were the writers (Roberson, 2014). The participants who were coded as expert and novice showed some characteristics which are similar to the previous studies which used Storch's scheme (Ahmadian & Tajabadi, 2017; Chen, 2018; Kim & McDonough, 2008; Roberson, 2014; Storch & Aldosari, 2012; Tajabadi et al., 2020; Zheng, 2012). To begin with, experts tend to ask clarification questions before stating their suggestions or comments. Novices admit that they have made a mistake or failed. For example, in the excerpt from Student

6 and Student 5's recording, Student 6 reviews Student 5's paragraph. In his draft, Student 5 uses 'even though' and 'but' in the same sentence, which confuses Student 6, so Student 6 wants to start this episode by asking Student 5 to clarify what he meant. In this way, he gives his partner a chance to express himself. After Student 5 explains the intended meaning, Student 6 makes sure that there is a grammatical problem with the sentence and makes his suggestion to correct the sentence. Student 5 immediately admits his failure and accepts the suggestion proposed by his partner. Hence, Student 6 was coded as the expert, and Student 5 was coded as the novice in the episode, which is shown below.

| | |
|---|---|
| Student 6: | What did you mean in this sentence? I was confused. |
| Student 5: | Aslında şöyle demek istedim "evren skalasında düşünecek olursak insan ömrü kısa ama buna rağmen yine de uzun. Bundan ötürü insanlar hedefleriyle ilgili sabırlı olmalı." [eng: Actually I meant 'If we think on the scale of the universe, human life is short but still long. Therefore, people should be patient with their goals'.] |
| Student 6: | Anladım, ama biraz karışıklık olmuş burada. [eng: I get it, but there is some confusion here.] You should start a new sentence. There is no need to use 'but'. |
| Student 5: | You are right, I need revise it. O kısmı üstünkörü yazmıştım. Evet üstünden geçsem iyi olur. [eng:. I wrote that part cursorily. Yes, I had better revise it.] |
| Student 6: | Grammarly'den de control ettim. O da 'but' atılmalı diyordu. [eng: I checked it on Grammarly, too. It also said 'but' should be omitted.] |
| Student 5: | I understand. I will correct. |

(Peer Feedback Session 1)

Also, experts try to help their partner in every possible way to ensure that he/she learns the subject. Experts also clarify that their partner is the one to decide whether to include their suggestion or not. The excerpt below is taken from Student 13 and Student 14's first peer feedback session. Student 13 is giving feedback on Student 14's paragraph. She starts with a clarifying question similar to the previous reviewer, Student 6. Then she spots a grammatical problem related to Passive Voice. The novice writer, Student 14, admits that he always has trouble with this subject. At that point, Student 13 gives her partner further advice which will help him understand the subject better instead of moving on to another comment. Besides, she ends the episode by saying that her partner is free to apply her suggestion or not, which means she respects her partner's autonomy.

| | |
|---|---|
| Student 13: | I am not sure what did you want to say because I did not see this part. |
| Student 14: | Actually, I tried to say 'bence' [eng: in my opinion] different. |
| Student 13: | I checked it on translate because I don't know it, and it is correct. But there is a grammatical problem in this sentence. You used passive voice, but the second verb has to be verb3. I am not sure, but I checked it, too I think it should be 'the time should be used' <writing on Student 14's draft> |
| Student 14: | Thank you. Ya aslında ben zorlanıyorum bu passivede. Yani yanlış bir şey olduğunu biliyordum ama ne olduğunu bulamamıştım. [eng: Actually, I have difficulty with Passive Voice. I mean I knew there was something wrong but couldn't figure out what the problem was.] |
| Student 13: | Kitabın yanındaysa sayfa 71deki Grammar box var. her kafam karıştığında baktığım için yerini ezberledim. [eng: If you have your coursebook with you, there is a grammar box on page 71. I memorized the page number because I checked it whenever I got confused.] |
| Student 14: | Okay, I will study this grammar part <laughing>. Thank you. |

Student 13: Good for you <laughing>. It is just an idea. Maybe you can check and write it again. You don't have to write like me.

(Peer Feedback Session 1)

Finally, unlike the passive ones, the novice writers show their engagement in their partner's suggestions in different ways. For example, in the extract taken from feedback session 2, Student 12 thinks there is a problem with Student 8's topic sentence and explains this. Student 8 shows her engagement in Student 12's suggestion by asking for repetition and saying that she will note it down. Later, she goes on by asking for further suggestions, which also signals that she will include Student 12's feedback in his revision. Showing engagement is a typical feature of the novice writers according to the previous studies, which helps this pattern to have high mutuality.

Student 12: … Şunu ilk başta anlayamadım. Yani anladım da sanırım bu cümle demek istediğin şeyi tam yansıtmıyor. 'causes of anger'la başlayabilirsin. Daha kısa ve daha anlamlı. Yani bence 'causes of anger are not easily understandable' yazabilirsin. Sence? [eng: I could not understand this sentence at first. I mean I understand what you mean, but I don't think this sentence exactly reflects what you want to say. You can start with 'causes of anger'. It is shorter and more meaningful. I mean you can write 'causes of anger are not easily understandable'. What do you think?]

Student 8: Bir dakika. Önerin neydi? Ben not alayım. [eng: One minute. What was your suggestion? I will note it down.]

Student 12: Bak ekranı görüyor musun? [eng: Look, can you see my screen?]

Student 8: Evet görüyorum. Tamam şimdi anladım. [eng: Yes, I see. I now get it.]

Student 12: Yani bence böyle kulağa daha hoş geliyor. [eng: I think it sounds better this way.]

Student 8: Ama orada 'the' kullanabilirim di mi? yani henüz 'cause'ları açmadım, yani okuyucular bilmiyorlar şu an. [eng: But I can use 'the' there, right? I mean I haven't mentioned 'causes' yet, my readers don't know about them now.]

Student 12: Evet bence öyle. Sonuçta metinde anlatıyorsun. [eng: Yes, I think so. You mention those causes in your paragraph after all.]

(Peer Feedback Session 2)

These features highlight that expert/novice pattern has high mutuality as both participants show engagement in the task but low equality since only experts direct the dialogue.

*4.7.3.2. The Features of Dominant/Passive Pattern*

Dominant/passive pattern was the second most adopted pattern among the participants in the current study. All the dominants were the reviewers, and all the passives were the writers. Dominant reviewers and passive writers demonstrated some features which were in line with the previous studies. Initially, the dominant students do not try to involve their partners in the task. They generally deliver a monologue and a self-directed speech. This monologue may even be about different topics. Passive participants, on the other hand, makes no or little contribution to the task. They generally give one-word responses. An example can be found in Student 3 and Student 4's peer feedback session, in which Student 4 is the reviewer. In this episode, Student 4 delivers a very long monologue in L1 in which he mentions several subjects. He makes comments on paper layout, wording, the title, and introduction one after the other without giving any break. He does not make any effort to check if his partner can follow his comments, so obviously he does not care if his partner can follow his comments or not. Even though his partner says nothing, he keeps his monologue by saying 'I don't know' as if his partner directed him a question. In the same dialogue, as a passive writer,

Student 3 hardly ever says a word. The shortened version of their dialogue given below is a direct translation of their dialogue into L2.

| | |
|---|---|
| Student 4: | Let's move on to the assessment of your homework. First, about the layout of the paper… You already said that yourself. You wrote the title well. Since you don't care about the line spacing, it is tiring to read your paragraph. …Secondly, I think the title makes perfect sense. I like simple titles. … <Reading> I think this is an effective introduction. The reader says 'I wonder where this will lead', … |
| Student 3: | Uh-huh. |
| Student 4: | I don't know, I think you should use it, but I don't know, it can be very personal. In other words, the conditions of the age may vary according to the people. …. Anyway… |

(Peer Feedback Session 1)

Moreover, dominants are authoritative, and passives are subservient as stated by Storch (2002). Student 14 and Student 1 adopted a dominant/passive pattern when Student 14 was the reviewer. He just states that he has made a change in Student 1's draft instead of asking her to do it. Student 1, on the other hand, just complies with what Student 14 says.

| | |
|---|---|
| Student 14: | Here 'thus' is use at the beginning of a sentence, so I used 'therefore' not 'thus' as you see because a comma is use after 'thus'. |
| Student 1: | Okay. |

(Peer Feedback Session 3)

Another important feature of the passive writers in this pattern is that although their partner does not provide specific or clear feedback, they do not challenge or oppose feedback. In one of the episodes taken from peer feedback session 3, Student 4 says that there is a lot of unnecessary information, yet he does not state which parts should be omitted. Student 8 does not ask for further explanations or oppose the feedback despite the vagueness.

| | |
|---|---|
| Student 4: | Then I think you gave lots of unnecessary information, and they are very long I think. And maybe you can give shorter. |
| Student 8: | Uh-huh. |

(Peer Feedback Session 3)

The features found in the current study and previous ones (Ahmadian & Tajabadi, 2017; Chen, 2018; Kim & McDonough, 2008; Roberson, 2014; Storch & Aldosari, 2012; Tajabadi et al., 2020; Zheng, 2012) remind the position of dominant/passive pattern on Storch's (2002) grid. According to this, dominants have a full control of the task, and passives show almost no engagement in the task. That is why this pattern has a low equality and mutuality.

*4.7.3.3. The Features of Collaborative Pattern*

Although collaborative pattern was the most adopted pattern in previous studies, it was one of the least adopted ones in the current study. However, the features presented previously in literature were observed in the data set, as well. For example, the participants exchange their opinions to revise their work. While doing this, they pool off their knowledge. Both partners ask for information, and information can be obtained from both parties, not necessarily from the reviewer. They may sometimes find themselves in an overlapping talk. The episode from the dialogue between Student 11 and Student 12 illustrate such features when Student 12 is the reviewer. Student 11 does not wait for the reviewer to make a comment on her draft. Instead, she initiates that part in the dialogue to revise her paragraph. Student 11 relies on her partner's knowledge and keeps requesting information throughout the episode. She cannot decide how to revise one

part and comes up with different alternatives. At that point, Student 12 provides a suggestion, and they reach a resolution together.

Student 11: I think I did not say the name of 'this app'.
Student 12: Yes, I was just going to talk about this.
Student 11: Because relam yapmak istemedim [eng: I did not want to advertise it.] <laughing>
Student 12: <laughing> but you said 'some app', you need to add 's because some is not singular, it is plural.
Student 11: So do I need to write 'those apps' here? But wait a minute. It is better not to say some apps because there is only one app I know. Ya da 'some apps' diyeyim, sonra 'for example' yazayım. [eng: Or let me say 'some apps', then write 'for example'] <typing>
Student 12: I think you can say 'one of those apps' because you mentioned one of them when you wrote 'this app'.
Student 11: Yes, I will do it. Direct adını yazacağım. [eng: I will name it directly.]
Student 12: 'discord'u örnek vermeye ne dersin? [eng: What about writing 'discord' as an example?]
Student 11: Oh, yes.

(Peer Feedback Session 1)

A collaborative pair makes a mutual contribution to the task by exchanging their knowledge and completing utterances together. For example, while Student 12 is reviewing Student 15's paragraph, she feels the lack of transitional words but cannot find out how to express this. Student 15 helps the reviewer, so they make a joint contribution to the provision of feedback.

Student 12: And also you are writing about the similarities, you should use *some things* more. Let me tell you what. One minute.
Student 15: Like, Likewise gibi kelimeler mi? [eng: Do you mean words such as 'like, likewise'?]
Student 12: Yes, exactly. I saw one of them here. And there was one more, 'also' muydu? [eng: 'Also' muydu?]
Student 15: I guess 'both'.
Student 12: You used at the beginning, but you should write more. Böyle paragraflarda önemliler. [eng: They are important in such paragraphs.]
…

(Peer Feedback Session 3)

As highlighted in the previous studies (Ahmadian & Tajabadi, 2017; Chen, 2018; Kim & McDonough, 2008; Roberson, 2014; Storch & Aldosari, 2012; Tajabadi et al., 2020; Zheng, 2012), such pairs show high equality and high mutuality in their dialogues because they are equally responsible for the task and work jointly on it.

*4.7.3.4. The Features of Dominant/Dominant Pattern*

Only one pair was coded as dominant/dominant although this pattern was observed in some episodes throughout the dialogues. The pair who adopted this pattern reflected the features mentioned by Roberson (2014), Tajabadi et al. (2020), and Zheng (2012). For example, dominant writers are reported to reject offers, and both insist on the accuracy of their own opinion. They cannot reach a consensus in the end. As can be seen in the extract below, Student 3 and Student 4 do not give up on their idea, and they are not able to reach an agreement in the end.

Student 3: Bakalım başka neyi çizmişim. Bu cümlenin altını çizmişim. Görmüşsündür. Burada relative clause kullanmak istedin ama unuttun sanırım. Çünkü burada ne virgül var ne başka bir şey. Bir cümlenin ortasında başka cümleye geçiyorsun. Tam olarak ne yapmak istediğin anlaşılmıyor. [eng: Let's see what else I highlighted. I underlined this sentence. You may have seen it. I thought you wanted to use a relative pronoun but forgot it because there is no comma or something else. You start a new sentence in the middle of the other. … It is not clear what you intended to do here.]

Student 4: 'yanlış yaptığın sorular' diyordum. [eng: I was saying the questions you got wrong.]

Student 3: Öyle demek istiyorsan relative clause kullanman daha doğru olacak. [eng: If you want to say so, it will be more appropriate to use a relative clause here. ]

Student 4: Ama özne değilse omit edebiliyorduk. [eng: But we can omit it if it is not a subject.]

Student 3: Bence burada olmaz. [eng: I think it cannot be omitted here.]

Student 4: Bu cümlenin yanlış olduğunu düşünmüyorum. [eng: I don't think this sentence is incorrect.]

(Peer Feedback Session 1)

Dominant peers also show that they are not interested in each other's comment. For instance, while Student 3 is giving feedback, Student 4 tries to end the dialogue by saying that the teacher will also give feedback on the draft. In a way, he shows that his peer's idea is not important, so he does not need to listen to it. Student 3 says 'okay', but he goes on giving his comments, which also shows that he is not interested in what his partner wants.

Student 3: …buraya özne gerekiyor. 'you should take' diyebilirsin. Başka ne dicektim bakayım. [eng: You need to use a subject here. You can say 'you should take'. And let me see what else I want to say.]

Student 4: Hoca da bakacak paragraflarımıza. O yüzden çok aşırı ayrıntılı şey yapmaya gerek yok. Bir de dinleyeceği çok fazla kayıt olacak. [eng: The teacher will also review our paragraphs, so there is no need to give detailed comments. and there will be too many recordings she will listen to.]

Student 3: Tamam. [eng: Okay.]

(Peer Feedback Session 1)

Such peers show low mutuality but high equality because they both direct the task, but do not show interest in each other's utterances. Besides the sentences, his indifference to his partner can also be observed from their intonation and the way he talks.

*4.7.3.5. The Features of Dominant/Novice Pattern*

This only pattern which is unique to this study is dominant/novice pattern. One pair was found to adopt such a pattern as they individually showcased the features of a dominant reviewer and a novice writer. This pair produced six episodes in total while Student 8 was reviewing Student 12's paragraph. In five of these episodes, they demonstrated the same pattern. As seen in the extracts below, Student 8 does not make any attempts to involve Student 12 in the dialogue. She does not ask a question. She does not try to ensure that Student 12 understands and follows the task, either. That is why she shows the features of a dominant reviewer. Normally, one would expect Student 12 to position herself as a passive or dominant writer.

Instead, she asks clarification questions, admits failure, and shows engagement. She refuses to position herself as passive writer. As a result, she was coded as a novice writer.

Student 8: You made a mistake here. There is a spelling mistake here. It is 'threatening'.
Student 12: Oh did I write wrong?
Student 8: Uh-huh.
Student 12: Oh, you are right. I made a mistake. I wrote wrong. I will correct it.

(Peer Feedback Session 2)

Student 8: You need a linker here.
Student 12: Yes, it does not seem good here. What can I use?
Student 8: I wrote 'also' here.
Student 12: Ben de öyle derdim. [eng: I would use it, too.] The paragraph will be better. Should I add more linkers?
…

(Peer Feedback Session 2)

Considering the equality and mutuality axes in Storch's (2002) framework, such a pattern could be assumed to have low equality and low mutuality as dominant reviewer controls the direction of the task, and only the writer shows engagement in it.

## 5. Conclusion and Suggestions

This study was carried out to examine the interaction patterns EFL students form in online writing lessons and the change in their patterns when their partners change. First, the results showed that the participants tended to form the expert/novice pattern most. The dominant/passive pattern was the second most common pattern found in the current study. What these two patterns have in common is the equality ax. According to Storch (2002), both of these patterns show low equality, which means one person has the control over the task. That may be a sign of learners' belief that feedback receiver and provider are not equal in their task share, which may be also a reflection of their perceived teacher and student roles. Secondly, the investigation of their individual roles revealed that the partner they are working with might have a slight effect on what pattern they adopt as a reviewer or writer. Except for one student, none of the students kept their patterns both as a reviewer and writer. However, none of them changed their roles more than once. That means they maintained their role as a reviewer or writer at least once in this process. That stabilization, however, was not always observed just after the first session, which partially contrasted with what Storch (2002) suggested. According to her, learners tend to decide what pattern to adopt in the first session.

This study showed the importance of the patterns students adopt in dyadic activities. Looking closer at the student recordings, expert/novice and collaborative patterns were found to scaffold each other more than the other patterns, which can be linked to better outcomes of the process. Besides, the learners who took part in this study chose which peer comment would be useful for them and improve their paragraphs. At that point, they were believed to increase their critical thinking skills. That is why this study also showed that peer feedback practices can be a great tool to increase student autonomy. Most importantly, the study supported the theories mentioned in the study, which are process writing theory, sociocultural theory, interactionist theory, and collaborative learning theory. One of the supported theories was sociocultural theory as the students scaffolded each other especially when they formed expert/novice and collaborative patterns. For example, there were instances where one of the learners explained how to write a topic sentence properly. Another example was observed when one of the writers expressed how she struggled while organizing her ideas. At that point, the reviewer started explaining how to brainstorm and outline ideas by giving an example from her own paper. As Donato (1994) stated scaffolding did not always come from the high achiever. In some cases, the lower proficiency learner was found to scaffold his/her partner in peer feedback recordings. In addition, according to process writing theory, learners receive a variety of feedback both from their peers and teachers, just as the participants did in the current study. As a result,

they improve their audience awareness, linguistic, and writing skills. Third, this study backed collaborative learning theory, which claims that when learners collaborate with their peers, they are able to achieve the things they would not achieve alone. In this study, during peer feedback sessions, they "pooled off their resources". After that, they revised and improved their paragraphs. That means they achieved better learning outcomes with their peers by sharing their knowledge. Fourth, interaction theory was also backed considering the pairs who spoke L2 in their peer feedback meeting. However, as this was a monolingual context, the participants used their L1 or did code-switching in their peer feedback meetings. That is why this theory was only slightly supported by this study.

The study has some limitations. The first limitation was related to the students' participation in the study. At the beginning of the study, there were 28 students, yet not all of them consistently submitted all their drafts. There were also cases when the students forgot to record their sessions. Besides, some of the students wrote the first draft and recorded their peer feedback session but did not submit their second draft. As a result, the number of the participants decreased to 16. Second, the study was conducted in a monolingual context. That is why the participants mostly used their L1 during peer feedback sessions, which decreased the students' exposure to L2. In addition, due to the institutional policies, teacher feedback could not be excluded in the data collection process, so it needs to be acknowledged as a confounding factor. In addition, this study did not include stimulated recall interviews which would shed light on the participants' motivation to adopt an interaction pattern. Furthermore, the participants had not been given a personality questionnaire, so the personality types are to be noted as a confounding factor in this study. With the help of such a questionnaire, the patterns the participants form would be teased apart from the role of personality types. Finally, the training session was not long and comprehensive enough. In this study, the pairs were randomly selected. In further studies to be carried out in Turkish EFL context, the pairing could be done based on gender, which would provide a chance to see if learners in this context tend to change their patterns when they were paired with the same and opposite gender. Another way of pairing could be based on the proficiency levels of the students. To our knowledge, the studies carried out in Turkish EFL context have not examined the patterns of interaction EFL learners adopt when they are matched with another learner who is less or more proficient than them. Also, similar studies could be carried out with more proficient learners or in multicultural contexts. In that case, there would be less instances of code-switching.

Some pedagogical implications can be made based on the results of this study. First, integrating peer feedback practices into writing curricula could offer benefits both for learners and educators. For instance, learners could be given more autonomy when they are asked to choose which comments to implement. For educators, such a practice might be a tool to create better rapport among students. Secondly, observing peer feedback sessions could be a chance to see the weaknesses and strengths of learners. Next, peer feedback sessions give learners a chance to scaffold each other, which could result in better learning outcomes in writing classes. In case of such an integration, training would maximize the positive effect of peer feedback practices. Ongoing training might bring about even better results in cases when learners form dominant/dominant patterns, as suggested by Min (2008). Guiding them to form collaborative patterns could help them benefit more from this process. In these ongoing training sessions, learners could also be motivated and encouraged in terms of the feedback they have provided or used in their revisions. This may help them become more open to provide or implement peer feedback, which could result in forming more collaborative pattern. Finally, the mode and provider of the feedback could be varied in writing classes. As learners receive feedback only from their teachers and in the same mode throughout the semester, they may feel demotivated. However, if they have a combination of traditional and computer-mediated feedback, oral and written feedback, peer and teacher feedback as done in the current study, they may feel more motivated in writing lessons. Computer-mediated feedback was found to be motivating, practical and accessible for learners (Acarol, 2024), so it could boost the efficacy of writing lessons.

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# Appendices

## Appendix A. Sample paragraph used in the mini training session

**Disadvantages of Playing Online Games**

Although many people enjoy them, online games bring three main disadvantages to a person's life. The first disadvantage is that playing online games cause some health problems. People have eye-sight problems. People are looking at the screen for long hours. And they may suffer from constant back pains. The second disadvantage is that online games make people antisocial. People prefer stay inside and play games instead of going out and socializing. So their communication and social skills weaken. But sometimes during an online game, people make new friends and socialize. The third disadvantage is that online games cause addiction. For example, people get addicted to them. In conclusion, bad consequences are inevitable if a person plays online games too much.

## Appendix B. Sample Student Assignment

First Draft (Before peer feedback session)

WHY DO STUDENTS DROP OUT OF HIGH SCHOOL

Many students, who cannot see the future with a good perspective and have bad teachers, drop out of high school, so the level of uneducation in the country increases. First, the bad conditions of the country and the unemployment of university graduates make education unnecessary in the eyes of students and thus students drop out of school. Secondly, some smart students drop out at school because they cannot get along with their teachers. We clearly see the negative effects of bad teachers here. As a result, the students that need to be brought the world are wasted. We need teachers who don't support cause smart students dropping out of school. Teachers shouldn't cause students drop out because teachers have a lot of influence on students. Thus, students can make better decisions. If a student realizes herself/himself and makes decisions accordingly, happy individuals will be brought up. All in all, a good education system, good country conditions and teachers who do their profession will ensure that this bad situation will alleviate.

Second Draft (After peer feedback session)

WHY DO STUDENTS DROP OUT OF HIGH SCHOOL

Many students who cannot see the future with a good perspective and have bad teachers drop out of high school, so the lack of education in the country increases. First, the bad conditions of the country and the unemployment of university graduates make education unnecessary in the eyes of students. Therefore, students drop out of school. For instance, students who see that university graduates are unemployed ask themselves "Why should I go to school ? , I am going to be unemployed anyway". As a result, students drop out of high school due to this situation. Secondly, some smart students drop out of school because they cannot get along with their teachers, which we clearly see the negative effects of bad teachers here. As a consequence, the students who might benefit the world are wasted. We need teachers who do not cause smart students to drop out of school. Teachers should not cause students drop out because teachers have a lot of influence on students. Thus, students can make better decisions. For example, if a student realizes herself/himself and makes decisions accordingly, happy individuals will be brought up. All in all, a good education system, good country conditions and teachers who do their profession properly will ensure that this bad situation will alleviate.

## Appendix C. Board of Ethics Permission (İzmir Democracy University)

SOSYAL VE BEŞERİ BİLİMLER
BİLİMSEL ARAŞTIRMA VE YAYIN ETİK KURULU
ONAY FORMU

**Protokol No** : 2022/104
**Kabul Tarihi** : 06/12/2022
**Karar Sayı ve No** : 2022/12-03
**Yer** : İzmir Demokrasi Üniversitesi

| | |
|---|---|
| **Araştırmanın Adı:** | **"EFL Learners' Perceptions of Peer Feedback and Peer Feedback Practices in Writing Lessons / İngilizceyi Yabancı Dil Olarak Öğrenen Öğrencilerin Yazma Derslerinde Akran Geri Bildirimi Hakkındaki Algıları ve Uygulamaları"** |
| Proje ☐ Tez ☐ x<br>Makale ☐ x Diğer ☐ x<br>**Niteliği** | Yüksek Lisans Tez, Makale |
| Proje ☐ Tez ☐x<br>Makale ☐ x Diğer ☐ x<br>**Araştırmacı İsimleri** | 1- Doç. Dr. Didem KOBAN KOÇ<br>2- Özlem Ceren TÜTÜNCÜOĞLU |
| **Proje/Tez/Makale/Diğer Araştırmacı İletişim Bilgileri (Proje Yürütücüsü/Tez Yazarı/ Birinci yazar)** | 1- Doç. Dr. Didem KOBAN KOÇ<br>(İzmir Demokrasi Üniversitesi Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı)<br>2- Özlem Ceren TÜTÜNCÜOĞLU<br>(İzmir Demokrasi Üniversitesi Sosyal Bilimler Enstitüsü Yüksek Lisans Öğrencisi) |
| **Tez Danışmanı(ları) adı** | Doç. Dr. Didem KOBAN KOÇ |
| **Kabul Şekli** | ETİK YÖNDEN UYGUNDUR (X)<br>ETİK YÖNDEN GELİŞTİRİLMESİ GEREKMEKTEDİR ( )<br>ETİK YÖNDEN UYGUN DEĞİLDİR ( ) |

İzmir Demokrasi Üniversitesi Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı Doç. Dr. Didem KOBAN KOÇ'un sorumlu tez danışmanı olduğu, **"EFL Learners' Perceptions of Peer Feedback and Peer Feedback Practices in Writing Lessons / İngilizceyi Yabancı Dil Olarak Öğrenen Öğrencilerin Yazma Derslerinde Akran Geri Bildirimi Hakkındaki Algıları ve Uygulamaları"** isimli Yüksek Lisans Tez, Makale, Diğer: Özet Bildiri çalışması değerlendirilmiştir.

Prof. Dr. Sabahattin DENİZ
Sosyal ve Beşeri Bilimler
Bilimsel Araştırma ve Yayın Etik Kurul Başkanı

## Appendix D. Codes of Interaction Patterns

Session 1

| Reviewer | Author | Session | Pattern | Fract. | Percent. | E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 | E10 | E11 | E12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Student 1 | Student 2 | 1 | E/N | 5/6 | 83% | E/N | E/N | E/N | E/N | E/N | D/P | | | | | | |
| Student 2 | Student 1 | 1 | E/N | 6/9 | 67% | E/N | D/P | D/P | E/N | E/N | E/N | D/P | E/N | E/N | | | |
| Student 3 | Student 4 | 1 | D/D | 6/9 | 67% | D/D | E/N | D/D | D/P | D/D | D/P | D/D | D/D | D/D | | | |
| Student 4 | Student 3 | 1 | D/P | 2/2 | 100% | D/P | D/P | | | | | | | | | | |
| Student 7 | Student 8 | 1 | E/N | 2/3 | 67% | E/N | P/P | E/N | | | | | | | | | |
| Student 8 | Student 7 | 1 | D/P | 3/4 | 75% | D/P | E/N | D/P | D/P | | | | | | | | |
| Student 13 | Student 14 | 1 | E/N | 6/6 | 100% | E/N | E/N | E/N | E/N | E/N | E/N | | | | | | |
| Student 14 | Student 13 | 1 | E/N | 3/3 | 100% | E/N | E/N | E/N | | | | | | | | | |
| Student 11 | Student 12 | 1 | E/N | 8/12 | 67% | E/N | E/N | D/D | E/N | E/N | E/N | E/N | C | C | E/N | E/N | D/P |
| Student 12 | Student 11 | 1 | C | 4/6 | 67% | E/N | D/P | C | C | C | C | | | | | | |
| Student 6 | Student 5 | 1 | E/N | 5/5 | 100% | E/N | E/N | E/N | E/N | E/N | | | | | | | |
| Student 5 | Student 6 | 1 | E/N | 2/3 | 67% | E/N | E/N | D/P | | | | | | | | | |
| Student 9 | Student 15 | 1 | E/N | 2/2 | 100% | E/N | E/N | | | | | | | | | | |
| Student 15 | Student 9 | 1 | E/N | 4/6 | 67% | E/N | D/P | E/N | C | E/N | E/N | | | | | | |
| Student 16 | Student 10 | 1 | E/N | 2/2 | 100% | E/N | E/N | | | | | | | | | | |
| Student 10 | Student 16 | 1 | E/N | 6/8 | 75% | D/P | E/N | E/N | E/N | E/N | E/N | E/N | C | | | | |

Session 2

| Reviewer | Author | Session | Pattern | Fract. | Percent. | E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 | E10 | E11 | E12 | E13 | E14 | E15 | E16 | E17 | E18 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Student 1 | Student 3 | 2 | E/N | 8/12 | 67% | D/P | E/N | D/P | E/N | E/N | D/P | E/N | E/N | E/N | E/N | D/P | E/N | | | | | | |
| Student 3 | Student 1 | 2 | E/N | 3/4 | 75% | E/N | E/N | C | E/N | | | | | | | | | | | | | | |
| Student 12 | Student 8 | 2 | E/N | 6/9 | 67% | E/N | D/P | D/P | E/N | E/N | E/N | E/N | C | E/N | | | | | | | | | |
| Student 8 | Student 12 | 2 | D/N | 5/6 | 83% | D/N | D/N | D/N | D/N | D/N | D/D | | | | | | | | | | | | |
| Student 6 | Student 10 | 2 | E/N | 2/2 | 100% | E/N | E/N | | | | | | | | | | | | | | | | |
| Student 10 | Student 6 | 2 | E/N | 2/2 | 100% | E/N | E/N | | | | | | | | | | | | | | | | |
| Student 11 | Student 16 | 2 | C | 4/4 | 100% | C | C | C | C | | | | | | | | | | | | | | |
| Student 16 | Student 11 | 2 | E/N | 4/5 | 80% | D/P | E/N | E/N | E/N | E/N | | | | | | | | | | | | | |
| Student 15 | Student 5 | 2 | E/N | 2/3 | 67% | D/P | E/N | E/N | | | | | | | | | | | | | | | |
| Student 5 | Student 15 | 2 | C | 2/3 | 67% | C | C | E/N | | | | | | | | | | | | | | | |
| Student 9 | Student 13 | 2 | E/N | 2/3 | 67% | E/N | P/P | E/N | | | | | | | | | | | | | | | |
| Student 13 | Student 9 | 2 | C | 4/4 | 100% | C | C | C | C | | | | | | | | | | | | | | |
| Student 14 | Student 7 | 2 | D/P | 13/18 | 72% | D/N | D/D | D/D | D/D | D/P | D/P | D/P | D/D | D/P | D/P | D/P | D/P | D/P | D/P | D/P | D/P | D/P | D/P |
| Student 7 | Student 14 | 2 | E/N | 2/2 | 100% | E/N | E/N | | | | | | | | | | | | | | | | |
| Student 2 | Student 4 | 2 | D/P | 4/4 | 100% | D/P | D/P | D/P | D/P | | | | | | | | | | | | | | |
| Student 4 | Student 2 | 2 | D/P | 4/6 | 67% | E/N | D/P | D/P | D/P | D/P | E/N | | | | | | | | | | | | |

Session 3

| Reviewer | Author | Session | Pattern | Fract. | Percent. | E1 | E2 | E3 | E4 | E5 | E6 | E7 | E8 | E9 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Student 16 | Student 13 | 3 | E/N | 6/9 | 67% | E/N | E/N | D/D | D/P | E/N | E/N | C | E/N | E/N |
| Student 13 | Student 16 | 3 | C | 6/9 | 67% | E/N | D/P | C | C | E/N | C | C | C | C |
| Student 7 | Student 3 | 3 | D/P | 4/5 | 80% | D/P | E/N | D/P | D/P | D/P | | | | |
| Student 3 | Student 7 | 3 | D/P | 5/7 | 71% | D/P | D/P | D/P | E/N | D/P | D/P | E/N | | |
| Student 6 | Student 2 | 3 | D/P | 5/5 | 100% | D/P | D/P | D/P | D/P | D/P | | | | |
| Student 2 | Student 6 | 3 | E/N | 2/2 | 100% | E/N | E/N | | | | | | | |
| Student 12 | Student 15 | 3 | C | 5/7 | 71% | D/P | C | C | C | E/N | C | C | | |
| Student 15 | Student 12 | 3 | E/N | 2/3 | 67% | D/P | E/N | E/N | | | | | | |
| Student 9 | Student 11 | 3 | E/N | 6/9 | 67% | E/N | C | E/N | E/N | E/N | D/D | C | E/N | E/N |
| Student 11 | Student 9 | 3 | C | 3/3 | 100% | C | C | C | | | | | | |
| Student 4 | Student 8 | 3 | D/P | 3/3 | 100% | D/P | D/P | D/P | | | | | | |
| Student 8 | Student 4 | 3 | D/P | 5/5 | 100% | D/P | D/P | D/P | D/P | D/P | | | | |
| Student 10 | Student 5 | 3 | E/N | 3/3 | 100% | E/N | E/N | E/N | | | | | | |
| Student 5 | Student 10 | 3 | E/N | 4/5 | 80% | E/N | E/N | P/P | E/N | E/N | | | | |
| Student 1 | Student 14 | 3 | E/N | 3/4 | 75% | E/N | C | E/N | E/N | | | | | |
| Student 14 | Student 1 | 3 | D/P | 6/9 | 67% | D/P | D/P | D/P | D/N | D/P | D/P | E/N | E/N | D/P |