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Using Blog-based Peer Comments to Promote L2 Writing Performance

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Abstract

This research aimed to understand to what extent 24 freshmen students registered in an online academic writing course provided peer comments in a blog-based writing setting and whether there was a significant difference in the proportion of L2 writer's peer comment types. Data included students' blog-based peer comments on their friends' written drafts produced in three different writing genres: expository, data-commentary, and argumentative. Frequency analysis and Chi-square test of independence and for goodness-of-fit were used to analyze peer comments. Results revealed that L2 writers provided online peer comments more on global areas than those on local areas across writing tasks and between the drafts in all tasks. There was a significant difference in the proportion of global and local areas of L2 writers identified in the first drafts of three writing tasks and a significant decrease in the provision of global and local comments from the first task to the final. This study provides implications for L2 academic writers and writing instructors concerning the use of blog-based peer comments and their types in the process of an academic writing course, where L2 writers experience blog-based academic writing and peer comment exchange in the light of training they have received.

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Introduction

In the context of higher education especially in English Medium Instruction settings, the use of peer and collaborative feedback is becoming widely popular in academic writing practices. Despite the practice of peer-feedback in writing courses, the wide use of technology and the context of the current global pandemic have recently changed the settings where students experience the L2 writing process. The use of web-based applications for peer-comments has brought a renewed attention to L2 collaborative writing (Elola & Oskoz, 2017) and online feedback exchange among writers. The traditional written feedback coming mostly from teachers and face-to-face peer-feedback have both taken on a new social dimension with the use of online writing settings such as blogs (Elola & Oskoz, 2017; Guardado & Shi, 2007).

There has been a growing body of research in the literature on peer-feedback primarily exploring different aspects of peer-feedback and its contribution to L2 writers' writing development (e.g., Chen, 2010; Hu & Lam, 2010; Ruegg, 2014; Zhao, 2010). There are studies as well that have been conducted to examine how peer-feedback works in the new online social settings (AbuSeileek & Abualsha'r, 2014; Ciftci & Kocoglu, 2012; Jin & Zhu, 2010). However, further research is required to fully conceptualize the nature of peer-feedback provided in online settings, how students experience peer-feedback in the online settings, and how peer-feedback affects L2 writers' revision process and written products (Leijen, 2017; Yu, Lee & Mak, 2016). In the writing practices where students are encouraged to employ peer-feedback, students are guided or trained by instructors on providing peer-feedback with the hope that peer reviewers could provide feedback in good quality that could help each other improve their writing content and accuracy. Peer-feedback or comment exchanges in an online collaborative setting as a new social writing environment is still new to instructors and students as well as researchers and thus, it is necessary to understand the nature and types of feedback provided by students in writing settings, whether the feedback provided by students changes during the training they have received or depending on their increased experience on academic writing (Pham & Usaha, 2016). A few previous studies (Pham & Usaha, 2009; 2016; Rahimi, 2013) that focused on the comment types (global or local areas) suggested further investigation of blog-based peer comment experiences of EFL learners in a distinct context with two purposes: to understand (1) the nature of online peer comment exchanges experienced by L2 writers, and (2) the effectiveness of the blog-based peer comment training in helping L2 writers in providing global comments in good quality.

In order to contribute to the growing body of knowledge corresponding to the use of web-based technology in providing peer-feedback and supporting the field in the effective use of peer-feedback by L2 writers, this study aims to investigate the nature of peer comments provided by peer-reviewers. The study specifically focuses on what types of blog-based peer comments, local (e.g., mechanics and word choice) or global (e.g. organization and content), EFL writers provided on their classmates' written drafts and whether the nature of the comments provided changed depending on the drafts they produced in three different writing tasks on three genres. The student writers of the present study have experienced academic process writing in online settings (blogs) and practiced academic writing in a culture where peer-feedback is not or rarely introduced in instructional settings before higher education. All of the participants in this study had their first experience in providing peer comments by using different feedback areas and doing this in an online collaborative setting. Therefore, the motivation and experience of students in using online peer comments as the result of the training they have received are substantial to explore and report.

Literature Review

Peer-feedback in L2 writing has been considered as a salient feature of the process writing approach (Cao, Yu, & Huang, 2019; Hyland & Hyland, 2006) that shifted L2 writing from the finished text to the process in which writing is performed. Recent research in peer-feedback has primarily centered on exploring different aspects of peer-feedback such as instructional, sociocultural, and cognitive benefits of peer-feedback (Hu & Lam, 2010; Yu et al., 2016; Zheng, 2012) and the effectiveness of peer-feedback in L2 writing development (Chen, 2010; Ruegg, 2014; Zhao, 2010).

Despite the existence of these studies in the field that examined the effect of peer-feedback in L2 writers' writing development, the use of online peer-feedback in collaborative writing environments is still a growing trend that is believed to bring positive learning effects on L2 writing (Lundstrom & Baker, 2009; Yu & Lee, 2016). Technological advances, specifically web-based technology, have changed the application of peer-feedback in the L2 writing context to be more accessible. In addition to sharing their writings with others in collaborative writing settings such as in blogs, L2 writers additionally have had the opportunity to interact with their readers by receiving e-feedback from them. Studies comparing online peer-feedback with face-to-face feedback reported the benefits of online peer-feedback in providing a less threatening environment that encourages more equal participation (Ho & Sauvignon, 2007) and providing students with

interaction (Chang et al., 2011; Micelia, Murraya, & Kennedy, 2010). Other relevant studies (AbuSeileek & Abualsha'r, 2014; Ciftci & Kocoglu, 2012) undertaking the impact of online peer-feedback on text revisions and students' writing performance reported that L2 writers demonstrated better writing performance compared to traditional peer-feedback. In their studies exploring students' motives and stances on peer-feedback in L2 writing, Jin and Zhu (2010) emphasized the motivating nature of online peer-feedback in enhancing students' awareness of the audience and the importance of revision by reducing their stress and cultivating positive attitudes toward writing.

Peer-feedback research in recent years has also addressed the role of training in the effective use of peer feedback and the effects of this training on students' revisions and writing quality (e.g., Hu & Lam, 2010; Rahimi, 2013; Yang & Meng, 2013). Some of these studies examined the effects of online peer-feedback training. To exemplify, in their studies exploring the effects of online peer-feedback training on EFL university students, Yang and Meng (2013) found that training in the use of peer-feedback helped especially the less proficient writers in improving their peer-feedback practice and writing skills. Similarly, Rahimi (2013) investigated the effects of online peer-feedback training on the quality of feedback, revisions, and writing in the long run. They reported that trained students shifted their attention from formal aspects of writing (e.g., mechanical problems) to global comments (writing organization and content improvement) after training. In the long run, these trained writers made significant improvements in their writing in terms of quality. In their studies in which they examined the differences between global and local comments of peer reviewers, Pham and Usaha (2016) confirmed the effectiveness of the blog-based peer comment training in helping peer reviewers to provide more comments on global areas than on local areas, however, the participants in this study made revisions mostly independent of peer comments. In the revised parts, they relied on the global peer comments revisions at higher levels rather than the local level of revisions.

Despite the existence of these studies emphasizing the prominence of peer-feedback training and to what extent blog-based peer response helps writers to improve their writing quality (e.g., Leijen, 2017; Nguyen, 2012; Pham & Usaha, 2016), future research is still required in exploring collaborative online writing settings and peer comment experiences of EFL writers in online settings to understand (a) the nature and types of online peer comment exchange and, (b)

the effectiveness of the blog-based peer comment training in helping L2 writers provide comments in good quality.

The literature also suggests that the exploration of this revision process should be described further considering the training and guidance L2 writers experienced during the academic writing process (Pham & Usaha, 2009; 2016; Rahimi, 2013). The previous studies (Pham & Usaha, 2009; 2016; Rahimi, 2013) that examined whether students provided more global or local comments during the peer response activities revealed that peer reviewers in online writing settings focused more on global areas in providing feedback than those on local areas in online settings. These relevant studies conducted with a specific group of EFL writers in a specific context suggest further investigation of blog-based peer comments experiences of EFL learners in a different context to understand the nature of online peer comment exchange followed by a blog-based peer comment training. Following these suggestions, this present study explores to what extent L2 writers provide comments by their types on their peer's written drafts in a blog-based writing setting supported by process-based academic writing and peer feedback training and whether there are any differences in the types of peer comments they provided. The study specifically aims to answer the following research questions:

1. To what extent do L2 writers provide peer comments on global and/or local areas in a blog-based writing setting?
2. Is there a significant difference in the proportion of L2 writers' peer comments on global and local areas across three writing tasks?

Methodology

Participants

Our participants were 24 freshmen students registered in an online academic writing course offered in an English Language Teacher Education program in Turkey. The language proficiency level of students when they started their departmental programs was upper-intermediate (B2) according to the Common European Framework Reference (CEFR) (Council of Europe, 2001). All 24 students consented to participate in the study.

Setting

This study was undertaken in an academic writing course offered in the English Language Teacher Education program at a university in Turkey in the second semester of the first year when all 24 students had already taken one semester of academic writing course, in which they practiced the fundamentals of writing such as paragraph analysis and writing. In the second semester 14-week long course, the course instructor employed a process-based writing approach by which students completed three writing tasks on three different writing genres following the linear writing procedure in Figure 1: data commentary, expository, and argumentative writing. In addition to the development of academic writing skills, this second writing course aimed to improve self- and peer revision skills with the use of digital blogging.

Data Collection and Procedures

During the 14-week long academic writing course, L2 writers in this study completed three writing tasks in a blog writing setting. During each task, they produced three drafts for each writing genre (total nine drafts) but provided online peer comments only to their friends' first and second drafts written and revised for each task. Peer comments were provided under the blog entries in the blog setting. Data in the current study includes these peer comments students provided on the first and second drafts.

Blog writing and peer response training

At the beginning of the writing course, the course instructor conducted a training session in which students learned how to set up their writing blogs via WordPress (<https://wordpress.com/>), practiced on blog entries and online peer feedback exchange in a blog setting. Before each online writing task, the students had a class meeting with the course instructor for 2 hours in which the instructor delivered explicit instructions on each writing task, genre and peer review process, and materials they needed to follow during the writing task.

The course instructor guided the students through the entire process to read and provide online feedback on their friends' written works. Figure 1 illustrates the linear procedure followed in the course to supply an online writing context and a collaborative peer revision. After the first drafts for the first writing genre (expository) were posted on the blogs (See Figure 2 for a sample blog post) for peer revision, students read their friends' drafts and provided online comments on the drafts they selected by using peer evaluation rubrics (See Appendix A) and a peer revision guideline (See Appendix B) designed by the course instructor. Following the online peer-feedback

they received from their classmates, students revised their papers and shared their revised drafts on their writing blogs to receive peer and teacher feedback one more time. This procedure was repeated for each writing task on the following two genres: data-commentary and argumentative (See Figure 1). The rubrics were structured under three categories referring to both global and local writing issues. The global areas refer to the content and organization of the drafts while the local areas are on mechanics, word choice, spelling, punctuation, transitional signals, and text citation and reference based on APA style. Supporting these items in the rubric, peer review guidelines included five questions for students to comment on during their peer revisions.

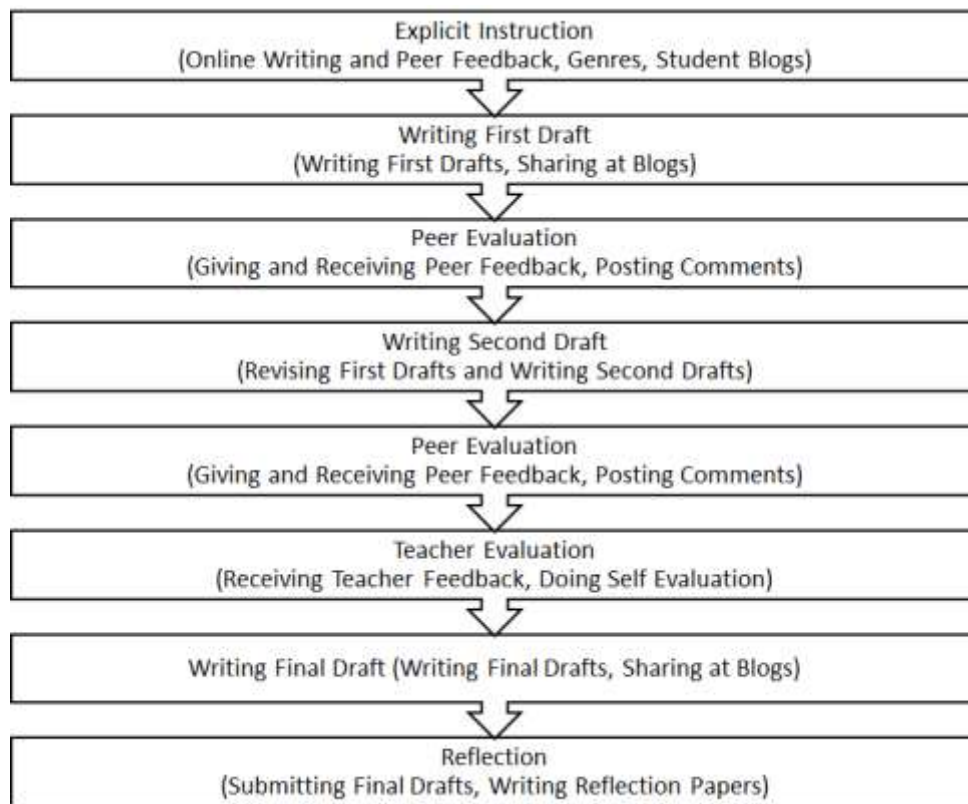


Figure 1. The linear writing procedure for each task.



Figure 2. Sample blog post.



Figure 3. Sample peer-comments in blogs.

Data Analysis

To answer the research questions, quantitative analysis was performed. Concerning the first question, the number of peer comments by their types as global and local areas was counted (See Table 1 for the global and local areas in the coding of peer comments). Comments that addressed content and organization of the written drafts were categorized as global while comments addressing mechanics, word choice, spelling, punctuation, and transitional signals were categorized as local (Pham & Usaha, 2016). Each sentence in each peer comment submitted for first and second drafts was coded using the subcategories for each comment area, global and local (See Figure 4 for a sample coding of peer comments). Then, frequency analysis was run to get the ratios of peer comments across the local and global areas. To answer the second research question, the Chi-square test of independence for both categorical data, local and global areas in first and second drafts, and the Chi-square test for goodness-of-fit was calculated to compare the frequency cases found in two categories; first and second drafts of the essays separately.

Table 1: *Global and Local Areas in the Coding of Peer Comments*

Global areas	Local areas
(1) Content (sufficient background information, descriptions, exemplifications, details, counter arguments (if any) and support/evidence) (2) Organization (displaying unity, progression, ad coherence)	(1) Mechanics (2) Word choice (3) Spelling (4) Punctuation (5) Transitional signals (6) APA style (in-text citation and references)

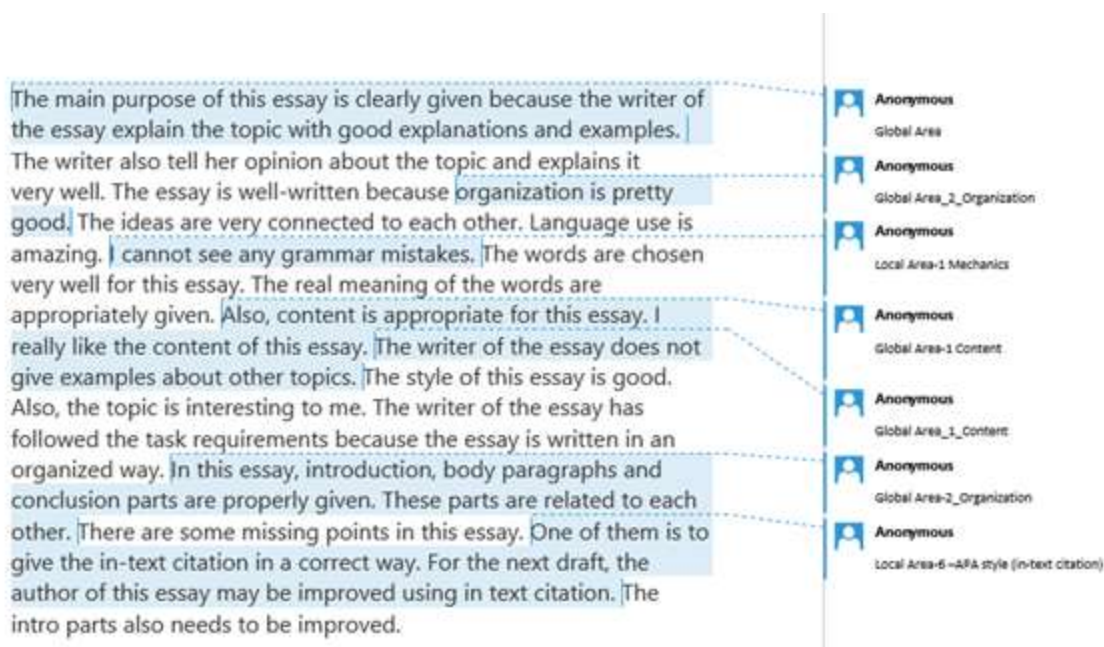


Figure 4. Sample coding of peer comments

Results and Discussion

Research Question 1

Research question 1 was intended to explore to what extent L2 writers provided peer comments by their types on their classmates' written drafts. As seen in Table 2, L2 writers provided comments both in global areas and local areas in the first and second drafts written in three genres (data commentary, expository and argumentative). They provided 625 peer comments in total on the data commentary drafts, the first genre in the peer commenting process. On the first and second drafts, there were 432 (69.1%) comments in total addressing global areas, and 193 (30.9%) comments to local areas. The students were able to provide more comments to both first and second drafts in the global areas compared to local areas. However, the total number of peer comments for the expository writing was 327, which was slightly above the half of the total comments in data commentary writing. Very similar to the total numbers in data commentary writing, the students provided more comments on global (271, 82.8%) than local areas (56, 17.2%) in expository writing. In the argumentative writing as the third and final genre of the writing cycle, the students provided 150 comments in total, which shows that there was a decrease in the total numbers of peer comments in both areas: 112 (74.6%) in global areas, 38 (25.4%) in local areas. To

summarize, L2 writers provided online peer comments more on global areas than those on local areas across writing tasks and between first and second drafts of all three writing tasks.

Table 2: Total Numbers and Percentages of Peer Comments

<i>Writing tasks on three different genres</i>	Peer Comments				
	Global Areas		Local	Areas	Total
<i>(1) Data Commentary</i>	n	%	n	%	
First Draft	208	57,6	153	42,4	361
Second Draft	224	84,8	40	15,2	264
Total	432	69,1	193	30,9	625
<i>(2) Expository</i>	n	%	n	%	
First Draft	134	82,7	28	17,3	162
Second Draft	137	83	28	17	165
Total	271	82,8	56	17,2	327
<i>(3) Argumentative</i>	n	%	n	%	
First Draft	46	80,7	11	19,3	57
Second Draft	66	70,9	27	29,1	93
Total	112	74,6	38	25,4	150

Note: Global areas (content and organization); local areas (mechanics, word choice, spelling, punctuation, transitional signals, in-text citation and references based on APA style).

Research Question 2

Research question 2 aimed to investigate whether there was a significant difference in the proportion of L2 writer's peer comment types provided in a blog-based writing setting. The Chi-square test of independence for both categorical data which were local and global areas in first and second drafts was calculated. The Chi-square test for goodness-of-fit was also employed to compare the proportion of both categories from a sample with hypothesized values. The Chi-square test of independence indicated that there was a significant difference in the proportion of global and local areas of L2 writers identified in the first and second drafts of data commentary essay, with the chi-square value $\chi^2(1, n = 625) = 52.915, p < .001$ (significant $p < .001$). The chi square test for goodness-of-fit was calculated to compare the frequency cases found in two categories; first and second drafts of the data commentary essays separately. The Chi-square value for the first draft of data commentary was $\chi^2(1, n = 361) = 8.380, p < .004$, which shows that there was not a significant difference between global and local comments provided for the first

draft of data commentary. However, there was a significant difference in the second draft with the chi-square value $\chi^2(1, n = 264) = 128.242, p < .001$.

The Chi-square test of independence indicated that there was no significant difference in the proportion of global and local areas of L2 writers identified in the first and second drafts of expository essay, with the chi-square value $\chi^2(1, n = 327) = 0.0058, p > .001$ (significant $p < .001$). The Chi-square value for the first draft of expository was $\chi^2(1, n = 162) = 69.358, p < .001$, which shows that there was a significant difference between global and local comments provided for the first draft of expository. There was also a significant difference in the second draft with the chi-square value $\chi^2(1, n = 165) = 72.006, p < .001$.

The Chi-square test of independence indicated that there was no significant difference in the proportion of global and local areas of L2 writers identified in the first and second drafts of argumentative essay, with the chi-square value $\chi^2(1, n = 150) = 1.769, p > .001$ (significant $p < .001$). The Chi-square value for the first draft of argumentative was $\chi^2(1, n = 162) = 69.358, p < .001$, which shows that there was a significant difference between global and local comments provided for the first draft of argumentative. There was also a significant difference in the second draft with the chi-square value $\chi^2(1, n = 93) = 16.355, p < .001$.

The Chi-square test of independence was calculated to see the difference across writing tasks in the provision of global and local areas. The Chi-square test of independence indicated that writing tasks and peer comment types were dependent on each other, with the chi-square value $\chi^2(2, n = 1102) = 21.131, p < .001$. The chi-square for goodness-of-fit value for global areas across three writing tasks was $\chi^2(2, n = 815) = 188.467, p < .001$, which shows that there was a significant decrease in the provision of global comments from the first writing task to final writing task. The chi-square for goodness-of-fit value for local areas across three tasks was $\chi^2(2, n = 287) = 150.232, p < .001$, which shows that there was a significant decrease in the provision of local comments from the first writing task to the final task.

Questioning what types of comments under global and local areas student writers mostly attempted to provide for the drafts, the frequencies of peer comments for each subcategory were calculated. As Figure 5 shows, the most frequent level of peer comments in total occurred at the content ($n=228, 31.6\%$) in global areas, APA style (in-text citations and references) ($n=197,$

27.3%) in local areas, and organization (n=190, 26.3%) in global areas, which included displaying unity, progression, and coherence. The mechanics (n=71, 9.8%) in local areas, and spelling (n=22, 3%) in local areas were among the peer comments which were less frequently provided by the students. However, punctuation (n=9, 1.2%), transitional signals (n=4, 0.5%) and word choice (non) were nearly the points that were disregarded by the students throughout the peer revision process.



Figure 5. Frequency of peer comments in global and local areas.

With regards to the percentages of the peer comments in global and local areas (Table 3), the most frequent comments in data commentary drafts on local areas were on mechanics (56.3%), spelling (63.6%), punctuation (33%), transitional signals (100%), and APA style (74%). The student writers did not put any comment on word choice in their peers' drafts in the blog setting. The frequency of the peer comments in global areas for data commentary essays were 44.7% on content, and 54.2% on organization. The frequency ratios of peer comments in expository drafts indicated that both global areas such as content (41.2%) and organization (39.5%), and local areas like mechanics (16.9%), spelling (31.8%), punctuation (55.5%), and APA style (17.2%) were highly reviewed by the students. The analysis revealed that students did not share any comment on local areas such as word choice and transitional signals. In the argumentative drafts, the students provided peer comments on content (14%), organization (6.1%), APA (9.1%), punctuation (11.1%) and spelling (4.5%) less than the peer comments in data commentary and expository writing.

Table 3: *Percentages of Peer Comments in Global and Local Areas*

Global and Local Areas	Peer comments in data commentary drafts		Peer comments in expository drafts		Peer comments in argumentative drafts		Total <i>n</i>
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	
Content	102	44.7	94	41.2	32	14	228
Organization	103	54.2	75	39.5	12	6.1	190
Mechanics	40	56.3	12	16.9	19	26.7	71
Word Choice	-	-	-	-	-	-	-
Spelling	14	63.6	7	31.8	1	4.5	22
Punctuation	3	33	5	55.5	1	11.1	9
Transitional Signals	4	100	-	-	-	-	4
APA Style	145	74	34	17.2	18	9.1	197

Note: Frequency.

In Figure 6, the bar chart indicates the ratios of peer comments in data commentary drafts. The peer comments were on APA style ($n=145$, 74%), content ($n=102$, 44.7%) and organization ($n=103$, 54.2%) with high ratios but these ratios decreased in expository (Figure 7) and argumentative (Figure 8) drafts. In the data commentary as the first writing task, students were expected to produce an advanced level data commentary text critically analyzing a topic and synthesizing the information from different sources. This first experience might have encouraged the students to focus on the organization of the data and content as well as in-text citations and references. In the expository and argumentative drafts, as seen in Figure 7 and 8, there was a decrease in peer comments in local areas such as mechanics, spelling, and punctuation. This might be because when writing their drafts, L2 writers paid attention to local areas, which led to receiving less local comments from their peers.

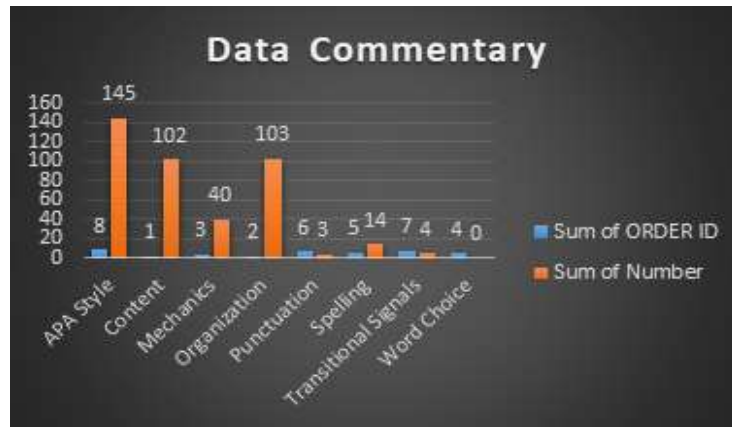


Figure 6. Types of peer comments in data commentary drafts.

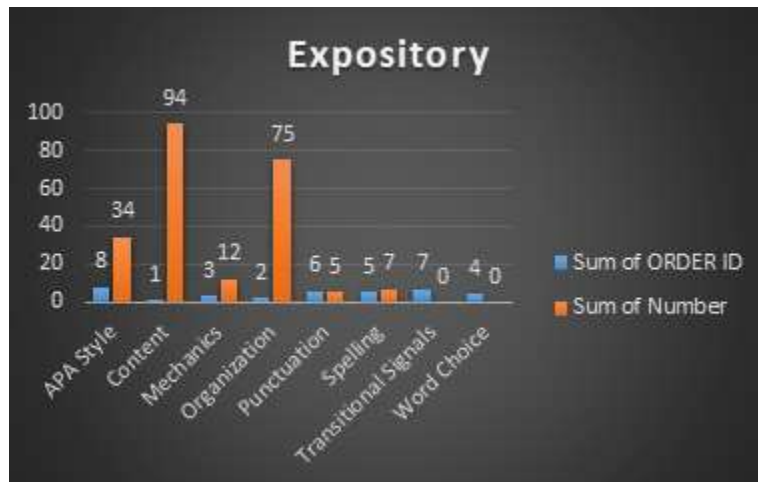


Figure 7. Types of peer comments in expository drafts.

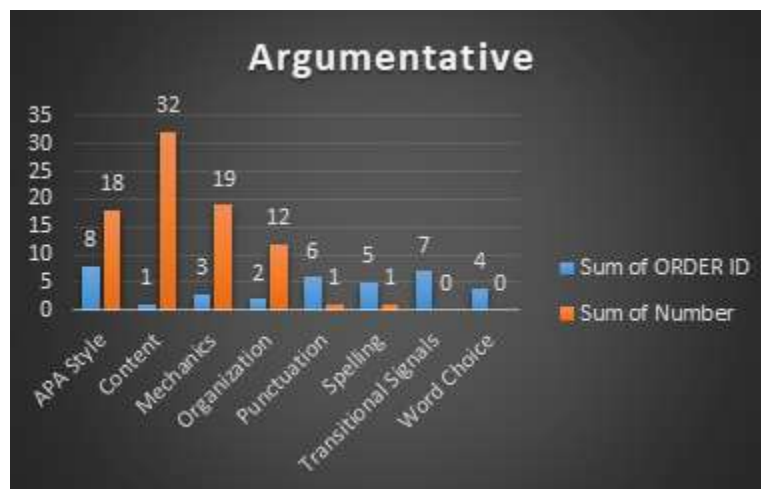


Figure 8. Types of peer comments in argumentative drafts.

To summarize, the quantitative analysis of the peer comments showed that there was a significant difference in the proportion of global and local areas of errors that L2 writers identified in the first and second drafts of the data commentary paper while there was a significant difference between local and global areas only in the first drafts in the following two writing tasks, expository and argumentative. There was a significant decrease in the number of both global and local comments from the first task to the final task. Although there was a decrease in both areas from the first task to the last, the analysis showed that students focused more on global areas than those of local areas during the blog-based peer review. This might be the effect of the writing task and guidelines provided to the students for the writing process. The peer-review rubrics might have led students to provide feedback on both global and local areas; however, referring to the main objective of the course and each writing task, students aimed overall to get familiar with the content of the writing genre and create a draft that meets the global areas of the writing task.

These findings are consistent with some findings of other relevant research (Min, 2006; Pham & Usaha, 2016) in which students also provided more global comments in their peer-reviews than local comments. In their studies, Pham and Usaha (2016) found that the students provided more comments on global areas than those of local areas and the significant difference of Draft 1 was higher than the Draft 2. They concluded that this might be an effect of the training given during the writing cycle similar to the present study. Similarly, in his study, Min (2006) claimed that the training L2 writers received on peer-review, writing task requirements, and peer-review rubrics students used might have led writers to focus more on global areas than on local areas. The process-writing and peer-review training our students received in our course and the guidelines and rubrics they have used to provide feedback might also have established a peer-review culture in this writing community, which contributed to the use of global comments substantially, as the global areas in the rubric such as content and organization had been emphasized more compared to the local areas and its subcategories.

Different from previous studies, this study showed that there was a significant decrease in the total numbers of peer comments in three different tasks in both global and local areas. This might be the result of L2 writers' increased experience in receiving and giving peer comments in a blog setting. As suggested by Min (2006) in his study, the training with the course instructor helped enhance the feedback culture of L2 writers who would not have known how to perform

peer review or refine their review comments. In this present study, the number of peer comments significantly and gradually decreased from the first task to the last one. Although the study does not examine the quality of revised student drafts, students could probably write well-organized academic essays even in their first drafts on the second and third tasks. Thus, they might have received fewer peer comments on both local and global areas. As they practiced the peer review several times for each task using peer review rubrics, this L2 writing and peer feedback procedure might have decreased the quantity of the peer feedback they provided and received.

Finally, the results showed that student writers less frequently commented on local areas including mechanics, spelling, and disregarded some other local areas such as punctuation, transitional signals, and word choice in the review process. Although student writers clearly stated the category of some local problems in their peer comments under the blog writings, this less frequent focus on local areas might be due to the nature of peer feedback experienced on online platforms such as blogs. Previous studies (e.g., Bilki & Irgin, forthcoming; Huang, 2016) investigating the effectiveness of blogs in writing and peer-feedback provision concluded that blogs provided writers communicative and creative platform to present themselves in a meaningful, collaborative, and authentic way; however, corresponding to providing peer comments, as seen in this present study, the blogs as online writing settings may have generated some limitations in providing comments in local areas compared to global areas. Blogs might have limited writers to leave their comments under the blog posts without making any in-text editing suggestions as usually experienced in a review on a Word document. Previous studies exist in comparing the provision of peer feedback in blogs versus on papers (Lira-Gonzales & Nassaji, 2019) and they conclude that both blogs and paper settings may inspire different types of errors, elicit different types and degrees of feedback, and lead to differences in subsequent revisions. However, there is a lack of research in the literature comparing the diverse writing platforms (e.g., blogs vs. Word documents) in terms of provision and efficacy of peer-feedback.

Conclusion

This research examined to what extent 24 freshmen students registered in an online academic writing course provided peer comments by types as global and local areas in a blog-based writing setting and whether there was a significant difference in the proportion of L2 writer's

peer comment types. The quantitative findings of this research provided reassuring evidence that L2 writers gave and received peer-feedback in both global and local areas, and they learned how to provide blog-based peer comments in an online setting when they were provided proper training on it over a period of time, although they focused more on global areas than those of local areas in their peer-reviews. The results revealed that there was a significant difference in the proportion of global and local areas of L2 writers identified in the first drafts of three writing tasks on three genres and a significant decrease in the provision of global and local comments from the first task to the final.

The results of this research cannot be generalized due to the small number of students involved. However, it has significance in understanding the nature of peer comment provision in a blog-based writing setting, as it investigated the proportion of L2 writers' peer comment types in an online platform, which has recently gained increasing popularity in L2 writing practices. More research is required to examine to what degree L2 writers incorporate received comments into their revisions before and after training and whether the quantity and quality of received comments affect the quality of their writing and revision experiences in online settings. The comments incorporated into revisions were especially needed to be qualitatively investigated to understand why students attempted to focus on some feedback areas than the others and they selected to consider some comments for revision or not. The results of this study suggest that L2 writing instructors should be aware of the focus of the peer comment training process and should explicitly train L2 writers in the types and provision of comment areas in the writing practices experienced in a blog-based writing platform. This present study that presents a process-based writing procedure in an online setting can be an inspiration for writing instructors in building a blog-based writing course and peer review culture.

The Research and Publication Ethics Statement

The ethics committee approval has been obtained from TED University (06/07/2020-1362).

The Conflict of Interest Statement

In line with the statement of Committee on Publication Ethics (COPE), we hereby declare that we had no conflicting interests regarding any parties of this study.

Contributions of authors

Zeynep Bilki (Z.B.) and Pelin Irgin (P.I.) conceived of the presented idea. ZB and P.I. developed the theory and performed the computations. Z.B. and P.I. verified the analytical methods. Z.B. and P.I. contributed to the design and implementation of the research, to the analysis of the

results and to the writing of the manuscript. All authors discussed the results and contributed to the final manuscript.

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APPENDIX A.

Peer Evaluation Rubric

Content, Organization & Style	Extra	Good	Okay	Some	Lack
The topic is explained and developed fully with sufficient exemplifications and/or details.	30	24	18	12	6
Information from different resources is critically analyzed, synthesized and integrated appropriately through quotations, summary or paraphrase.	20	16	12	8	4
Ideas are well-organized displaying unity, progression, and coherence.	20	16	12	8	4
Language is used effectively at an advanced level displaying various syntactic structures, appropriate vocabulary and only minor lexical and grammatical errors.	15	12	9	6	3
APA style is used accurately within both the text (in-text citations) and the references.	10	8	6	4	2
The file is named as required and the text has the required format.	5	4	3	2	1

APPENDIX B.

Guideline for Peer Comments on Writing Blogs (will be followed for each writing task)

1. Do you think that the main purpose of this essay is clearly given?
2. Have you found the essay well-written and understandable? If yes, what have you found particularly effective in the essay? (Content, language use, style, organization, etc.)
3. Do you think the writer of the essay has followed the task requirements?
4. Find at least three missing points in the essay that you think to be improved for better comprehension.
5. Write the possible missing points in the margins as areas for the writer to answer in the next draft.