



**A CONVERSATION ANALYTIC STUDY ON VIDEO-MEDIATED
INTERACTIONS FOR PEER FEEDBACK IN L2 WRITING**

Yusuf Emre Yeşilyurt

PHD DISSERTATION

DEPARTMENT OF FOREIGN LANGUAGE TEACHING

GAZİ UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

FEBRUARY, 2021

TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

Bu tezin tüm hakları saklıdır. Kaynak göstermek koşuluyla tezin teslim tarihinden itibaren 6 (altı) ay sonra tezden fotokopi çekilebilir.

YAZARIN

Adı : Yusuf Emre

Soyadı: : Yeşilyurt

Bölümü : Yabancı Diller Eğitimi/İngiliz Dili Eğitimi

İmza :

Teslim Tarihi :

TEZİN

Türkçe Adı : Yabancı Dilde Yazma Öğretiminde Video Aracılı Akran Geri Bildirimi Etkileşimlerinin Konuşma Çözümlemesi Yöntemiyle İncelenmesi

İngilizce Adı : A Conversation Analytic Study on Video-Mediated Interactions for Peer Feedback in L2 Writing

ETİK İLKELERE UYGUNLUK BEYANI

Tez yazma sürecinde bilimsel ve etik ilkelere uyduğumu, yararlandığım tüm kaynakları kaynak gösterme ilkelerine uygun olarak kaynakçada belirttiğimi ve bu bölümler dışındaki tüm ifadelerin şahsıma ait olduğunu beyan ederim.

Yazar Adı Soyadı: Yusuf Emre YEŞİLYURT

İmza:

JÜRİ ONAY SAYFASI

Yusuf Emre Yeşilyurt tarafından hazırlanan “A Conversation Analytic Study on Video-Mediated Interactions for Peer Feedback in L2 Writing” adlı tez çalışması aşağıdaki jüri tarafından oy birliği ile Gazi Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı’nda Doktora tezi olarak kabul edilmiştir.

Danışman: Prof. Dr. Hacer Hande UYSAL GÜRDAL

İngiliz Dili Eğitimi, Hacettepe Üniversitesi

Başkan: Doç. Dr. Hale IŞIK-GÜLER

İngiliz Dili Eğitimi, Orta Doğu Teknik Üniversitesi

Üye: Prof. Dr. Kadriye Dilek BACANAK

İngiliz Dili Eğitimi, Gazi Üniversitesi

Üye: Doç. Dr. Asuman AŞIK

İngiliz Dili Eğitimi, Gazi Üniversitesi

Üye: Dr. Öğr. Üyesi Ufuk BALAMAN

İngiliz Dili Eğitimi, Hacettepe Üniversitesi

Tez Savunma Tarihi: 20/01/2021

Bu tezin Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı’nda Doktora tezi olması için şartları yerine getirdiğini onaylıyorum.

Prof. Dr. Yücel GELİŞLİ

Eğitim Bilimleri Enstitüsü Müdürü



To My Mother and Father

ACKNOWLEDGMENT

In the name of Allah, the Merciful, the Compassionate

All Praise be to Allah, the Sustainer of All the Worlds!

Peace and Blessings be upon His Messenger Mohammad

So, surely with hardship comes ease. (The Holy Qur'an, 94:5-6)

At the end of a-six-year process, which has contributed to me a lot professionally, I have finally achieved to complete all of the requirements for holding a PhD degree in teaching English as a foreign language. During this long and demanding process, I have received both professional help and support of any kind from a number of people and institutions to whom and which I am intebted. Their contributions were priceless!

First of all, I would like to thank Gazi and Burdur Mehmet Akif Ersoy Universities and the professors for their support, insights, and teachings during this process. I am tremendously grateful to Prof. Dr. Hacer Hande UYSAL GÜRDAL, my supervisor, for her invaluable help, guidance, patience, and encouragement in this process. Her intellectual wisdom has contributed to me immensely.

I also thank the thesis committee members Prof. Dr. Kadriye Dilek BACANAK, Assoc. Prof. Dr. Hale IŞIK-GÜLER, Assoc. Prof. Dr. Olcay SERT, Assoc. Prof. Dr. Asuman AŞIK, Asst. Prof. Dr. Ufuk BALAMAN, Assoc. Prof. Dr. Cemal ÇAKIR, and Asst. Prof. Dr. Hatice ERGÜL. They have guided me to the true path via their critical comments and valuable suggestions in every step of both carrying out my research and reporting it. They have helped me notice not only the weaknesses but also strengths of the project.

Prof. Dr. Abdulvahit ÇAKIR and Prof. Dr. Paşa Tevfik CEPHE as the representatives of English Language Department at Gazi University deserve many thanks for their hospitality during this period. I also appreciate all of the teaching staff and the staff responsible for the daily services at the Department of Foreign Languages Education. You have been like family.

I am also indebted to the people at the Foreign Languages Department of Burdur Mehmet Akif Ersoy University for their support and understanding. I want to thank Prof. Dr. Mehmet ÖZCAN, Prof. Dr. Ferit KILIÇKAYA, Assoc. Prof. Dr. Mustafa ŞEVİK, Assoc. Prof. Dr. Ali KARAKAŞ, and Lecturers Tuba Şule KARADAYI and Ecehan CANDAN for their real patience.

Now, I want to go to the very back to remember the support of the people who are of great value to me. I would like to thank my -officially- first teacher Nedim YEŞİLYURT who taught me how to read and write. I want to extend my appreciation to my esteemed teachers Talat AYDEMİR, Alper SARHUŞ, Ergül ÖZTÜRK, İsmail ÖNCAN, Ali ERDEM, and Yunus ŞENBAY, who have left their marks on my life.

I want to thank again Asst. Prof. Dr. Ufuk BALAMAN for his continuous intellectual support of any kind regarding the project since the beginning of the process. I believe Asst. Prof. Dr. Nilüfer CAN-DAŞKIN, Research Asst. Fatma BADEM, Asst. Prof. Dr. Nergiz KARDAŞ-İŞLER, and the other members and contributors of HUMAN Research Center at Hacettepe University deserve many thanks for their academic contributions to this project. I also would like to thank Assoc. Prof. Dr. Hale IŞIK-GÜLER for accepting me and my friends to her PhD courses on pragmatics of spoken interaction and computer assisted linguistic analysis at METU. I believe the data sessions at HUMAN Research Center (Hacettepe University) and these courses that I received from METU contributed to me a lot professionally.

Many colleagues and friends have also supported me in this difficult journey for years. First of all, I present my gratitude to Asst. Prof. Dr. Sabahattin YEŞİLÇINAR, Asst. Prof. Dr. Galip KARTAL, Research Asst. Samed Yasin ÖZTÜRK, and my other colleagues at Gazi University for their support of any kind. I also thank my roommates, Lecturer Ayhan Cemal KAYA, Lecturer Dr. Serhan KÖSE, and Research Assistant Murat ŞÜKÜR for not only the

good moment they shared with me but also enduring me all this time. Finally, I am grateful to all my beloved friends who allocated time for the project, took part in it, and put their effort on it to the best of their abilities. I want to call out to them here: I really appreciate your cooperation and contributions, you were all wonderful!

Last but never least, I thank endlessly my parents Taceddin and Hanım, my sisters Kevser and Müyesser, and my brother Mehmet Talha for their all sacrifices they have made for me. I am also greatly indebted to my beloved wife Fatma, my father- and mother-in-law, and my dearest children Süeda Nil and Mehmet Mirza. Kıymetli eşimden ve biricik çocuklarımdan onlara ayırmam gereken vaktin bir kısmını da bu çalışmaya ayırdığımdan dolayı özür diliyorum. Size her zaman dediğim gibi tekrar söylüyorum: Her şey sizin için, hepimiz için. Sizi seviyorum (I ask my wife and children to forgive me for having to devote some of the time I should have devoted to them to this work. Again: Everything is for you, for us. I love you).

YABANCI DİLDE YAZMA ÖĞRETİMİNDE VIDEO ARACILI AKRAN GERİ BİLDİRİMİ ETKİLEŞİMLERİNİN KONUŞMA ÇÖZÜMLEMESİ YÖNTEMİYLE İNCELENMESİ

(Doktora Tezi)

Yusuf Emre Yeşilyurt

GAZİ ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Şubat, 2021

ÖZ

İkinci dilde yazma öğretimine teknoloji entegrasyonu son zamanlarda giderek daha popüler hale gelmiştir. Bilgisayar aracılı iletişim araçları, öğrencilerin ikinci bir dilde yazı yazmasını teşvik eden araçlar olarak yirmi yılı aşkın bir süredir kullanılmaktadır. Bu tür olanaklardan daha iyi yararlanabilmek için onlar üzerinden yürütülen faaliyetlerin özenli bir şekilde araştırılması gerekmektedir. Bu çalışma, ikinci dilde yazmada çevrimiçi video aracılı akran geribildirimi etkinlikleri sırasında üniversite düzeyindeki öğrenciler arasında meydana gelen etkileşimleri incelemeyi amaçlamıştır. Çalışma, ilgili aktivitedeki etkileşim örüntü ve pratiklerini ortaya çıkarmayı planlamıştır. Konuşma çözümlemesi bakış açısıyla bu sürecin daha detaylı bir şekilde tanımlanmasının, gelecekteki çevrimiçi eşzamanlı video aracılı akran geri bildirimi oturumlarının -yazmayı öğretme ve öğrenmede tamamlayıcı sınıf dışı etkinlikler olarak- planlanmasında, yürütülmesinde ve değerlendirilmesinde verimli sonuçlar ortaya koyabileceği düşünülmüştür. Çalışma Türkiye'deki büyük bir üniversitede

gerçekleştirilmiştir. Araştırmaya üçü erkek, altısı kadın olmak üzere toplam dokuz öğrenci katılmıştır. Katılımcılar, üniversitenin İngilizce öğretmenliği bölümünde yaşları 17 ile 21 arasında değişen birinci sınıf öğrencileri olmuştur. Bu öğrenciler, hedef dilde konuşma becerilerini geliştirmek için tasarlanmış bir çevrimiçi tartışma kulübünün gönüllü üyeleri arasından belirlenmiştir. Verileri toplamadan önce, katılımcılar hem yüz yüze hem de teknik konularla ilgili ayrıntıların ve bu çevrimiçi aktivitenin içeriği ve işlem basamaklarının ele alındığı çevrimiçi seminerler aracılığıyla eğitilmiştir. Veriler, katılımcıların çevrimiçi ikinci dilde yazma geribildirim oturumlarından toplanmıştır. Bu oturumlarda, bir grup üyesinin daha önce yazdığı makale tartışılmış ve diğer iki grup üyesi konu hakkında geri bildirimde bulunmuştur. Verileri, bir ekran kaydı yazılımı aracılığıyla elde edilen her grubun üye ekranlarının video kayıtları oluşturmuştur. Verilerin analizinde Konuşma Çözümlemesi (KÇ) yöntemi kullanılmıştır. İkinci dilde yazmada video aracılı akran geribildirimi etkinliğindeki etkileşim örüntü ve pratiklerini ortaya çıkarmak için veriler titizlikle analiz edilmiştir. Çalışma, akran geribildiriminin sağlanması ve yanıtlanması aşamalarına ilişkin etkileşim örüntü ve pratiklerini ortaya çıkarmıştır. Diğer bulgulara ek olarak, geribildirime karşı koymanın sadece geri bildirim alan öğrenciler için değil, aynı zamanda geri bildirim sağlayıcılar için de öğrenme fırsatları yarattığı verilerin ayrıntılı analizinden ortaya çıkmıştır. Verilerden ortaya çıkan esnek fakat kapsayıcı modeller çalışmada sunulmuştur. Çalışmanın, ikinci dilde yazmanın araştırma ve eğitime olan yansımaları ve sınırlılıkları gelecekteki araştırmalar için önerilerle birlikte sonuç bölümünde verilmiştir.

Anahtar Kelimeler : Yabancı Dilde Yazmada Geri Bildirim, Çevrimiçi Akran Geri Bildirimi, Etkileşimsel Örüntü, Video Aracılı Geri Bildirim, Akademik Yazma, Geri Bildirime Karşı Koyma

Sayfa Adedi : 223

Danışman : Prof. Dr. Hacer Hande UYSAL GÜRDAL

A CONVERSATION ANALYTIC STUDY ON VIDEO-MEDIATED INTERACTIONS FOR PEER FEEDBACK IN L2 WRITING

(Ph.D Thesis)

Yusuf Emre Yeşilyurt

GAZI UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

February, 2021

ABSTRACT

Technology integration into second language writing instruction has become increasingly popular recently. Computer-mediated communication tools have been in use for decades as instruments that promote learners' writing in a second language (L2). In order to better benefit from such affordances, the activities that are conducted through them should be investigated thoroughly. This study aimed to examine the interactions that take place among university-level students during video-mediated L2 writing peer feedback activities. It intended to uncover the interactional patterns and practices in this activity to better describe it through a conversation analytic perspective, which may have fruitful consequences for planning, conducting, and evaluating future video-mediated peer feedback sessions as supplementary out-of-class activities in teaching and learning writing in an L2. The study was carried out at a large university in Turkey. A total of nine students, three of whom were male and six of whom were female, participated in the study. They were first-grade students at the English language department of the university whose ages changed between 17 and 21. The participants were volunteer members of an online debate club which was devised to improve their speaking skills in the target language. Before collecting the data, they were

trained through both face to face and online seminars in which they were both provided the details on technical issues and on the content and procedure of this online activity. The data were collected from the video-mediated L2 writing feedback sessions of the participants. In these sessions, the previously written essay of a group member was discussed where the other two group members provided feedback on it. The recordings of each groups' member's screens through a screencasting software formed the data. Conversation Analysis (CA) method was applied in the analysis of the data. The data were analyzed meticulously to uncover interactional patterns and practices in video-mediated L2 writing peer feedback activity. The study revealed interactional patterns and practices regarding the provision and response phases of the feedback process. In addition to other findings, it emerged from the minute detailed analysis of the data that resistance to feedback creates opportunities for learning of not only feedback receiving peers but also the feedback providers. Flexible but encompassing patterns that come out of the data were presented. Implications for L2 writing research and education were provided in the conclusion chapter together with the limitations of the study and suggestions for future research.

Key Words : L2 Writing Feedback, Online Peer Feedback, Interactional Pattern, Video-Mediated Feedback, Academic Writing, Resistance to Feedback

Page Number : 223

Supervisor : Prof. Dr. Hacer Hande UYSAL GÜRDAL

TABLE OF CONTENTS

ACKNOWLEDGMENT	v
TABLE OF CONTENTS	xii
LIST OF TABLES	xvi
LIST OF FIGURES	xvii
LIST OF ABBREVIATIONS	xviii
CHAPTER I	1
INTRODUCTION	1
1.1. Aim and Significance of the Study	3
1.2. The Research Context.....	6
1.3. Definitions of the Key Terms	7
1.4. Outline of the Study	7
CHAPTER 2	11
LITERATURE REVIEW	11
2.1. Feedback in L2 Writing.....	12
2.1.1. Theoretical Background.....	12
2.1.2. Feedback Types in L2 Writing	16
2.1.3. The Role of Feedback in L2 Writing.....	18

2.2. Peer Feedback in L2 Writing.....	21
2.2.1. Conceptual Framework.....	21
2.2.2. Research on Peer Feedback	23
2.2.3. Advantages, Disadvantages and Challenges of Peer Feedback	25
2.2.4. Increasing the Effectiveness of Peer Feedback	28
2.3. Online Peer Feedback in L2 Writing	31
2.3.1. Studies on Online Peer Feedback	32
2.3.2. Analysis of Interactional Patterns in L2 Writing Peer Feedback	34
2.4. Response to Peer Feedback in L2 Writing	37
CHAPTER 3	39
METHODOLOGY	39
3.1. The Research Context.....	39
3.2. Sampling and Participants	41
3.3. Data Collection	43
3.3.1. Peer Feedback Checklist	43
3.3.2. Peer Training.....	44
3.3.3. Data Collection Procedures.....	46
3.4. Data Analysis.....	48
3.4.1. Transcribing the Data	48
3.4.2. Constructing the Collections	50
3.4.3. Conversation Analysis Methodology.....	52
3.5. Validity and Reliability	54
3.6. Ethical Considerations	56

CHAPTER 4.....	59
ANALYSIS AND FINDINGS.....	59
4.1. Interactional Patterns and Practices in Providing Online Video-Mediated L2 Writing Peer Feedback.....	60
4.1.1. Interactional Practices in Providing Positive Feedback.....	62
4.1.2. Interactional Practices in Providing Negative Feedback	70
4.2. Interactional Patterns in Responding to Online Video-Mediated L2 Writing Peer Feedback	90
4.2.1. Interactional Practices in Responding to Positive Feedback	90
4.2.2. Interactional Practices in Responding to Negative Feedback.....	93
CHAPTER V	147
DISCUSSION AND CONCLUSION	147
5.1. Interactional Patterns and Practices in Online Video-mediated L2 Writing Peer Feedback Sessions	147
5.1.1. Interactional Patterns and Practices in Provision of Peer Feedback.....	148
5.1.2. Interactional Patterns and Practices in Responding to Feedback.....	152
5.1.3. Resistance to Peer Feedback: Creating Opportunities for Learning.....	155
5.1.4. Implications for L2 Writing Research and Education	159
5.2. Conclusion	163
5.3. Limitations of the Study	165
5.4. Suggestions for Future Research.....	166
REFERENCES.....	169
APPENDICES	195
APPENDIX 1. Ethics Committee Approval.....	196

APPENDIX 2. Participant Consent Form.....	197
APPENDIX 3. Peer Feedback Checklist	198
APPENDIX 4. Jefferson Transcription Convention	201
APPENDIX 5. Mondada Transcription Convention	202



LIST OF TABLES

Table 1. <i>Participants</i>	42
Table 2. <i>Data Collection Procedure</i>	47
Table 3. <i>Construction of Collections</i>	51
Table 4. <i>The Number of Feedback Provided in Online Peer Feedback Sessions</i>	60
Table 5. <i>The Number of Types of Responses to Negative Feedback</i>	61

LIST OF FIGURES

<i>Figure 1.</i> A screen shot of participants' use of Google Hangouts.....	40
<i>Figure 2.</i> Participants can chat and share virtual properties through Google Hangouts	41
<i>Figure 3.</i> The group ENY discusses on NAZ's essay	62
<i>Figure 4.</i> The group YMM discusses on MEL's essay	65
<i>Figure 5.</i> FER reads the question regarding the essay's main idea from her screen	69
<i>Figure 6.</i> YEN grimaces.	75
<i>Figure 7.</i> EFE reads the sentence on his screen.....	76
<i>Figure 8.</i> FER's eye movements	85
<i>Figure 9.</i> MEL raises her eyebrow	101
<i>Figure 10.</i> YUS grimaces	108
<i>Figure 11.</i> YUS places the cursor near the sentence subject to feedback	110
<i>Figure 12.</i> SED writes "favour" in online dictionary	129
<i>Figure 13.</i> MAH writes "favor" in corpus.....	131

LIST OF ABBREVIATIONS

ASCMC	: Asynchronous Computer-Mediated-Communication
CA	: Conversation Analysis
CALL	: Computer-Assisted Language Learning
CF	: Corrective Feedback
COP	: Claim Owner Peer
CMC	: Computer-Mediated Communication
SCMC	: Synchronous Computer-Mediated-Communication
EFL	: English as a Foreign Language
F2F	: Face-to-Face
FGP	: Feedback Giving Peer
FRP	: Feedback Receiving Peer
L1-L2	: First-Second Language
SCT	: Socio Cultural Theory
SLA	: Second Language Acquisition
TCU	: Turn Constructional Unit
TP	: Third Peer
ZPD	: Zone of Proximal Development

CHAPTER I

INTRODUCTION

Technology integration into second language writing instruction has become increasingly popular recently. Computer-mediated communication tools such as wikis (Kuteeva, 2011; Li & Zhu, 2013; Wang, 2015; Wang, Zou & Xing, 2013; Yu, 2015), blogs (Elgort, 2017; Karlsson, 2015; Pham & Usaha, 2016), micro-blogging (Chin, Gong & Tay, 2015; Perez-Sabater & Montero-Fleta, 2015), social bookmarking (Wang & Camilla, 2012), and social networking (Lee & McLoughlin, 2010) have been in use more than a decade as tools that promote learners' writing in a second language. Developments in computer-mediated communication (henceforth CMC) and computer-assisted language learning (CALL) have had a positive influence on the teaching and learning a second language (L2) writing by offering various collaborative writing practices and supplementary activities, such as online collaborative writing (Ciekanski & Chanier, 2008; Grami, 2012; Hadjerrouit, 2014; Handayani, 2012; Strobl, 2014), online conferencing between tutor and tutee (Hewett, 2015; Hewett & Pemberton, 2010; Wolfe & Griffin, 2012), and online peer response activities in pairs and groups (Liang, 2010; Tsai, 2017). These computer-assisted tools have made it possible for learners to interact, collaborate, and share online while actively engaging in L2 writing (MacArthur and Karchmer-Klein, 2010, p. 46).

With its iterative characteristics (i.e., it is composed of such parts as planning, outlining, especially continuous revising, etc.), the L2 writing process requires more time and effort on the part of both teachers -in training and giving feedback- and on learners -in learning writing

and producing texts. Furthermore, such phases of learning to write in an L2 as planning and receiving feedback often require more interaction between teacher and student and among peers than the already existing interaction in the class. However, due largely to time and physical constraints to engage learners in such interactive writing activities (Kim, 2010), some targeted objectives could not be achieved in L2 writing in class time. Therefore, supplementary out-of-class activities started to be used as a way of both promoting students' learning and ensuring intersubjectivity, especially in collaborative settings.

For instance, as one of these supplementary activities in L2 writing, online peer feedback, which blends written and spoken communication, has been included in L2 writing education (Cha & Park, 2010; Digiovanni & Nagasvami, 2001; Ho & Savignon, 2007; Jensen, 2016; Liang, 2010). Having a dialogic nature, online peer feedback can foster motivation of students and collaboration among them as well as their active participation in the courses (Warschauer, 2002), provide the learner with audience awareness (Ware, 2004), and influence student revision significantly (Tuzi, 2004). A number of studies have investigated the issue under such names as online peer feedback (Guardado & Shi, 2007; Jigang, 2011; Van der Pol, Van den Berg, Admiraal & Simons, 2008), online peer response (Chien & Liou, 2005; Honeycutt, 2011; Liang, 2010) and online peer review (Digiovanni & Nagasvami, 2001; Ho & Savignon, 2007; Yuhong, 2005) within teaching and learning of L2 writing. However, although these studies have examined the same issue, that is, the mutual share of the opinions of peers through online spoken and/or written interaction on their draft of a text written in an L2, each study has addressed different aspects of it, making it hard for comparability of the results. Among the studies are the ones that focused on learners' performance in online peer review (Kim, 2010), learners' opinions of and attitudes towards such an activity (Choi, 2007; Jensen, 2016; Kim, 2010; Zhang, Song, Shen & Huang, 2014), and the interactional patterns in online peer response sessions (Tsai, 2017). Some studies adopted a comparative methodology through which they compared face-to-face (F2F) and online peer review (Digiovanni & Nagasvami, 2001; Ho & Savignon, 2007; Nguyen & White, 2013). Some of them focused on the quantity and quality of online feedback (Chang 2012; Abuseileek & Abualsha, 2014), while some others examined the way how peers interact (i.e., feedback process) with one another during these online environments (Ciftci & Kocoglu, 2012; Liang, 2008).

Interactional patterns in online L2 writing peer feedback sessions were examined both quantitatively and qualitatively by previous research, and the majority of these research studies applied theory-driven approaches, and etic perspectives. Yet, a conversation analytic study can potentially elucidate the affordances of these environments through data-driven and emic treatments of video-mediated talk of peers on their writings in L2. First of all, since conversation analysis involves inductive reasoning, the procedure sets out with an objective and open observation, and then may end up with various different hypotheses. Another point is that the emic perspective CA adopts enables the researcher to observe the phenomenon through the eyes of participants rather than with his/her own perspectives. An emic perspective also provides the researcher with data-driven and emergent findings rather than confining the data into a predetermined framework, which enables the researcher to obtain a pure, objective, and unconfining description of the issue under examination. This also makes it possible that new concepts, patterns, or phenomena emerge out of data. Thus, it might be useful to apply a conversation analytic perspective to contribute to describing interactional patterns of video-mediated peer feedback sessions since uncovering these patterns can provide us with perspectives in understanding the nature of these settings and improving their quality, which in turn will contribute to both second language acquisition (SLA) process of learners in general and L2 writing pedagogy in particular.

1.1. Aim and Significance of the Study

Learning writing is not limited to just ‘writing something.’ The writing process has such stages as pre-writing, writing with constant revising, rewriting, and publication (Flower, 1989; Flower & Hayes, 1977; Hyland, 2015). Although some approaches consider writing as an individual act (Storch, 2013, p. 1), all these processes may require help from some others (i.e., teachers, peers, or knowledgeable others) not only at the time of instruction of writing but also in later phases. One such stage of the process in writing instruction is editing and rewriting of a text draft, which may consist of various feedback resources (Ferris; 2003, 2007, 2014; Raimes, 1987; Zamel, 1982), including peer editing and peer feedback (Yu & Lee, 2016; Zhang, 1995, 1999). For example, Grabe (2003) states that peer feedback can be beneficial for students as it helps them anticipate particular readers’ expectations while they

write a text. Furthermore, the social-interactive model of writing (Atkinson, 2003; Nystrand, 1989; Ramanathan & Atkinson, 1999) accepts that meaning is negotiated and constructed by the writer and the audience. They adopt the idea that peers' discussion on writing can help them learn to write since this activity can include examining the texts collectively, focusing on the harmony between the writer's purpose and the generated text, discussing higher-order writing problems, presenting arguments, and developing paragraphs.

Peer feedback is a part of L2 writing pedagogy, particularly in the classrooms where process-based and genre-based approaches are adopted since they promote students' control over their composing skills and enable scaffolding through feedback in learning writing in an L2 (K. K. Hyland & Hyland, 2006, p. 1). Moreover, peer feedback has become one of the supplementary actions of formative assessment practices aiming to improve students' future writing and their writing process (Liou & Peng 2009). Therefore, in order for a peer feedback activity to yield successful results in L2 writing instruction, the process should be examined and described in detail so that its implementation can be improved accordingly.

In the relevant literature, several studies have investigated different modes (i.e. written, spoken etc.) and different aspects of peer feedback activities in L2 writing (Atkinson, 1999; Berg, 1999; Berggren, 2014; Bradley, 2014; Cha & Park, 2010; Chang, 2016; Crossman & Kite, 2012; Goldstein, 2006; Hansen & Liu, 2005; Hyland, 2006; Jin, 2007; Kamimura, 2006; Kim, 2010; Lee, 2014; Liang, 2010; Min, 2008; Nguyen, 2008; Paulus, 1999; Topping, 2010; Trautmann, 2006; Villamil & de Guerrero, 2006; Yu & Lee, 2015; Zheng, 2012; Zhu & Mitchell, 2012). However, the majority of them investigated the issue through theory-driven and etic perspectives. There are only a few studies that applied micro-analytic, data-driven, and emic perspectives in analyzing online peer feedback activity in the literature (Tsai, 2017; Tsai & Kinginger, 2014). Applying an emic and data-driven perspective can enable us to observe the issue in a deeply detailed manner. It also can make it possible to analyze the process from a participant-relevant perspective where it is observed through the eyes of the interactants. Furthermore, the patterns that are to be obtained can be contextual, authentic, and genuine, which may potentially reflect the process as it is. Since the present study aims to purely describe the interactional processes in online L2 writing peer feedback

sessions, applying an emic perspective could help achieve this: with very limited biases, through participant-relevant understanding, and emergent data.

This research study is an attempt to investigate online peer feedback activity with an emic perspective that can potentially succeed in uncovering the interactional patterns that occur in naturally occurring video-mediated talk of peers in giving and receiving feedback on one another's text drafts in an L2. As a robust methodology, Conversation Analysis (CA) makes it possible to capture the very minute details of the socio-interactional practices (Mori & Markee, 2009). Thus, different from other qualitative studies on L2 writing peer feedback, this study will potentially be able to unpack the interactional practices and offer an in-depth and detailed description of how peers co-construct knowledge while providing and receiving feedback turn-by-turn and how this influences the flow of L2 writing peer feedback sessions.

It is stated in the literature that peer feedback with training helps to achieve improved future writing of students (Lam, 2010; Rollinson, 2005; Min, 2005). So, if peer feedback processes are improved, then it can possibly enable students to produce more improved writings in the future. Here, such a sequence is projected: In order to design and carry out effective peer feedback activities, an in-depth analysis of the process is thought to be of paramount importance. Such an analysis may help not only understand the characteristics of the process and its strengths and weaknesses but also recognize the necessary steps to take and preparations to make for the process. This, then, may help obtain better designs, which cover pre- while- and post- phases for peer feedback activity. Following, better design for all phases of peer activity may help us obtain more improved peer feedback processes. Finally, more improved peer feedback activity may help us achieve improved future writing of learners. Hence, this study fulfills the first action in this chain, which is the powerful description of video-mediated peer feedback sessions among the learners of L2 writing.

Applying a conversation analytic method in examining online peer feedback activity can help us obtain a powerful description of this setting, which will be of great use to present implications for benefitting from such settings in L2 writing pedagogy. In peer feedback sessions, learners co-construct the knowledge in interaction through orienting to multimodal resources such as web searches, online dictionaries, and corpus use, as well as making use of many other verbal and non-verbal resources. Thus, taking the CA perspective can help us

achieve obtaining a very detailed and better understanding of the activity in question to capture each relevant detail of the process.

1.2. The Research Context

This study aims to uncover the interactional patterns in video-mediated peer feedback sessions of L2 writing in an English as a Foreign Language (EFL) context. Assigned to discuss their previously written text drafts (paragraph/essay) and to provide feedback to one another on these texts, tertiary level EFL students met online on Google Hangouts. Before they started the feedback sessions, the students had been trained about how to conduct video-mediated peer feedback sessions through face-to-face and online seminars. They were also introduced a comprehensive checklist that was to be used in the online sessions.

The participants were set free to benefit from any affordances and resources (e.g., web searching, etc.) in these interactions to discuss and provide feedback on the text drafts. Their interactions were recorded through a software, which is designed for screencasting. The software enabled audio recording as well as a screen recording of the interaction among them.

The video-based data and the textual data which emerged from participants' online responses to their text drafts in L2 were analyzed using a conversation analytic approach, through which the minute details of the interactions among peers were obtained. The reason for this analysis was to answer the following main research question and its sub-questions:

1. What interactional patterns are used in synchronous video-mediated online L2 writing peer feedback sessions?
 - 1.1. What interactional practices are used while providing feedback?
 - 1.2. What interactional practices are used while responding to feedback?
 - 1.3. What interactional practices are used while resisting feedback?

The CA perspective adopted in the study is believed to have provided a powerful description of this online setting, which can enable the relevant stakeholders to observe and comprehend this process. It can provide students, teachers, teacher trainers, and researchers with a more objective analysis of online L2 writing peer feedback sessions. This perspective can

subsequently help both language teachers and their trainers to design these environments according to the institutional needs in L2 writing pedagogy.

1.3. Definitions of the Key Terms

Computer-Assisted Language Learning (CALL) “is an interactive method of instruction that helps learners achieve their goals of learning at their own pace and ability. In this method, computer technology is used in teaching/learning procedures at all stages such as presentation, practice, and feedback” (Kumar & Sreehari, 2009)

Computer-Mediated Communication (CMC) “is defined to include text-based interactive communication via the Internet, websites, and other multimodal formats, and mobile communication” (Herring, Stein & Virtanen, 2013).

Asynchronous CMC (ASCMC) is the type of CMC through which participants interact with each other in different time periods.

SCMC is the type of CMC that is carried out in real-time.

Feedback Receiving Peer (FRP) refers to the peer who is provided with feedback.

Feedback Giving Peer (FGP) refers to the peer(s) who provide(s) feedback.

Claim Owner Peer (COP) is the peer who initiates a claim on the written piece in question regarding any topic in the checklist

Third Peer (TP) refers to the last person of the group

1.4. Outline of the Study

This dissertation comprises of five chapters. *The first chapter* introduces the dissertation topic. The first section (1.1) presents the aim of the dissertation and why this dissertation has a significant place in the literature of teaching L2 writing. The next section (1.2) introduces the context in which the research was carried out. It also presents the research questions that guided the research from the beginning to the end. The third section (1.3) provides

definitions and abbreviated forms of the keywords that can be encountered across the study. The last section (1.4), which is this one, briefly outlines the framework of the dissertation.

The second chapter is devoted to the literature review. This chapter sets out to review the relevant literature from the place that feedback has in L2 writing pedagogy through the first section (2.1). The theoretical background of feedback is laid out in the first sub-section (2.1.1), and different theoretical views on L2 writing feedback are presented here. The second sub-section (2.1.2) provides feedback types in L2 writing in terms of certain categories. Then, the final sub-section (2.1.3) focuses on the role that feedback plays in L2 teaching and learning of L2 writing.

The second section of the second chapter narrows down the topic from L2 writing feedback to peer feedback in L2 writing. The first sub-section (2.2.1) defines the concept and form a frame in which peer feedback is placed. This is followed by research on peer feedback in the second sub-section (2.2.2). Afterward, the next one (2.2.3) provides the advantages and disadvantages of peer feedback. It also identifies the challenges before carrying out peer feedback activity in L2 writing pedagogy. The last sub-section provides attempts to eliminate the disadvantages of and challenges before peer feedback activity.

After introducing feedback in L2 writing and peer feedback in L2 writing, the third section (2.3) finally introduces online peer feedback in L2 writing, which is the focus of the dissertation. This section defines the term “online peer feedback” and presents a conceptual framework. The studies on this activity and the analysis of interactional patterns in it are provided in its sub-sections (2.3.1) and (2.3.2).

The last section of the second chapter (2.4) is devoted to the review of the response to peer feedback in writing. This section focuses on the immediate responses of learners of L2 writing in online peer feedback sessions. The cases of both acceptance of feedback and resistance to accepting the claims in feedback are provided here in this section. Resistance to feedback cases is focused here since the data showed that it might have a particular place in terms of their consequences.

The third chapter is the methodology chapter, which comprises four sections. The first section (3.1) provides the context in which the research was carried out, the research design,

the research questions, and ethical considerations. The participants will be introduced in the following section (3.2), in which the reasons behind the decision of the research sampling is given. The data collection procedure will then be described in the third section (3.3). Description of the process prior to the data collection, which includes forming a peer feedback checklist, training peers for feedback sessions, and carrying out trial sessions, will be presented in this section by a detailed picture of the actual data collection procedure. The last section of this chapter will focus on the analysis of the data through the conversation analysis method. This section involves the description of the procedures of transcribing the data and constructing the collections that are conducive to the objectives of the research.

The following chapter will present the analyses and findings of the study in five sections. The first section (4.1) names and identifies all of the interactional patterns that have been revealed in online L2 writing peer feedback sessions. The second section (4.2) will provide the interactional patterns regarding the feedback provision. This section will also document interactional patterns in video-mediated online L2 writing peer feedback sessions regarding response to feedback.

The fifth, and at the same time, the last chapter is the one where the findings are discussed, and the conclusion is presented. The first section of this chapter will provide a discussion on the findings of the research considering that of other research studies in the relevant literature. Then the second section (5.2) will convey the conclusion of the study. The third (5.3) and fourth (5.4) sections will present the limitations of the study and suggestions for further research respectively.



CHAPTER 2

LITERATURE REVIEW

This chapter will present the relevant literature regarding the study under investigation in five sections. The first section (2.1) will provide the role of feedback in L2 writing. This section will inform about the definition of feedback in L2 writing, its theoretical background, its types in terms of certain categories, and its role in L2 writing pedagogy.

The second section will narrow down the topic towards peer feedback in line with the focus of the study. This section will provide readers with particularly the role of peer feedback in L2 writing. The first sub-section will present the advantages of peer feedback. The advantages and the disadvantages of this activity and the challenges before carrying out peer feedback will be conveyed in the second sub-section. The actions that are taken to overcome the challenges in peer feedback and to increase its effectiveness will be addressed in the last sub-section of this section.

The focus of *the third section* will be on peer feedback through computer-mediated (computer-assisted) communication (CMC). The subsections will inform about the two types of peer feedback activities, namely peer feedback through asynchronous computer-mediated communication (ASCMC) and synchronous computer-mediated communication (SCMC), respectively. This section is the one where online peer feedback activity that is subject to this study is positioned according to its medium.

Analysis of interactional patterns in peer feedback is provided in *the fourth section*. While the first sub-section will inform about the interactional patterns in peer feedback activity in a general sense, the second sub-section will focus particularly on the ones in computer-mediated peer feedback activity. This section will finally present the studies that have used the conversation analysis method to analyze the interactional patterns in computer-mediated peer feedback activity.

The last section will present the literature on responses to peer feedback in L2 writing. It will not only give information about feedback receiving peers' response to the feedback that they are provided in many settings but also information about the analysis of responses in those settings. The analysis of interactions in peers' responses to feedback in video-mediated peer feedback sessions will also be addressed in this section.

2.1. Feedback in L2 Writing

As an essential component of the writing development of students (Peterson & McClay, 2010), the feedback also has a crucial role in L2 writing pedagogy (K. Hyland & Hyland, 2006, p. 15). According to Freedman (1987), feedback in writing comprises of any evaluations on writing. It may be "formal or informal, written or oral, from teacher or peer to a draft or a final version.". Taking this perspective as a starting point, this section will present the theoretical background of feedback in learning writing, feedback types in writing in terms of certain categories, and the role of feedback in L2 writing pedagogy.

2.1.1. Theoretical Background

There are a number of hypotheses that inform about the necessity of feedback in SLA in general and learning L2 writing in particular. Before moving on to those hypotheses, it may be useful to mention the place of input, output, uptake, and repair in SLA briefly. Remembering these terms will help us understand the issue more clearly.

There are two types of *input*, namely positive evidence and negative evidence in acquiring languages. While positive evidence is the input comprising of sample speech and orderly sentences that are available both from spoken and written language, negative evidence is the

input presented to language learners regarding any problematic utterance or writing in the target language (Gass, 2003; Shao, 2015). It is seen here that the definition of both pieces of evidence complies with that of feedback. While positive evidence corresponds to positive feedback, negative evidence seems to match with negative/corrective feedback (CF). Since the great majority of studies on feedback in L2 writing have focused on “corrective feedback” (Bitchener 2008; Bitchener & Ferris 2012; Ellis, 2009; Ferris, 2010, Lyster & Ranta, 1997; Shirani 2019), it may be of use to elaborate on negative evidence. Although its definition complies with that of negative/corrective feedback, there is a nuance between them. While negative evidence is provided to learners both before an actual problem –as teachers mostly do in the classroom- and after it, corrective feedback is always provided after an actual problem (error) arises.

The output is the activity or the mechanism through which learning is crosschecked. As will be given in the following paragraphs, it is not possible to make sure that any targeted structure or entity is learned in a language without the learner’s output (Swain, 1993, 2000, 2008). Considering the difference between negative evidence and negative/corrective feedback, in order that feedback can be provided to a learner, it is required that there should be output as equivalent to the input provided.

Students’ responses to the provided evidence –or feedback is termed as *uptake* (Ellis, 1995), and the action to correct the errors –either self-correction or correction by others- is called *repair* (Lyster & Ranta, 1997). In the case of L2 writing, the comprehension of the feedback either provided by the teacher or by the learner’s peers has named uptake in learning the L2 writing process. The learner’s reaction to correct the error in their writing is then repaired in this process. Uptake and repair in this sense in SLA have been investigated by a number of researchers (Lyster & Ranta, 1997; Panova & Lyster, 2002; Sheen & Ellis, 2011; Sung & Tsai, 2014).

There are different views on feedback in SLA, the implications of which also reflect upon feedback in L2 writing pedagogy. The reason behind this diversity in the views stems from the difference in their theoretical stances towards the terms that have been briefly described above. Some of these diverse theoretical positions are on the cognitive account of the issue such as implicit learning-explicit learning (N.C. Ellis, 2015), output hypothesis (Swain,

1985), noticing hypothesis (Schmidt, 1990; 1995), interaction hypothesis (Long, 1996), adaptive control of thought (Anderson, 1983), the input hypothesis (Krashen, 1982), universal grammar (Chomsky, 1981) and pseudo learning. While the first five hypotheses are in favor of corrective feedback in SLA and accordingly in L2 writing, the latter three of them do not favor feedback at all. In addition to favoring cognitive theoretical positions, the sociocultural theory (SCT) also supports corrective feedback phenomena in language learning.

Feedback can be conveyed both implicitly and explicitly in L2 writing (Ellis, Loewen & Erlam, 2006). While stating the error explicitly and providing the correct version of any unit of writing is called explicit feedback, the practices like underlying the problematic unit(s) and/or providing correction codes (in written feedback) are named implicit corrective feedback. The issue that either implicit or explicit feedback is more helpful and effective has always been controversial, and it is still so.

According to the output hypothesis, only input provision is not sufficient in L2 acquisition process, and output is inevitable for learners to learn the target language structures (Swain, 1985). In this sense, the learners' own reflections (self-feedback) on their written pieces in an L2 is a requirement for the acquisition of the target language features correctly. Swain (1985) establishes an analogy between the inadequacy of output and the insufficiency of feedback in language learning, which means a lack of feedback may result in poor performance of students in learning the target language. So, likewise, feedback provision by not only the teacher but also the peers of a learner has considerable importance in learning L2 writing, and it may promote the acquisition of writing skills.

Schmidt (1995) indicates in his noticing hypothesis that input provision and its frequency are not sufficient in language learning. He revealed that he incorporated only the grammatical forms that he noticed in his learning experience of a foreign language. So, in order for a language structure in L2 writing to be acquired by a learner, it is necessary that this learner pay attention to and gain awareness of that structure. Here, since feedback help learners of L2 writing notice both the correct usage and the wrong ones, it should be an inseparable part of L2 writing pedagogy.

The interaction hypothesis (Long, 1996) proposes that conversational moves provide learners with valuable input. In the case of a communication breakdown, learners negotiate meaning where they are provided with negative feedback. According to Long, negotiation at the time of interaction -between teacher and learner, and learner and learner- elicits (corrective) feedback, which may facilitate the second language acquisition process.

Anderson's adaptive control of thought (Anderson, 1992) accepts that language learning is a skill acquisition process in which declarative knowledge turns into procedural knowledge in time. In order that this transformation can happen, a great deal of learners' attention is required. Here, feedback, particularly negative/corrective feedback, provision has such a role that it enables learners to pay their attention to both the points that need reinforcement and the problematic structures that need correction.

While the hypotheses and accounts of the cognitive approach to second language acquisition favor the provision of feedback to learners, the rest three of them, namely input hypothesis, universal grammar, and pseudo learning, consider feedback as almost useless. Even some of them (Krashen, 1985) claim that error correction in the L2 acquisition process is of no value since negative feedback provision may raise the anxiety level of learners. These accounts assert that corrective feedback in the context of learning L2 writing ignores underlying processes and pays attention only to surface level errors of learners.

Different from the views of cognitive theorists (Aljaafreh and Lantolf, 1994; Poehner, 2008; Vygotsky, 1978, 1986) who see learning as acquisition, sociocultural theory regards learning as participation. According to this theory, learning is mediated by social interaction in which there occurs a zone of proximal development (ZPD) for learners. It means learners who cannot achieve a certain construct of the target language find the opportunity to do that through scaffolding from knowledgeable others such as the teacher or some other learners. This theory regards (corrective) feedback as the tool which poses an achievable challenge to learners. Thus, providing corrective feedback that is appropriate for the level of a particular learner in the process of learning L2 writing is of considerable importance in the eye of this theory.

The theoretical bases of feedback in SLA in general and in L2 writing, in particular, have been presented briefly above. Now the following subsection will provide information on

feedback types that are especially eligible for learning L2 writing. Since some of them will be referred to in some parts of the dissertation, it will be helpful to include the types of feedback that are conducive to L2 writing pedagogy.

2.1.2. Feedback Types in L2 Writing

Since the issue of feedback in learning L2 writing has been controversial and accordingly vibrant for decades, the existing literature can be claimed to be relatively thick. The issue has been handled in many ways until now. The researchers who investigated different aspects of the issue defined the types of feedback regarding the dimensions they focused on. This sub-section aims to introduce the types of feedback that are conducive to L2 writing pedagogy through an unconfining categorization.

Feedback has been divided into two in terms of its reinforcement or corrective function (Loewen, 2012). While positive feedback aims to reinforce the desired outcomes and encourages the learner to produce similar or improved outcomes, negative feedback points to a problem in any written piece of learners. Negative feedback has often been named as corrective feedback since it is aimed to both find the error in writing and correct it.

The second category is created by considering the mode of providing feedback in L2 writing. In terms of mode, feedback in L2 writing can be divided into two types: Written and oral feedback. The dominant mode in the provision of L2 writing feedback has been written feedback; however, with the increase in face-to-face tutorials between teacher and learner(s) and among learners, oral feedback has also taken its place in L2 writing pedagogy. The advancements in technology also have made it possible to carry out online tutorial sessions where the teacher or peers provides feedback to L2 learners on their previously written paragraphs, essays, reports, and so on, a type of which is the research topic of this dissertation: online peer feedback.

Immediate and delayed feedback (Li, Zhu & Ellis, 2016) are the types of another category where the focus is on the timing of the feedback provision. Although this category is more applicable to learning language skills other than writing, it can be possible to provide both immediate and delayed feedback in teaching L2 writing. While the feedback that the teacher

provides in class when learners try to practice any steps of writing (from brainstorming to actual writing) can be considered as immediate feedback, the feedback that the teacher or peers provide for a previously written piece of a paper of a learner can be put under the term ‘delayed feedback’ in teaching L2 writing.

Feedback in L2 writing can be divided into four types, which are teacher feedback, peer feedback, combined (teacher-and-peer) feedback, and automated feedback in terms of the providing person or agent (Maarof, Yamat & Li, 2011). Although the teacher feedback has been the most prevalent one, the others have been gaining importance. In order that the burden on the teachers of L2 writing is reduced noticeably, and the evaluation can be made more objectively, the research on automated feedback has been in increase lately.

Feedback in L2 writing can also be classified as feedback for local errors and feedback for global errors. Feedback for the local error approach is based on error correction (Corder, 1967) in language learning. Here, the grammatical/structural errors of learners and their errors regarding the mechanics of the written work are in focus. The errors that are central to this type of feedback have also been known as surface-level errors or sentence-level errors. Indeed, the majority of the corrective feedback practices in teaching L2 writing have been carried out in the form of error correction. The feedback that is provided for the rhetorical side of a written piece is known as feedback for global errors. Here, the feedback givers provide the feedback receiving learner with feedback on the content, overall organization, the issues regarding cohesion and coherence, and paragraph and body (if it is a whole essay) structure. The relevant literature shows that in order for beneficial L2 writing feedback practices arrive on the stage, feedback should focus not only on surface-level errors but also on global ones.

Another categorization has been made regarding the scope of feedback provision. Feedback in L2 writing can be provided either in a selective manner or a comprehensive one (Lee, 2003). Selective feedback, which is also known as focused feedback, focuses on the predetermined categories, for example, grammatical points only or some more particular category of grammar based on the pedagogical agenda of the feedback provider. Comprehensive feedback, on the other hand, means that feedback is provided for all the points in a written work of a learner without excluding any category.

The final category is the one where the medium through which the feedback is provided is the point in question. The two widespread types of feedback regarding the medium of feedback provision are face-to-face feedback and computer-assisted communication. Face-to-face feedback in teaching writing can take place mostly in classrooms and writing centers, while computer-assisted feedback can be carried out at any location where there is a computer or computer-like device (tablet, mobile phone, etc.) and internet connection. Computer-assisted feedback can be divided into two types temporally, which are feedback through asynchronous computer-mediated communication (ASCMC) and synchronous computer-mediated communication (SCMC). Since it is directly related to the topic of the dissertation, the details about computer-assisted feedback will be provided in the later chapters.

The relevant literature has not categorized all of the types of feedback existing in the literature that can be categorized as above. After introducing the L2 writing feedback types in certain categories, the next session will focus on the role of feedback in L2 writing.

2.1.3. The Role of Feedback in L2 Writing

There is a trend in the international area, which puts a premium on the role of academic writing in both teachers' and learners' lives (Youngs, 2013). Writing, as a component of high-stakes assessment, has a gatekeeping function both in stepping into higher education and in owning positions in selective institutions of learning. Besides, not only schools but also teachers are supposed to teach academic writing effectively and held responsible for that (Eisenstein Ebsworth, 2014). Thus, more interest has been aroused in finding ways to teach writing effectively and support learners' improvement in writing. Here, although there are controversial viewpoints in facilitating the process of learning writing, feedback maintains its central position in the development of writing skills of both native and non-native learners.

Feedback in writing in general and in L2 writing in particular initially was used to be provided only to explain the reason why a written piece was given a certain grade. However, it extended beyond this in time, and it is now mostly benefitted from supporting the process

of learning writing, through which multiple drafts of a written piece is developed. That is, while feedback was introduced by the product approach to learning writing, it has been mostly adopted by the process approach recently (Ferris, 2010). The role of feedback has evolved over time from being an instrument of summative assessment of learning writing to being that of formative assessment of this process, meaning that it is adopted to boost improving learning writing rather than merely measuring it (K. Hyland & Hyland, 2006).

Earlier, feedback in L2 writing, as it was in L1 writing and in other language skills, were affected by the error correction (Corder, 1967) trend in the initial phase of the formation of second language learning discipline. Since it focuses on correcting the errors in the written works of learners, it has been named as “corrective feedback (CF)” in writing. CF in writing practices basically includes providing learners with feedback that focuses on their linguistic errors in their written production. It aims to find negative aspects or the aspects that need to be improved and to get learners both to recognize these aspects and to overcome the points in which they are weak. Later on, feedback practices have not been limited to the points that require correction.

The approaches to feedback in L2 writing were provided in the theoretical background part above. However, it may be relevant to give some more details regarding the role that various approaches consider feedback has in learning L2 writing. The cognitive-interactionist theoretical perspectives on CF in L2 writing claim that CF may or may not yield positive results (Lyster & Ranta, 1997; Ferris, 2010), accepting that it has differential effects.

The proponents of sociocultural theory, on the other hand, to whom learning is achieved through participation and mediated by social action, approach CF in that it is among the affordances that are created by learners’ participation in interaction. They claim that each interactant is enabled to gain new features of language via scaffolding of the other interlocutors, which is defined as forming a ZPD (Vygotsky, 1978; Zhu & Mitchell, 2012). Thus, CF is considered to have a mediating role in the language learning process, including learning writing. However, it should be noted that SCT suggests that a facilitative form of correction can change from one learner to another. The study of Aljaafreh and Lantolf (1994) and Poehner and Lantolf (2005) revealed that the degree of scaffolding differs among

learners, and that varying the strategies based on the learner in question is crucial (Sheen & Ellis, 2011).

There has been a bulk of research on the role of feedback in L2 writing, which mostly appears in literature as corrective feedback (Bitchener & Storch, 2016; Boggs, 2019; Crosthwaite, Storch, Schweinberger, 2020; Ellis, 2009, 2010; Ferris, 2019; Lee, 2019 2020; Lyster & Ranta; Sato & Loewen, 2018; Sheen & Ellis, 2011; Tang & Liu, 2018). Both oral and written corrective feedback practices have been investigated for decades; the research on the latter one has been prevalent in L2 writing research, though. Thus, another issue that should be included here is the discussion on whether written corrective feedback has benefits on learners' L2 writing improvement.

There have been mainly two camps on this highly controversial topic. The proponents of the first camp have included the interactionist-cognitivists (Johnson, 1997; Long, 1996; Russel and Spada, 2006; Schmidt, 1990; Swain, 1985) who claim that CF plays a significant role and it, in different forms, may be useful in L2 writing pedagogy. This camp also comprises of researchers from sociocultural theory (for example, Aljaafreh & Lantolf, 1994) who approach feedback issue as a dynamic assessment process. These researchers also consider the provision of feedback as a supplementary and necessary practice in learning L2 writing. The latter camp, on the other hand, includes researchers (Krashen, 2002; Truscott, 2007; Truscott & Hsu, 2008) who assert based on the existing studies in the relevant literature that providing CF is not beneficial at all. Some of them even claim that providing learners of writing with CF does harm to their learning (Truscott, 2007). One of the most striking debates on whether providing written feedback has benefits for learners of L2 writing has been between Truscott (1999, 2007) and Ferris (1999, 2003). While Ferris attributes importance to CF, Truscott claims that getting learners to engage in more and more writing practices should take over CF provision in L2 writing pedagogy (Truscott & Hsu, 2008). It should be noted that there is still much controversy on the effectiveness and benefits of (written) CF in the process of teaching L2 writing.

2.2. Peer Feedback in L2 Writing

Peer feedback, as part of L2 writing pedagogy, will be introduced in this section. The first sub-section will present the conceptual framework for peer feedback practices. This will be followed by research on peer feedback in learning and teaching L2 writing. After that, the third sub-section will focus on both the advantages and disadvantages of peer feedback and the challenges that complicate this practice. The final sub-section will be devoted to the practices that can minimize the challenges and increase the effectiveness of peer feedback in L2 writing pedagogy.

2.2.1. Conceptual Framework

Peer feedback is defined by Liu and Hansen (2002) as “the use of learners as sources of information and interactants for each other in such a way that learners assume roles and responsibilities ... in commenting on and critiquing each other’s drafts in both written and oral formats in the process of writing” (p. 1) is a branch of feedback used in L2 writing classrooms and out-of-classroom activities as a formative developmental process. In peer feedback activities, learners find the opportunity to discuss their writing drafts and discover their friends’ reflections of them. Peer feedback was transferred into L2 writing, assuming that it would be useful as it was in the first language (K. Hyland & Hyland, 2006).

Peer feedback has been supported by several theories from a variety of disciplines such as education, applied linguistics, second language acquisition, cognitive and psycholinguistics, and writing fields (Lantolf & Thorne, 2006; Liu & Hansen 2002; Storch 2002, 2004; Swain, 2008; Swain & Lapkin, 2002; Zhu & Mitchell 2012). Process writing theory, turning the focus from product to process in writing, views writing as a non-linear, iterative, and dynamic process rather than a linear, static, and product-oriented activity. Peer feedback is seen as a major component in this approach since the process writing approach regards the writing process as recursive meaning negotiation and transformation of knowledge (Yu & Lee, 2016). Learners can find the opportunity to negotiate and co-construct meaning, to discover effective ways for meaning expression, to practice what they learned about language and writing, and to play an active role in the process (Hu, 2005).

Stating the need for engaging learners in meaning negotiation and discussion in acquiring an L2, the interactionist theory emphasizes the positive role which peer feedback plays in SLA (Long, 1985; Swain & Lapkin, 1998, 2002). The interaction in peer feedback activity helps L2 writers by providing them with abundant necessary negative feedback, which in turn enables them to notice gaps, modify their outputs and test their hypothesis (K. Hyland & Hyland, 2006). The collaborative learning theory views peer feedback as a socially constructed activity. Peer feedback can facilitate both peer interaction and peer collaboration as well as provide socio-interactive environments for L2 learners where they provide support and scaffolding for one another (Hu & Lam, 2010). Collaboration among learners enables them to acquire writing skills as well as linguistic knowledge in peer feedback activities. Research within the SCT (Vygotsky, 1978) also paid attention to peer feedback in L2 writing. As this paradigm claims that learning and cognitive development cannot be separated from its social context (Villamil & Guerrero 2006), peer interaction can provide an opportunity for L2 learning together with social and cognitive gains (Ohta, 2000). ZPD that is ‘the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers’ (Vygotsky 1978, p. 86) may be the mediational zone in which development in L2 writing is mediated with the help of peer interaction. Villamil and Guerrero (2006) state that peer comments help learner writers move from other regulation (i.e., receiving help from knowledgeable others) to self-regulation (i.e., receiving minimal help from others or performing independently).

Apart from the aforementioned theories that fall within the pedagogical side of peer feedback activity in L2 writing, there are other theories informing the research side of the issue such as Halliday’s functional-semantic view of dialogue, speech act theory, the ecological perspective, and cognitive theories (Yu & Lee, 2016). However, since the focus of our study is to provide implications for L2 writing pedagogy after obtaining a detailed description of peer feedback activity in an online environment, we will not go further into these research theories. The following sections will provide the relevant research studies on peer feedback in L2 writing pedagogy and online peer feedback, respectively.

2.2.2. Research on Peer Feedback

Studies on L2 writing peer feedback have investigated a wide range of aspects of the issue. Considering the three comprehensive reviews on peer feedback by Ferris (2003, p. 69-91), Hyland and Hyland (2019, p. 6-8), and Yu and Lee (2016, p. 465-468), these aspects can be grouped into eight categories: the comparison of teacher feedback and peer feedback (Alhaisoni & Alzuoud, 2012; Connor & Asenavage, 1994; Diab, 2011; Johnson, 2012 ; Li & Hansen, 2002; Ruegg, 2014; Suzuki, 2008, 2009; Yang, Badger & Yu, 2006), the influence of peer feedback on subsequent student revisions (Berg, 1999; Cha & Park, 2010; Paulus, 1999), the influence of peer training in peer feedback (Kamimura, 2006; Lee, 2014; Young & Meng, 2013), benefits of peer feedback for feedback providers (Berggren, 2014; Topping, 2010; Trautmann, 2006), students' attitudes and views about peer feedback (Jin, 2007; Min, 2008; Yu & Lee, 2015; Zhu & Mitchell, 2012), the nature of interactions in peer feedback activity (Crossman & Kite, 2012; Storch, 2007; Villamil & de Guerrero, 2006; Zheng, 2012), the influence of cultural and educational background of peers on peer feedback interactions (Atkinson, 1999; Bradley, 2014; Goldstein, 2006; K. Hyland & Hyland, 2006; Nguyen, 2008), and computer-mediated peer feedback activity (Chang, 2016; Hansen & Liu, 2005; Kim, 2010; Liang, 2010). Since the focus of the study is on 'interactional patterns' in online video-mediated L2 writing peer feedback sessions, only the literature on the aspects pertaining to the interaction dimension of the issue will be provided in this section. The "online" peer feedback activity aspect, however, will be handled in the next section in order for a detailed review as it is closely related to our research focus.

Informed by the interactionist and sociocultural theories (Long, 1996; Vygotsky, 1987), several studies have dealt with peer interaction. They have investigated how learners interact in peer feedback sessions (Crossman & Kite 2012; Storch, 2002, 2007) and how the learning outcome is affected by those interactions (Yang & Wu, 2011; Zheng, 2012). Villamil and de Guerrero (1996) stated that peer feedback in EFL writing workshop yielded productive scaffolding. They claimed that affectivity, including the tendency for not hurting other interactants' feelings, is a significant dimension of peer feedback activities. Storch's (2002) work can be considered as a milestone in this first strand of research as the subsequent studies have built upon her work. Among the four patterns (i.e., collaborative, dominant/dominant,

dominant/passive, and expert/novice) in L2 peer feedback tasks, she discovered that a collaborative pattern provides more scaffolding than the others do.

Some studies have examined how the nature of peer feedback sessions influences learning outcomes (Yang & Wu, 2011; Zheng, 2012). In order for the exploration of the learning opportunities in peer feedback activity, Zheng (2012) carried out a research study in a college EFL classroom in China. This ethnographic study, which used multiple data sources such as classroom observation, interviews, discourse analysis, and student writing drafts, found five patterns of group cooperation similar to what was revealed by Storch (2002). One more pattern was found as passive-passive peer cooperation in L2 writing peer feedback activities. Yang and Wu's (2011) case study investigated the effect of the interactions in peer feedback activities on the learners' text revisions. The study displayed that while a one-way interaction pattern led to only local revisions, the learners who engaged in reciprocal interactions revised their texts both locally and globally (the organization, the development).

Investigation of the influence of learners' goals and motives on the patterns of interaction in peer feedback has been another research strand. Storch (2004) carried out interviews with a group of ESL learners and found that while dominant-dominant and passive-passive patterns originated from product-oriented motives of learners, collaborative patterns held motives that focused on learning processes. According to Yu's (2014) study, learners were involved in different patterns of interaction based on their motives and stances (p. 41).

The use of languages, particularly of L1, in peer interactions, has been explored by a number of studies, mostly within the framework of SCT (DiCamilla & Anton, 2012; Lee, 2014; Storch & Aldosari, 2010; Villamil & de Guerrero, 2006; 2014; Zhao, 2010). The studies carried out by Storch & Aldosari (2010) and Lee (2014) in Saudi Arabia and China contexts respectively revealed similar results. They showed that task type in peer feedback activities impacts the use of L1, and it is used more when learners provide feedback on global issues in writing.

Different patterns of peer interaction, either dyadic or group, have been put forth by this line of research, which investigated the interaction aspect of the issue. Among them, collaborative patterns have been regarded as more useful than others. However, as stated by Yu and Lee (2016), how these patterns can be developed for promoting peer feedback and

the reason why learners interact in different ways should be explored. This study is an attempt to figure out the nature of interactions in peer feedback activities in online video-mediated settings and to provide implications for training learners for peer feedback and carrying out successful L2 writing peer feedback sessions online. Thus, in the next session, the relevant studies on video-mediated peer feedback activities in L2 writing with a particular focus on interactional patterns of peers in these environments will be presented.

2.2.3. Advantages, Disadvantages and Challenges of Peer Feedback

2.2.3.1. Advantages

Peer feedback in L2 writing pedagogy has been in practice for decades. The process in which these practices have been adopted has shown that peer feedback has both advantages and some pitfalls. Besides, there have been challenges regarding the implementation of peer feedback practices in L2 writing pedagogy.

One of the advantages of the incorporation of peer feedback practices into writing classes is that it encourages learners' active participation in writing class activities. Learners also become more autonomous and less teacher-dependent through this activity (Hyland, 2000; Yang et al., 2006). It is claimed to play a crucial role in learners' increased engagement in the tasks they are assigned in writing classes.

Secondly, peer feedback in L2 writing help in individualizing learning more. According to Yarrow and Topic (2001), peer feedback practice enables "immediacy and individualization of help, goal specification, explaining, prevention of information processing overload, promoting, modeling and reinforcement" (p. 262). The learner can find more opportunities to express their ideas and share their knowledge in the process of learning writing (Lu and Law, 2012).

Another benefit of peer feedback is that it helps learners develop critical thinking and increase social interaction among them (Yang et al., 2006). Learners can behave like authors, readers, and reviewers in those interactions where they are supposed to both provide and

receive feedback from their peers (Lam, 2010). Having different roles may provide them with having different perspectives, which accordingly foster their critical thinking skills.

Enabling learners of L2 writing to have the opportunity to enhance their potential in learning from a variety of resources (Hu, 2005; Min, 2016) is another benefit of peer feedback. Since peer feedback encourages social interaction among students and their collaborative learning (Baker-Smemoe, 2018), learners of L2 writing can learn not just from their teachers but from their peers, each of whom may have knowledge on different aspects of the topic in question. The knowledge that can come from other peers can have a complementary effect in comprehending any topic at hand.

Last but not least, Bijami, Kashef and Nejad (2013) state that peer feedback activity can lessen the writing apprehension of learners and augment their confidence. By establishing a social context, peer feedback practices enable the learner to learn from others' strengths and weaknesses in this context. Sharing similar anxieties through this activity may get learners not to feel alone in their uneasiness.

2.2.3.2. Disadvantages

Apart from the benefits, peer feedback has been observed to have some disadvantages. Disadvantages firstly include poor response quality, destructive effects of critical feedback as in overly critical peer feedback (Ferris, 2003) and causing losing face (Bijami et al., 2013), and doubt on the honesty and frankness of responses by peers (Leki, 1990; Lindner, 2017; Saito & Fujita, 2004). Leki (1990) revealed that learners are not satisfied with the feedback they receive from their classmates. She found that learners become overly critical in their feedback, which results in destructive rather than constructive effects in their L2 writing development process. She also uncovered that classmates could not be frank enough to discuss their peers' writing errors.

Learners' inclination to focus on surface-level errors in correcting their peers' writings is another disadvantage of peer feedback activity. Different studies such as Cumming and So (1996), Grami (2010), and Storch (2004) found that learners mostly try to correct their peers' writing errors in sentence-level or even below. Thus, rhetorical issues and content have been

observed to be ignored in peer feedback practices as part of L2 writing pedagogy. The study by Tsui and Ng (2000) confirmed this fact, revealing that the comments by peers are inadequate in suggesting changes in macro-level text organization.

Another disadvantage is that learners have insufficient capacity due to their linguistic gaps to adequately respond to their peers (Reid, 1994). Since they have limited knowledge, they get difficulty in providing fruitful responses. Thus, the practices cannot result in beneficial peer feedback activities.

Learners' unwillingness to incorporate their peers' comments into revision is another disadvantage of peer feedback in L2 writing. Connor and Asenavage (1994) reported that classmates take only a minimum portion of their peers' comments into consideration when they revise their writings. Considering the pedagogical purpose, this can be claimed to be a significant handicap of peer feedback practices.

2.2.3.3. Challenges of Peer Feedback

While the disadvantages above refer to the undesired or ineffective outcomes of peer feedback use in L2 writing classes, challenges account for the difficulties in incorporating these practices into L2 writing pedagogy. Below are some major challenges that have been reported in the relevant literature.

Rollinson (2005) claims that peer feedback practices are time-consuming. According to Mittan (1989), these practices require that teachers spend more time in the evaluation of peer comments in which they check whether those comments by learners are appropriate and helpful in the process of learning L2 writing.

Preparing learners to carry out fruitful peer feedback activities can be considered among the challenges of peer feedback practices. Since these activities should vary based on the pedagogical purpose of the teacher, each activity might require different peer training for teachers (Ferris, 2010; Yu, 2020). Thus, the preparation phase also puts some burden on the writing teacher. This challenge is hand-in-hand with the above challenge due to the fact that preparing learners for these practices also require allocating extra time on the part of both teacher and learners.

Another challenge in implementing peer feedback is learners' preference for teacher's feedback over peer feedback. Mendonça and Johnson (1994) and Min (2006) revealed in their research studies that learners favor teacher feedback when compared to the feedback they receive from their classmates. The fact that learners regard their teacher as the authority and value their contribution much more than that of their peers (Rollinson, 2005) makes it difficult for L2 writing teachers to carry out effective peer feedback practices.

Al Qunayeer (2020) included a lack of learners' initial active participation and their reservations about their peers' comments on the challenges before peer feedback. The researcher stated that most of the postgraduate learners favored the feedback from their peers. However, these students were not prepared enough for the activity to form a challenge for the activity. Another challenge that complicated the process was that the students did not find the feedback of their peers reliable.

Learners in some cultures may not be accustomed to such kind of activity (Ghandoura, 2012), and this may obstruct L2 writing teachers' attempts to carry out peer feedback activities. In a similar vein, Hyland (2003) mentions learners' "reluctance to criticize and judge" their peers due to their cultural background. Such realities make it difficult to incorporate peer feedback practices into L2 writing pedagogy.

In addition to the challenges above, there are some other challenges with respect to online peer feedback practices. Ma (2019) observed that it is difficult to evaluate individual participation and evaluation of students in online peer feedback in writing. Yunus et al. (2013) stated that the distracting feature of online forums forms an obstacle before carrying out computer-mediated peer feedback. Liu and Sadler (2003) reported that setting up technology for these types of activities are time-consuming. All these challenges are the barriers that hinder the potential benefits of peer feedback when it is put into use in teaching and learning of L2 writing.

2.2.4. Increasing the Effectiveness of Peer Feedback

The disadvantages of peer feedback practices and the challenges before them in learning L2 writing have been reviewed above. Now, it will be congruent to provide attempts to eliminate

the disadvantages and overcome the challenges. So, this section will be devoted to presenting those attempts.

Peer feedback has also been a vibrant research area like feedback studies in L2 writing. Accordingly, there have been many studies on how to carry out effective peer feedback activities (Baker-Smemoe, 2018; Bui & Kong, 2019; Gielen, Peeters, Dochy, Onghena & Struyven, 2010; Hansen & Lui, 2005; Kuyyogsuy, 2019; Rollinson, 2005). What is highlighted in the vast majority of these studies has been *training learners for this activity* and *providing them with a checklist* to conduct better peer feedback activities. Thus, it should be better to focus on these two instruments.

Baker-Smemoe (2018) presented a step-by-step procedure in training learners for effective peer feedback practices. The first step is to make students aware of the benefits of this activity. She suggests creating a positive environment in which students work collaboratively and know themselves well. A whole class training is recommended for the second step, where the teacher models the activity, and all students observe her/him. Here students can be assigned to work on a paper of a former student. Modeling how to conduct the activity enables the teacher to convey important points in peer feedback activity. Teachers should get students to watch good and poor peer feedback sessions. This whole class activity should include getting students to understand the differences between revising and editing. They are also thought about the vocabulary they should use in peer feedback activities through which they can avoid causing face-threatening situations. The third step is to decide on the type of peer feedback (in-class or not; face-to-face or computer-mediated; synchronous-asynchronous, etc.) by evaluating the advantages and disadvantages of each. The fourth step is to carry out the actual peer feedback activity. Here, she suggests that teachers use peer feedback checklists. Teachers must be careful about whether they need selective or comprehensive peer feedback practices, and they should act accordingly in those checklists. Finally, in the fifth step, the teachers should both evaluate the activity and get their students to evaluate it.

Hansen and Liu (2005) set forth some principles which can guide teachers for effective peer feedback in writing. They stated that these principles could be adaptable to teaching writing in ESL and EFL contexts. Below are the principles in this guideline:

- deciding on the writing process in which peer feedback is introduced to students.
- being careful about the time when teachers incorporate their comments in the process.
- taking students' stances and perceptions about this activity.
- giving some comfortable room for students to carry out this activity. Students should be ensured that their comments are valued by their peers as well as the teacher.
- selecting the mode of peer feedback practice is another principle. The modes that are introduced by these researchers are: 1) oral, 2) written, 3) written and oral together 4) computer-mediated (synchronous or asynchronous).
- creating a checklist that is appropriate for a given task and that helps achieve teachers' pedagogical objectives.
- modeling the process of peer feedback activity.
- letting the students comprehend the procedure by giving them sufficient time.
- giving students the right to form peer feedback groups and to establish group rules.
- instructing student about turn-taking
- discussing linguistics strategies
- providing students with the instruction on asking the right questions
- conducting a mock peer feedback session
- monitoring the progress that peer feedback groups made
- taking the comments of students after the sessions
- integrating peer feedback to the activities in the classroom
- evaluating the peer feedback activity

There have been many studies that tried to show the effectiveness of training students on the peer feedback activities (Berg, 1999; Paulus, 1999; Kuyyogsuy, 2019; Min, 2005, 2006; Zhu, 1995). They, overall, found out that peer training yielded positive outcomes for peer feedback activities in teaching and learning of L2 writing. Almost all of these studies applied their own peer training framework, two of which have already been provided above.

Min (2006) carried out a peer feedback study that investigated the impact of trained students' feedback on revisions. She conducted five hours of training with 18 students, a four-hour in-class demonstration, and a one-hour teacher-student conference. It was found that after peer

training, a significantly higher number of peer comments were adopted in the revisions. She concluded that extensive in-and-out-of-class training could positively impact L2 writers' revision.

Kuyyogsuy (2019) investigated the effects of peer feedback on learners' L2 writing. Here she adopted Min's (2005) four-step procedure and peer feedback training that was explained in Lam (2010). She divided the training into stages. In modeling, the activity was introduced, and the purpose was explained. Then, the model training was put into practice in procedures such as clarification, identification, explanation, and suggestion together with giving a peer feedback checklist. In exploring stages, students were asked to conduct the modeled peer feedback activity in groups. Finally, in the consciousness-raising stage, students were asked to write a narrative about the procedure. She revealed that students made significant progress in their writings after conducting peer feedback activities.

In order to increase the effectiveness of peer feedback, some other suggestions have been made in the relevant literature. Yu and Lee (2015) highlighted the importance of motivating students. They uncovered that motivating students can foster the effectiveness of these practices. Morra and Romano (2008) also displayed that if students are guided and receive sufficient training, and if they do this in an atmosphere that makes interaction and collaboration possible, then students become inclined to value peer feedback. All in all, the research on increasing the effectiveness of peer feedback studies agrees that effective peer feedback practices can be achieved through training students for these practices in which purposive guidelines or checklists are made use of.

2.3. Online Peer Feedback in L2 Writing

Rapid improvement in educational technologies has made it possible to integrate technology into L2 writing pedagogy. The use of technology in peer feedback has become an obligation in a global context due to the increase in distance courses and online supervision. Moreover, workshop-style peer feedback sessions have been extended through the use of CMC technologies in local contexts (K. Hyland & Hyland, 2006). Some even claim that these technologies have become an alternative to F2F feedback (Chen, 2012; Guardado & Shi,

2007; Ma, 2012; Yeh, Lo & Chu, 2014). In these online settings such as wikis, emails, blogs, chat rooms, Edmodo, and Blackboard, learners find the opportunity to exchange their text in L2 with each other and provide and receive feedback or comments without coming together physically (DiGiovanni & Nagasvami, 2001).

Before reviewing the literature on online peer feedback, I want to highlight that collaborative writing, which also includes peer feedback in L2 writing, is out of our scope since it is different from online peer feedback in that the members of online peer feedback activity provide and receive feedback from their peers on their previously written text drafts. However, in online collaborative writing participants try to compose a text together in an online environment, and each member of the collaboration is supposed to contribute to the composing process of the text (Alvarez, Espasa, Guasch, 2012).

A significant issue concerning online peer feedback is its mode and medium. Participants of online peer feedback interact with each other in asynchronous mode (also named as SCMC, as in a real-time conversation), in an asynchronous mode (as in emails), or in a quasi-synchronous one which allows “participants to communicate simultaneously by typing messages that they then post in a group posting box” (Garcia & Jacobs, 1999). In other words, they interact with each other either in real-time, or there is a temporal difference in the interaction (Chang, 2012). Several research studies have investigated the advantages and disadvantages of these modes of computer-mediated communication (Braine, 2004; Chang, 2009, 2012; Honeycutt, 2001; Tuzi, 2004). However, it is still controversial which one has more advantages in L2 writing peer feedback.

2.3.1. Studies on Online Peer Feedback

Some research studies compared e-feedback with traditional feedback in terms of the influence it has on learners' feedback, participation, and revision. Breuch (2004) found that the mode of peer feedback may change the way how peer feedback is undertaken and shape the response process and its impact on revisions. Several studies claim that online setting is less threatening, and it encourages more balanced peer participation (Ho & Savignon, 2007).

In terms of the nature of feedback provided in online peer feedback activities, previous research has controversy. Some studies indicate that members of online peer feedback provide feedback on more macro issues in L2 writing like content and text organization when compared to F2F peer feedback (e.g., Jones, Garralda, Li & Lock, 2006). On the other hand, some others report vice versa (Wu, Petit & Chen, 2015).

On the effect that online peer feedback has on the subsequent revision of the text drafts, Ciftci & Kocoglu (2012) revealed that blog-based peer feedback groups performed better in their revised texts than those in F2F oral discussions. Min (2008) stated that online peer feedback promotes revising the text written in an L2, so it can result in better future writing. Ware (2004), moreover, reported that it enables the learners to have a sense of audience, which can also positively affect the post peer feedback revisions of learners.

Learners' attitudes towards online peer feedback have been another research strand. This line of research shows that learners' attitudes towards this online activity are mixed (Choi, 2007; Cote, 2013; Rourke, Mendelsohn & Coleman, 2008). While Guardado and Shi (2007) reported mixed feelings of ESL learners at a Canadian university, Choi's (2007) study reported reservations of EFL university students in Hong Kong towards online L2 writing peer feedback.

DiGiovanni and Nagaswami (2001) investigated the advantages of online peer feedback. Their study revealed a number of advantages of this activity. First, learners were observed to become more committed in their tasks, and they were actively involved in them. Then, it enabled teachers to monitor the process easily. In addition, different from the F2F version, not only the teacher but also the students could assess the usefulness of the activity.

A framework for the interaction discourse of online peer feedback was developed by Liang (2008). Thirty-five tertiary level students in Taiwan as participants were asked to share their comments on their revisions with one another. The analyses of these comments enabled them to identify six types of these online interactions: negotiating meaning, discussing the content, correcting the errors, managing the task, having social talk, and studying technically.

2.3.2. Analysis of Interactional Patterns in L2 Writing Peer Feedback

An interaction pattern in peer feedback can be defined as a set of actions or practices that peers as interactants undertake at the time of their conversation (Espasa, Guach & Alvarez, 2013). Interaction among peers in peer feedback activities is composed of chains of interactional patterns. That is, in order to better comprehend what goes on in a peer feedback activity, the detailed practices and the interactional patterns created by them should be analyzed carefully.

The studies researching peer feedback activity both adopted qualitative and quantitative methods, or a mixture of them to investigate the issue and to analyze the obtained data and revealed different outcomes in terms of interactional patterns. The reason behind these various outcomes might be the fact that there have been a variety of viewpoints on patterns of interaction in peer feedback activity. Moreover, this research has focused on various types of peer feedback in L2 writing pedagogy. For example, while some of them have focused on in-class peer feedback activity, some others aimed to examine the interactions in the peer feedback activities conducted as out-of-class practices. A chronological review of the most relevant literature can illustrate this phenomenon clearly.

Lockhart and Ng (1995) investigated peer feedback interactions in authentic classroom environments. They intended to identify reader stances in these interactions by focusing on feedback providers' perspective. They adopted grounded theory among qualitative data analysis methods by applying a constant comparison strategy (Glaser & Strauss, 1967). This study revealed that feedback providing students have authoritative, interpretive, probing, and collaborative stances. Although any interactions were found to offer benefits for the learning process, probing and collaborative stances were stated to encourage students to clarify, expand, and shape the meaning of the text that is under evaluation.

Storch (2002) aimed to examine pair interactions in an ESL classroom at an Australian university. In this longitudinal study, the nature of interactions between student pairs was examined over one composition, one editing task, and one text reconstruction task. The study used a qualitative inductive approach. The categories that describe interactional patterns between pairs were grounded in the data (Glaser & Strauss, 1967). Four patterns of dyadic interaction emerged out of this study: *collaborative*, *dominant/dominant*, *dominant/passive*,

and *expert/novice* patterns. Storch stated that equality and mutuality were taken into consideration in categorizing these patterns. The study showed that there are pieces of evidence of more transfer of knowledge and lengthy negotiations in collaborative dyads and expert/novice dyads than the other patterns. These two patterns were also observed to enhance the learning opportunities in peer interactions in L2 writing classes.

Another study by Tan, Wigglesworth, and Storch (2010) compared pair interactions in F2F and computer-mediated communication in an L2 classroom. The study used qualitative analysis to determine the patterns of interaction between two peers and their salient features. They, indeed, applied Storch's (2002) model of interaction between two peers and added a fifth pattern to the ones that emerged in her research. This extra pattern was named as the *cooperative pattern*, which was reported to have occurred only in the interactions carried out through CMC. Thus, it was concluded that the mode of communication might affect interactional patterns among students in the L2 classroom.

Interactional patterns of small groups that were assigned to conduct collaborative writing in the mode of CMC were also investigated by Li and Zhu (2013). The study examined the interactions of students from a Chinese university in a wiki-mediated collaborative writing activity. The results revealed that there occurred different patterns of interaction among three different groups. These patterns are authoritative/responsive, collectively contributing/mutually supportive, and dominant/withdrawn. The assumed roles of group members and their approaches to the task given regarding equality and mutuality were considered in naming the patterns. This study reported that collectively contributing/ mutually supporting interaction patterns yielded opportunities for learning for students much more than the other two patterns did.

Different from the aforementioned studies, Edstrom (2015) investigated interaction patterns of triads in the L2 classroom. The study also aimed to examine student engagement in a task that is conducted collaboratively. It focused on the participation of students, the nature of language-related episodes they produce, and the interactional patterns in triads. The researcher analyzed the data, both quantitatively and qualitatively. A qualitative analysis was conducted in order to identify patterns of interaction. She evaluated each triad based on the characteristics of the interaction patterns that were identified in Storch's (2002) study. The

study revealed four patterns of interactions: collaborative, dominant/passive/off-task, dominant/dominant/dominant, collaborative/collaborative/novice. Edstrom confirmed the study of Storch (2002) in that collaborative and expert/novice interaction patterns are superior to the others. The findings showed that the groups that interacted in a collaborative manner produced the most language-related episodes (LRE), reached more resolutions regarding problems of LRE, and involved the most group members in these resolutions.

Finally, Zhao (2018) investigated the peer review process in an EFL context. She scrutinized the issue in terms of patterns of interaction, mediating strategies, and the opportunities of learning that oral feedback of peers enables. She found out three patterns of interaction: collaborative, expert/novice, and dominant/dominant interaction patterns. She concluded that collaborative and dominant/dominant patterns differ in that the former can create more learning opportunities in an effective peer feedback activity in EFL writing.

The majority of the aforementioned studies, despite their adoption of data-based qualitative research methods, revealed similar interactional patterns. The reason behind this is probably that they approached the data through a pre-determined analysis schema. Moreover, the patterns provided by those studies associate individual traits in peer feedback interaction rather than the interactional patterns regarding this interaction conducted particularly for L2 writing feedback. The data can be approached from an emic perspective so as not to shape it according to predetermined schemes and limit the findings to be obtained from it. In this way, both a data-driven perspective is adopted, and the interactions that occur in these settings can be described in accordance with its nature.

Interactional patterns in online L2 writing peer feedback sessions have been explored (Ciftci & Kocoglu, 2012; Liang, 2010; Lin, 2018; Liu & Tsai, 2008; Tsai, 2017; Tsai & Kinginger, 2014) by a number of studies. These studies have drawn upon the negotiation of meaning and collaborative learning in L2 writing online peer feedback activities. Liang (2008) devised a framework which consists of six major interactional patterns to examine L2 learner groups' engagement in revision task. In another study, Liang explored online talk of peer groups of Taiwanese tertiary level EFL students. The analysis of this discourse displayed that the management of the task, content discussion, and social talk were more salient than error correction and negotiation of meaning.

Another research study carried out by Liu and Tsai (2008) put forth different interactional patterns in an online problem-solving activity that was carried out in small groups. The study discovered five patterns of interaction regarding the knowledge exchange of students in those activities. These include centralized, distributive, and partial knowledge exchanges as well as group development impediments and ability impediments. The study suggested certain particular patterns occur due to learners' background abilities.

2.4. Response to Peer Feedback in L2 Writing

'Response to' or 'responding to feedback' in L2 writing has been generally regarded as 'the impact of the provided feedback on the revised version of the evaluated written text' in the relevant literature (Ferris, 1995; Gielen et al., 2010; Gielen, Tops, Dochy & Onghena, 2010; Goldstein, 2006; K. Hyland & Hyland, 2006; Kasanga, 2004; Leki, 2006; Peterson & Portier, 2014; Song, Hoon & Alvin, 2017; Storch & Wigglesworth, 2010; Ting & Qian, 2010; Zhang, 1995). That is, response to feedback has been considered to be traced in students' follow-up on the feedback provided either by their teachers or peers. So, the studies in the relevant literature have investigated "what students attend to and what they neglect" (Song, Hoon & Alvin, 2017, p. 358) among the feedback that they have been provided by the feedback source.

Among those studies, Ruegg (2015) carried out a study that examined differences in university students' uptake of feedback provided by their teacher and peers. The study revealed that the feedback frequently provided by peers were responded with successful revisions by the students than those by the teacher. It was also reported that if the feedback provided by peers were more indirect, the possibility of uptake might increase. The study suggested that peer training can foster the effectiveness of peer feedback activity regarding the uptake by feedback receiving peers.

Song, Hoon, and Alvin (2017) investigated learners' responses to the written feedback of their teachers. The study analyzed to what extent learners made appropriate revisions in their texts regarding language and style, rhetorical structure, and format. It was found that learners focused more on the feedback regarding the rhetorical structure. The results of the study

suggested that macro issues were more attended in the feedback given to the students than the aspects regarding mechanics in their writing.

Response to peer feedback issue has been counted among the challenges before this activity in some respect. The concerns of learners about the reliability of the feedback provided by their peers have influenced the response to this feedback negatively. Alqunayeer (2020) stated that learners' dubious ideas had led them to undervalue the peer feedback they received, the effect of which can be seen in their responses or lack of responses.

Liu and Chai (2006) conducted a study to investigate the attitudes towards peer feedback and reaction to it in an EFL writing class at a university in China. The study reported that about 70% of the students thought that providing feedback for someone else helped them to improve their writing in the aspects of content, structure, grammar, and use of words. As for their responses to peer feedback, the majority of them stated that they not only valued the feedback by their peers but also revised their writings based on this feedback.

What is meant by 'response to feedback,' however, in the context of synchronous video-mediated L2 writing, is the immediate reaction of the feedback receiving peers to the feedback they have just been provided. That is, response to feedback is like the second pair part of an adjacency pair (Goodwin and Heritage, 1990) in the interaction among peers in this real-time interactive activity. Thus, apart from the meaning employed generally in the relevant literature, response to feedback in a real-time feedback discussion can be regarded as an initiator of negotiation of meaning process among the members of that peer feedback activity.

Any feedback activity in writing generally includes at least these two components: provision of the feedback and responding to this feedback. In real-time (either synchronous or half-asynchronous) video-mediated peer feedback, which can be considered as a social activity (Bijami et al., 2013), learners both provide feedback for their peers and generate responses to the feedback that they have been provided. Since the responses to the provided feedback can shape the process, it deserves a closer look regarding its place in the interaction.

CHAPTER 3

METHODOLOGY

This chapter will present information about the underpinning philosophy and methodology in the research. It includes four sections, the first of which provides the context in which the research was carried out. The research design and the method adopted, ethical considerations, and research questions will be explained in this section. The conversation analysis method and its potential for exploring the issue of the research will be elaborated here. The second section will present the participants of the research. It will give the reasons behind the decision of sampling in the research. The data collection procedure will then be described in the third section. Description of the process prior to the data collection, which includes forming a peer feedback checklist, training peers for feedback sessions, and carrying out trial sessions, will be presented in this section by a detailed picture of the actual data collection procedure. The fifth section will focus on the analysis of the data through the conversation analysis method. This section involves the description of the procedures of transcribing the data and constructing the collections that are conducive to the objectives of the research.

3.1. The Research Context

This research study aimed to uncover the interactional patterns in online video-mediated L2 writing peer feedback sessions in an EFL context, Turkey. It also particularly focused on the interactional patterns in both the provision of feedback and response to them by peers who

learn L2 writing. The interactional patterns where the peers handle resistance to feedback cases in the response phase of each feedback provision instance were paid particular attention in parallel with the aim of the research.

The research study was carried out in live video-mediated settings in and through which the peer feedback group members discussed their text drafts written in the L2, mainly by giving and receiving feedback on these drafts. The setting in which the learners carried out the peer feedback sessions and the online product that was used by them to carry out these activities will be described in the first sub-section. The second sub-section will then present the main research question that guided the research study.

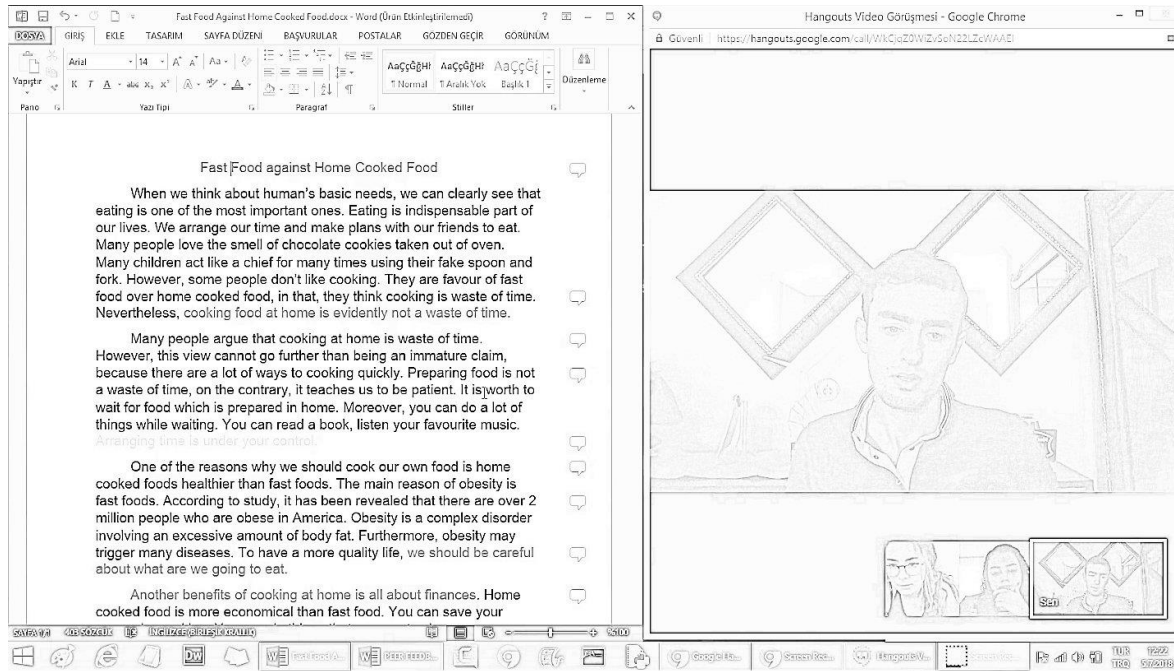


Figure 1. A screen shot of participants' use of Google Hangouts

The members of the online debate club meet online through Google Hangouts. At the time of online peer feedback sessions, the students may need to orient to both some computer-mediated resources and such online resources as web searching, using an online dictionary or corpora, or watching a video at the same time. Being a user-friendly product, Google Hangouts makes these possible in an ongoing interaction.

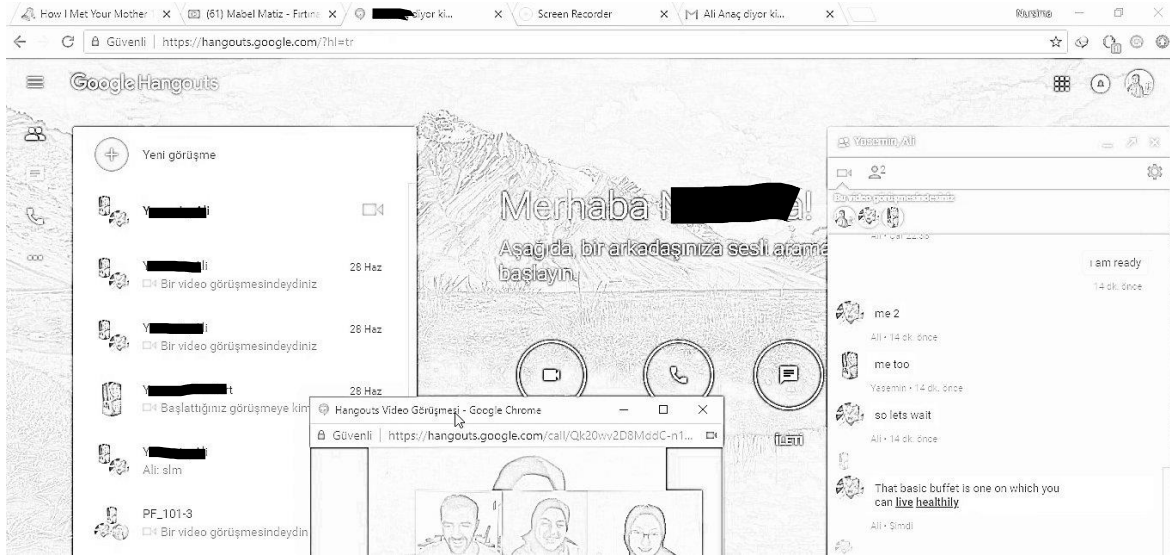


Figure 2. Participants can chat and share virtual properties through Google Hangouts

This study aims to uncover the interactional patterns in video-mediated peer feedback sessions of L2 writing in an EFL context, Turkey. To this end, the main research questions that will guide the study are as below:

1. What interactional patterns are used in synchronous video-mediated online L2 writing peer feedback sessions?
 - 1.1. What interactional practices are used while providing feedback?
 - 1.2. What interactional practices are used while responding to feedback?
 - 1.3. What interactional practices are used while resisting to feedback?

A conversation analytic perspective was adopted to answer these research questions. As a robust methodology, CA could provide for the researcher with a powerful description of this video-mediated setting, which may subsequently help teachers of L2 writing both design these environments according to the institutional needs in L2 writing pedagogy and train learners for online feedback activities as a formative assessment tool to promote learning.

3.2. Sampling and Participants

The participants of the study were the first-year students of the English language teaching department at a large university who take the courses "Advanced Reading and Writing Skills" and "Oral Communication Skills" in both fall and spring terms of the 2017-2018

academic year. These students were members of a voluntary online debate club, which was devised to improve their speaking skills in the target language at the same time.

Table 1

Participants

<i>Group No</i>	<i>Group Members</i>	<i>Gender</i>	<i>Age</i>	<i>Language Proficiency</i>
1	EFE	male	20	C1
	NAZ	female	20	C1
	YEN	female	17	C1
2	YUS	female	21	C1
	MEL	female	20	C1
	MUR	male	20	C1
3	FER	male	20	C1
	MAH	female	21	C1
	SED	female	19	C1

Criterion Sampling, which means participants who meet some certain criteria based on the objectives of the researcher are included in the research (Creswell, 2007), was adopted as the sampling method in the study. There are some reasons why these students were included in the study as the participants. The first reason is that these students were advanced level students who had covered a lot of ground in the target language. Writing skill, particularly in academic writing, is difficult to achieve compared to the other three skills, and it is the skill that improves relatively later than the others. Thus, it was thought that these students could achieve such kind of an out-of-school activity to foster one another's learning of L2 writing.

Secondly, the students who were chosen as the participants were the students of the English language teaching department. The vast majority of them were anticipated to become teachers of the English language in the future. The fact that they experience such kind of activity makes them informed about both peer feedback practices and use of the peer

feedback checklist. This practice was expected to get these prospective students prepared for the possible peer feedback activities that they will implement in their future writing classes. Finally, writing essays were a part of their “Advanced Reading and Writing Skills.” So, the practice was thought to have a reinforcement function rather than employing an extra burden on them. They were assigned to provide and receive feedback on the essays that they had already written in the aforementioned course.

The members of the debate club were invited to participate in a peer feedback activity in which they were supposed to give and receive feedback on their previously written L2 text drafts. Fifteen members of the debate club wanted to take part in the study voluntarily. They were divided into five groups of three. The reason why the groups were made of three students each was that larger groups were stated to be unwieldy (Rollinson, 2005). Due to some technical problems, data from two groups were not included in the study. Thus, a total of 9 students, three of whom were male and six of whom were female, formed the participants

3.3. Data Collection

3.3.1. Peer Feedback Checklist

The relevant literature has proven that directing and guiding the students is essential for a beneficial peer feedback session. So, in order that students can follow certain steps and examine the written pieces based on definite criteria, a checklist was prepared. In addition to reviewing the existing checklists in the literature, relevant rubrics that have been used for writing assessment were also examined in detail. The procedure that was followed step by step was this: First of all, all of the accessed checklist regarding writing both in L1 and in L2 were examined. Then, some relevant rubrics that have been applied not only in formative assessment procedures but also in summative ones were reviewed meticulously. Afterward, various classifications that these checklists and rubrics had made were evaluated. Taking into the caveats in the literature regarding learners’ tendency to focus on surface-level errors, great attention was paid to save the balance between form, meaning, and organization.

The product that comes out after these steps formed a draft of the checklist. The researcher then met with his supervisor to finalize the checklist. They went through all parts of the checklist one by one, examining each point under the main parts. They tried to remove the binary items and simplified complex expressions. After fruitful discussions, they decided on the final version of the checklist (Appendix 3). This final version was composed of four main parts: content, discourse-level features, lexical issues, and conventions. While overall organization, cohesion, and coherence issues were included in the discourse-level features as its sub-parts, structural correctness and mechanics were presented as the sub-parts of conventions.

3.3.2. Peer Training

The second step before the data collection procedure was to train learners of L2 writing in order that they can carry out effective and useful online peer feedback sessions. To this end, both face-to-face (F2F) and online seminars were carried out. The procedural steps of video-mediated L2 writing peer feedback sessions were introduced in these seminars. All the accessed guidelines were reviewed, and the guidelines by Chang (2015), Hansen and Liu (2005), Min (2005), Rollinson (2005), Yang and Meng (2013) were evaluated to prepare the most useful peer training possible.

In the F2F seminar, firstly, the checklist was introduced. This checklist was formed through careful evaluation of the existing checklists regarding L2 writing peer feedback practices. The checklists benefitted included Arter (1994), Cahyono and Amrina (2016), Demirel and Enginarlar (2016), Ferris (2007), Firth (2017), Kamimura (2006), Lam (2010), Min (2006), Ministere de L'education (2015), Nguyen (2016), Oshima and Houge (2006), Saeed, Ghazali, Sahuri and Abdulrab (2018), Shaalan (2017), Weigle (1994), Yang et al. (2006), Yang and Meng (2013), and Zhu (1995). Each section and sub-section of the checklist were put on the table for careful examination. The participants were asked about the component of the checklist, where they needed clarification.

The participants were demanded to take their personal computers with them to these seminars. They were shown how to use the video-mediated interactional setting, which is

Google Hangouts, in the peer feedback activity. They were also provided with the computer application of the screencasting program, Screencast-O-Matic. In these F2F seminars, the participants all set up the program on their personal computers. They were taught how to start, pause, and stop capturing their screens at the time of peer feedback sessions. They were trained to troubleshoot for possible problems that may arise due to the technology component of the practice.

The groupings were made in this F2F seminar. The participants were set free to form their own groups as it is thought that they will feel comfortable and natural in this way. They were instructed and again set free to determine the date and time of the sessions and the essay to be evaluated in a certain session. However, they were prescribed that any two consecutive sessions should be set up to include a minimum of one week and a maximum of ten days between them. The idea of having sessions spaced was for the students to fully fit in their minds what they experienced in the session in the interval between two consecutive sessions. “No more than ten-day-interval” rule was for preventing the students from getting off the activity.

The participants were then ensured to attend online seminars. Before the online seminars, they were provided with a sample piece of writing on which they were asked to take notes regarding the points in the checklist. They were suggested to become prepared for the online seminars where they were going to be asked to share their notes on the sample written piece based on the criteria in the checklist with which they had been provided before.

What was demanded from the participants was shared with them as the pre-, while- and the post- component of the activity. The training modules suggested by Berg (1999), Gielen, Peeters, Dochy, and Onghena (2010), Hansen and Liu (2005), Huang (2012), Huisman, Saab, Van Driel and Van Den Broek (2018), Min (2005), Parthasarathy (2014), Rollinson (2005), Shaalan (2017), and Zhu (1995) were benefitted here. Before the video-mediated peer feedback sessions, they were informed that they are supposed to read the article of the week that is to be evaluated in the session, to take notes based on the checklist they were provided, and to prepare the necessary resources in a way that they can refer to them in the session. They were also instructed for the while-component of the activity that they were supposed to be on time, to follow the checklist during the session, to be careful about the

points that they had been taught within the framework of peer training guidelines. For the post-activity, they were asked to prepare a screen-casted video and share it with the researcher.

Ten online seminars were carried out in total, two sessions with each group. In the first series of the session, the checklist was examined. All of the points in each part of the checklist were focused one by one. Participants' questions regarding the checklists or the process were answered clearly. The second series was the modeling series in which the researcher pretends either as feedback giving peer or as feedback receiving one. Subtle issues that occurred contextually were handled in those sessions, which had the potential of setting examples for the participants. The participants had the opportunity to practice such technical issues as setting up the software; starting, pausing, and stopping the recording; sharing their screens when necessary; and orienting to online resources such as dictionaries, corpora, reliable websites, and video tubes. The questions that came from the participants were also answered in those modeling sessions.

3.3.3. Data Collection Procedures

The peer training procedure was the last phase before data collection. After this procedure had been completed, the data collection started. The time period in which the data collected was between the beginning of June 2018 to the middle of July 2018. All five groups set up the dates and decided on the time for their online peer feedback sessions. Each group informed the researcher about their plans for their meeting time and the essays to be evaluated in those meetings.

As instructed in peer training sessions and demonstrated in the online modeling session, each group met online. They took notes prior to these online meetings. They started capturing their screens by using Screencast-o-Matic software. They provided and received feedback with and from one another in those meetings. Each group was instructed to carry out at least three sessions. After each session, each member of the group sent their own recording of their own screens at the time of the session to the researcher via Google Drive. A total of 39

Table 2

Data Collection Procedure

<i>Online PF Sessions</i>	<i>Online Peer Review Groups (Pseudonyms)</i>	<i>The Essay Evaluated Belongs to</i>	<i>The Name of the Essay</i>	<i>Essay Type</i>	<i>Hard Copy</i>	<i>Soft Copy</i>	<i>Date of Session</i>	<i>Duration</i>
1	Efe, Nazmiye, Yenigun	Efe	The Criminal Within	Cause and Effect	✓	✓	Unidentified	22 min
2	Efe, Nazmiye, Yenigun	Yenigun	Live Healthily vs Save Time A Little	Argumentative	✓	✓	5.07.2018	38 min
3	Efe, Nazmiye, Yenigun	Nazmiye	The Real Mine of Information	Argumentative	✓	✓	Unidentified	28 min
4	Efe, Nazmiye, Yenigun	Efe	Traditional: For Better Education	Argumentative	✓	✓	9.08.2018	30 min
1	Ferda, Mahmut, Seda	Mahmut	Don't Kill Your Self	Argumentative	✓	✓	17.06.2018	48 min
2	Ferda, Mahmut, Seda	Ferda	Watch Out the Time to Buy Your Drink	Argumentative	✓	✓	29.06.2018	58 min
3	Ferda, Mahmut, Seda	Seda	Fast Food Against Home Cooked Food	Argumentative	✓	✓	5.07.2018	42 min
4	Ferda, Mahmut, Seda	Mahmut	Closer is Better	Argumentative	✓	✓	9.07.2018	37 min
5	Ferda, Mahmut, Seda	Ferda	A Tale of Divorce	Cause and Effect	✓	✓	2.09.2018	54 min
1	Yusra, Melisa, Mursel	Mursel	Why Not UBER?	Argumentative	✓	✓	8.06.2018	37 min
2	Yusra, Melisa, Mursel	Melisa	Isn't it Obvious, We Need Security Cameras?	Argumentative	✓	✓	19.06.2018	48 min
3	Yusra, Melisa, Mursel	Yusra	Dark Sides of Animal Testing	Argumentative	✓	✓	26.06.2018	41 min
4	Yusra, Melisa, Mursel	Yusra	Watch Out!	Argumentative	✓	✓	2.07.2018	53 min
TOTAL								690 min

videos belonging to 13 sessions by 3 groups, three videos of each member in a session (3 person X 13 sessions equals 39 recordings).

The data were collected through screencasting of the computers that the participants used to engage in online peer feedback activity. The software that was used to capture the screens of the participants also recorded the multimodal interactions that took place at the time of video-chat as well as their text-chats and oral communications. The screencasting enabled the researcher to access the other resources that were oriented to by the participants at the time of peer feedback sessions, which made it possible to obtain minute details of the interaction through the lenses of conversation analysis.

3.4. Data Analysis

3.4.1. Transcribing the Data

This study adopts an emic perspective in the analysis of naturally occurring talk-in-interaction among peers and their on-screen behaviours. Rather than approaching the data with a priori theoretical constructs and employing the coding procedures based on these constructs for the analysis of interaction, the data were tried to be represented to reflect the unfolding orientations of the participants in and through interaction with the help of a robust detailing. The adopted emic perspective enables to unpack the interactional resources that emerge from within the participants' interactional exchanges. In order to achieve this, one of the primary requirements in the conversation analytic treatment of the data is a very detailed transcription. This kind of transcription can only be obtained through a transcription convention that has the feature of representing very minute details of interaction (Jefferson, 2004; Jenks, 2011). Moreover, it should be detailed to the extent that it can both discover and describe orderly practices in interaction (Hepburn and Bolden, 2013).

The widely known transcription conventions by Jefferson (2004) and Mondada (2018) were used together in the transcribing of the online interactions among students. While the former convention represents pauses, gaps, overlaps, stretches, stress, intonation, gestures, posture, turns, screenshots, and researcher notes, the latter details representing the data in terms of pre-onset, onset, continuation, and offset of generally nonverbal components of the

interaction. These transcription conventions also necessitate to include line numbers and commonly used font-type. The additional transcription conventions by Mondada (2018) was used to represent the on-screen behaviors of the participants in the interaction. These included further details with some illustrations in order not to miss out on any relevant details regarding nonverbal actions, including clicks and the position and the movement of the cursor (i.e., through arrows). Although the bulk of all emergent interactions on a turn-by-turn basis during social action can be potentially reflected through these transcription conventions, it should be kept in mind that they are still reflections of the video-recorded interactions. With the help of such precise instruments, the highest level of elaboration is provided; however, one hundred percent precision cannot be guaranteed in the representation of the interactions (Sert, 2011).

The transcription process included three steps in the last of which these transcription conventions were used. In the first step, all sessions of the online peer feedback activities carried out by three groups were transcribed orthographically. This was followed by enriching selective parts with further notations with the help of Transana software in the second. The last step was to add the annotations of selected transcripts before constructing the collections for further examination.

There occurred some troubles in the process of transcribing the data. The first one was that some verbal contributions of the interactants were almost inaudible in some video recordings. This trouble was eliminated through the other video recordings of the same session. Synchronization problem in the multimodal video-mediated interaction formed the second trouble in the process of transcription. That is, there occurred some latency because of the software used for video-chat and screen recording. This caused some delayed transmission of participants' verbal actions on Google Hangouts due possibly to the changes in their internet connections regarding speed. Therefore, the video-recordings included some instances pointing to different timestamps in the same episode in the recording of each participant. However, this did not cause any noticeable breakdown in peers' interaction thanks to the resources that they attend to enable the smoothness of the interaction. As for their transcription process of these instances, the problem was resolved through the orientations of the participants by briefly ordering them, referring to turn-taking mechanisms

(Sacks, Schegloff & Jefferson, 1974). Moreover, crosschecking from the other group members' recordings of the same session was beneficial in order not to jeopardize the reliability of the transcription's representation of the data. To conclude, there occurred some minor challenges in the process of transcribing the data; however, they were resolved with some preliminary actions before moving to the construction of the collections, which will be elaborated in the next section below.

3.4.2. Constructing the Collections

As stated earlier, the researcher did not set off with a focus to analyze the data. The focus had not appeared until all of the screen recordings were watched many times upon the completion of the data collection process. After data collection, informed by an emic perspective, the construction of the collections was achieved through some steps within the conversation analytic approach (Sidnell & Strivers, 2013; ten Have, 2007).

The first step was unmotivated looking (ten Have, 2007), which encompassed finding possible cases that may have the potential to guide the analyst to go for further instances. This required watching the screen recordings of the participants many times without any prior focus point. This unmotivated looking took some time and continued even during the phases of transcribing the data.

The current study aimed to discover the interactional patterns and practices within those patterns to describe video-mediated L2 writing peer feedback sessions. Having this main aim in mind, the recordings of all the sessions carried out by three different groups were watched over and over again. The first thing that caught attention was the initiation of the feedback by the feedback providing peers, which was observed in some of the recordings. This was followed by identifying the phenomenon in focus where the issue was subjected to careful scrutiny. The third step was to pass through and examine the data for more instances that might be similar to the same action. The compilation process in the construction of a collection started after this investigation to find repeated instances across the data (Jenks, 2011).

One other phenomenon came to the front while looking for the patterns regarding feedback initiation: resisting the feedback provided or delaying to accept it. This paved the way for looking more closely into the response phases of the provided feedback. Similar procedures with the four-step detailed above were repeated for this new phenomenon in order to discover whether there occurred recurring instances. Hence, response to feedback patterns and interactional practices within those patterns tried to be discovered and identified all around the data.

At the end of both of the procedures, the construction of the collection was completed. The collection consisted of a total of 439 cases for the interactional patterns and practices regarding feedback provision and response to provided feedback. Since it was not possible to include all of the cases in the dissertation due to space limits, the ones that were thought to be the best representative of the cases were chosen. 7 out of 213 extracts were included in the first part of the analysis where interactional patterns and practices within these patterns in providing feedback were addressed. 14 representative extract out of 226 in total, on the other hand, were provided in order to show the interactional patterns and practices regarding responding to feedback in interaction. The construction of the collection can be seen in Table 3 below.

Table 3

Construction of Collections

<i>Chapter Analysis</i>	<i>4- Phenomenon</i>	<i>Groups</i>	<i>Total number of cases</i>	<i>Included extracts</i>
Section 4.1	Interactional patterns in feedback provision	1,2,3	213	7
Section 4.2	Interactional patterns in responding to feedback	1,2,3	226	14

3.4.3. Conversation Analysis Methodology

Conversation analysis is “an approach within the social sciences that aims to describe, analyze, and understand talk as a basic and constitutive feature of human social life” (Sidnell, 2010). Having been built on Goffmanian notions of sociology and Garfinkel’s ethnomethodology, it was adopted as a research method into social sciences. While Goffman (1967) argues for the orderliness of interaction, Garfinkel (1967) views interactants as knowledgeable agents who make their own interpretations of social actions in the co-construction of those actions. After the attempts of ethnomethodologists to document orderly co-construction of social actions at the micro-level, the studies of Sacks, Schegloff, and Jefferson formed a conversation analysis method by contributing to those attempts.

According to Sacks, Schegloff and Jefferson (1974) and Seedhouse (2005), four main principles shape the analysis of talk in interaction: “(1) there is order at all points in interaction, (2) contributions to interaction is context-shaped and context-renewing, (3) no order of detail can be dismissed, and (4) analysis is bottom-up and data-driven” (as cited in Sert, 2015). Having these principles, CA contributes to social sciences, including applied linguistics and SLA, by offering a robust methodology that can help researchers understand the nature of social actions based on participants’ own interpretations of and orientations to them, by focusing on the minute details of the naturally occurring interaction. A methodology deploying an emic perspective together with data-driven and bottom-up procedures can more successfully achieve to describe the unfolding of social interaction.

CA has a strong emic (participant-relevant) perspective, accepting participants as situated analysts who constantly analyze their interlocutors and respond to them accordingly. This is achieved by all the interactants through a minute-by-minute analysis of the interactional exchanges among them. Their analyses make it possible for third parties to observe the talk-in-interaction in terms of repair, turn-taking, turn design, and sequence organization. CA also emphasizes the need for strong evidence to make claims about the interactional exchanges among participants. It tries to make the justification of such claims mainly by a procedure called as next turn proof procedure (Schegloff, 1968). As the units of analysis, CA adopts a bottom-up procedure, which enables that it can document the unfolding of talk-in-interaction through more interactional projects (Schegloff, 2007).

Online interaction, which has spread with the introduction of recent technology into our lives recently, can also be analyzed through the CA perspective. There have been research studies that have investigated online talk between/among people; discourse analytic approaches have long dominated these researches, though (Herring, 1999; 2007; 2010). However, CA has created its own route recently and proved useful for analyzing online interaction through emic, bottom-up, and data-driven analytic procedures. A number of studies have adopted CA for the analysis of online social interaction. However, the majority of them have analyzed online interactions of text-based chats (Garcia & Jacobs, 1999, Gonzalez-Lloret, 2011; Kitade, 2000, Negretti, 1999; Tudini, 2015; Schönfeldt & Golato, 2003). Only a few studies have explored online oral and video-mediated interactions of peer feedback or peer collaboration (Balaman, 2016; Tsai, 2017; Tsai & Kinginger, 2014).

To this end, this study aimed to describe interactional exchanges of EFL learners in video-mediated peer feedback activities, which will be carried out mainly in oral mode. It tries to uncover the interactional patterns particular to these online settings prepared for L2 writing peer feedback, which will potentially provide significant implications on the role of video-mediated peer feedback in L2 writing pedagogy.

The study will follow conversation analytic procedures. First, at the same time, with data collection, the recordings will be watched over and over to have an understanding of what is going on in the peer feedback sessions. After the data collecting procedure, a rough transcription of the data will be made. Next, the transcribed data will be checked without a particular focus. After the detailed transcription, which is based on the transcription convention (Appendix 4 and 5) developed by Jefferson (2004) and Mondada (2018), determining potential cases and looking for similar or recurrent phenomena will be the next step. Then, possible collections will be created, and representative extracts will be chosen among these collections. After then, the findings will be reported, and as the final step, a post-analytic discussion will be presented.

3.5. Validity and Reliability

Validity and reliability are major concerns in carrying out qualitative research. Since conversation analysis is a specific method conducive to analyze qualitative data, validity and reliability must be achieved here as well. Validity, in a broad sense, refers to the extent to which a concept that is aimed to be measured in a study is measured successfully (Neuendorf, 2002). Reliability, on the other hand, refers to the compatibility of the data collected and what actually takes place in the natural setting that is under examination (Morrison, 2007).

Conversation analysis as a qualitative research methodology puts forth a method for ensuring validity and reliability in its own terms. In terms of validity, it ensures that the study has internal, external, construct, and ecological validity. Internal validity refers that the findings of a study are credible, and they have soundness and integrity (Seedhouse, 2004). It comprises acting meticulously in collecting the data and presenting them in an unbiased manner. This study ensured internal validity by ensuring the meticulous recording of data and adopting a conversation analytic perspective in its analysis, which ensures that any claim that is made must be based on the demonstration of the participants in the interaction with an emic, participant-relevant perspective. External validity, which is defined as the generalizability of the results beyond the investigated context. Although qualitative research is criticized as being context-bounded, which jeopardizes its generalizability, it is different in conversation analytic research due to meticulous detailing and deep analysis of the data. Adequately rich and thick data were presented with a high level of granularity through an in-depth analysis in this study to assure external validity. A total of 14 hours of recording yielded about 439 possible cases that can represent the data in terms of the research objectives. The most representative ones (20 in total) were provided in the findings section of the study. Hence, it can be claimed that the data size is sufficient to generalize the findings for online peer feedback sessions (Seedhouse, 2004). Although it cannot be claimed that the same findings can be found in different online peer feedback contexts, it can be put forth that the study can offer a generalizable depiction and elaboration of the interactional organization of the issue under investigation. Ecological validity refers to “the extent to which various findings and processes are robust across, or specific to, an ecology or ecologies” (Levine, 2018, p. 46). It requires providing accurate portrayals of natural settings

with their own realities. Since the current study adopted a conversation analytic perspective which comprises such components of recording naturally occurring interactions in original settings, describing the realization and co-construction of social actions in-situ by the interactants, and adopting an emic, participant-relevant perspective, it can be claimed to have achieved ecological validity. Construct validity, on the other hand, is concerned whether a measure that is developed of a concept really reflects this concept. In conversation analytic research, the organizations that are oriented to by the participants in interaction, named as turn constructional units (TCU), were inspected regarding adjacency pairs and organization of turn-taking and repair. Since turn constructional units are the constructs of the participants, not that of the analyst (Richards & Seedhouse, 2005), it is the participants' orientations that are reflected by them in conversation analytic researches.

As for reliability in conversation analytic methodology, there are some key issues such as recordings' selection and their technical quality, and an adequate number of transcripts (Peräkylä, 1997). According to Sert (2011), reliability is ensured through the processes of collecting the data, transcribing it, and constructing the collections. Great attention has been paid not only to the rationale behind constructing the collections but also to the representativeness of the transcripts by adopting widely known standardized transcription systems (Jefferson, 2004; Mondada, 2018). Adequate numbers of transcripts were obtained at the end of the construction of the collection. In addition, the analysis was carried out to the extent that no minor details would be missed, which is among the efforts that were spent in order not to jeopardize the reliability of the study.

In addition to the great care explained above in order to obtain valid and reliable results, some other actions were taken to ensure the validity and reliability of the analytic findings. These included data sessions where academic members, researchers, and graduate students share their conversation analytic data and discuss them, and thesis meetings with the supervisor and the members of the thesis monitoring committee. Some parts of the data in four different abstracts were taken to HUMAN Research Centre data sessions where researchers' and graduate students' data are subjected to conversation analysis by a group of senior researchers and graduate students interested in this methodology. Moreover, discussions were carried out with some of the members of the thesis monitoring committee.

The data sessions and discussions enabled to emerge some findings from the data through the comments that were made by the field experts and other interested researchers and students. Some findings were enriched and confirmed in these sessions via post-analytic discussions. Last but not least, the progress made by the researcher was shared with the thesis monitoring committee twice a year, and their feedback and suggestions were taken into consideration. All of these opportunities contributed greatly to achieve the methodological validity and reliability of the findings of the current study. Having completed the remarks on the issues of validity and reliability, the following section will address ethical issues that have relevance to the matter of reliability.

3.6. Ethical Considerations

The current study made use of video recordings of participants as the source of its data, which required to handle a number of ethical issues in designing and carrying out the research. According to Liddicoat (p. 23-24), the first issue is that the consent of the participants has to be taken regarding their audio or video recording. Since recording people is an intrusion in people's lives, and it may feel them uncomfortable (ten Have, 2007), they must be asked for their consent. Secondly, using the recordings for research requires that the participants have the right to know about the nature and scope of the research, about the people that have access to their recordings, and about the future use of these recordings. The last issue is about disseminating the research data to the public. The participants must be guaranteed that their confidentiality is secured regarding their involvement in the study and the other information about them.

In order to start conducting the research, the researcher applied to gain ethical clearance from the local committee formed by the university authorities. All the details of the research project were included in this application form. The committee issued their decision and provided the researcher with the ethical clearance that is necessary to carry out the research (Date and Issue Number: 26.02.2018/E.34080) (Appendix 1). Having secured the clearance, the call for participation in the research was released. The interested candidate participants were invited to a meeting where they would be informed about the research in detail.

Regarding the ethical considerations above, the participants were informed about the research, including its aim, scope, and consequences that were included in the consent forms (Appendix 2). After that, the volunteer participants who accepted terms and conditions signed these consent forms and gave the researcher authorization for both collecting their video recordings and accessing them for analysis. The participants were ensured that their video recordings would only be used for research purposes, and the information regarding their identities will be kept confidential. They were also assured that any other indicators having the potential to reveal their identities will be presented with anonymity in any reporting components of the study. Thus, the names of the participants were replaced with pseudonyms. Their addressing to one another in the interactions were indicated with these pseudonyms in the transcripts. Moreover, the initials that were used in the lines showing the speakers' turn belonged to these pseudonyms rather than that of their real names. In order that the identities of the participants are not revealed, several technologies were applied to blind the video content. The screenshots that were included in the transcripts and accordingly in the dissertation were blurred so that participants' identities could be kept confidential. Consequently, the research was carried out, taking ethical issues into consideration with great care.



CHAPTER 4

ANALYSIS AND FINDINGS

This chapter will present the analyses and findings of the study in five sections. The first section (4.1) names and identifies all of the interactional patterns that have been revealed in video-mediated L2 writing peer feedback sessions. The number of feedback regarding all these interactional patterns is displayed in a table in order to help readers not only see the overall picture in numbers but also understand the reason behind the direction of the dissertation.

The first sub-section (4.1.1) will provide the interactional patterns regarding the feedback provision. First, it will describe positive feedback that peers provided for and received from one another as the most encountered type of feedback in video-mediated online feedback sessions. This will show how peers initiate positive feedback and interact in the provision of positive feedback, which will be illustrated with the help of example extracts, representing the provision of positive feedback. The second sub-section (4.1.2) will show the initiation of negative feedback by the participants in online peer feedback sessions. Some examples of the instances in which students provide negative feedback for their peers will be given in this sub-section. This section elaborates on dyadic (4.1.2.1) and multiparty negative feedback (4.1.2.2) as the two different types of negative feedback provision in the online group peer feedback sessions.

The second section (4.2) will document interactional patterns in video-mediated online L2 writing peer feedback sessions regarding response to feedback. While the first sub-section

(4.2.1) will present the pattern of responding to positive feedback, the second sub-section (4.2.2) will provide responding to negative feedback patterns and interactional practices within those patterns. This sub-section will first (4.2.2.1) demonstrate how problematized points are directly accepted by the feedback receiving peer (FRP) without any delay. It then (4.2.2.2) will display the instances in which the FRP accepts the problematized points in a delayed manner or never accept them. With the help of the analyses of some example instances, this second sub-section uncovers the different interactional patterns pertaining to the delay in responses to the feedback that students received from their peers (from 4.2.2.2.1 to 4.2.2.2.5). This section will expose how resistance to feedback instances create opportunities for learning for not only feedback receiving but also feedback giving peers.

4.1. Interactional Patterns and Practices in Providing Online Video-Mediated L2 Writing Peer Feedback

This section of the study will present the interactional patterns that emerge in the initiating phases of the episodes, where feedback giving and receiving procedures are completed. Before presenting the detailed analyses, it can be of great use to provide some descriptive data of the findings, which can enable us to grasp their overall framework. Table 4 below shows the number of positive and negative feedback that the participants of the study provided for and received from their peers in all three groups. Table 5, on the other hand, illustrates the number of the types of responses to all of the feedback provided in the study.

Table 4

The Number of Feedback Provided in Online Peer Feedback Sessions

<i>Groups</i>	<i>Positive Feedback</i>	<i>Negative Feedback</i>
ENY	44	52
YMM	92	70
FMS	95	104
<i>Total Feedback</i>	<i>213</i>	<i>226</i>

The first subsection (4.1.1) will provide extracts of the example episodes where feedback receiving peer (FRP) is provided with positive feedback in video-mediated L2 writing peer feedback sessions. It will portray the interactional pattern and practices that emerge in the provisioning phase of the feedback based on the detailed line-by-line and turn-by-turn analysis of the sample episodes. The second subsection (4.1.2) will present sample episodes in which FRPs are provided with negative feedback. It will focus on the emerging interactional patterns and practices regarding the provisioning phase of FGP's negative feedback this time. This section, as a whole, will demonstrate the differentiating interactional patterns and practices in providing positive and negative feedback in the video-mediated online peer feedback sessions.

Table 5

The Number of Types of Responses to Negative Feedback

<i>Feedback</i>		<i>Negative Feedback</i>			
<i>Groups</i>	<i>Direct Acceptance to Negative Feedback</i>	<i>Resistance to Negative Feedback</i>	<i>Self-Claim/Correction</i>	<i>Claim/Criticism not Responded</i>	<i>Total Negative Feedback</i>
ENY	38	11	2	3	52
YMM	53	14	0	3	70
FMS	59	37	6	2	104
<i>Total</i>	150	62	8	8	226

It should be noted here that the grup FMS had one more session than the other two. Another point is that the difference between the types of especially negative responses among the groups are most probably the result of two causes. The first one is the length of the evaluated essay. If it is lengthy it is possible that it may include more errors. The second is the general status of the evaluated essay with respect to the points that should be subject to correction. While some essays include many errors some others do not that much.

4.1.1. Interactional Practices in Providing Positive Feedback

Having given careful consideration in analyzing the data, providing positive and negative feedback have emerged as the two main patterns in online video-mediated peer feedback sessions. *Providing a positive feedback pattern* emerges when a peer in the group comments on the essay of the FRP positively regarding any issues highlighted in the peer feedback checklist and supports the way the FRP has chosen for the issue in question. This pattern can be illustrated through the three representative episodes provided below.

In the first episode, the group members EFE, NAZ, and YEN get together to discuss NAZ's previously written essay. The name of the essay is "The Real Mine of Information." In her argumentative essay, which is evaluated the first time for this activity, NAZ argues that face to face education is better than distance education in many respects. This extract is from NAZ's first essay that is discussed, and they discuss it in their third online feedback giving session. In this stretch of talk below, they give feedback on the lexical aspects of the essay.

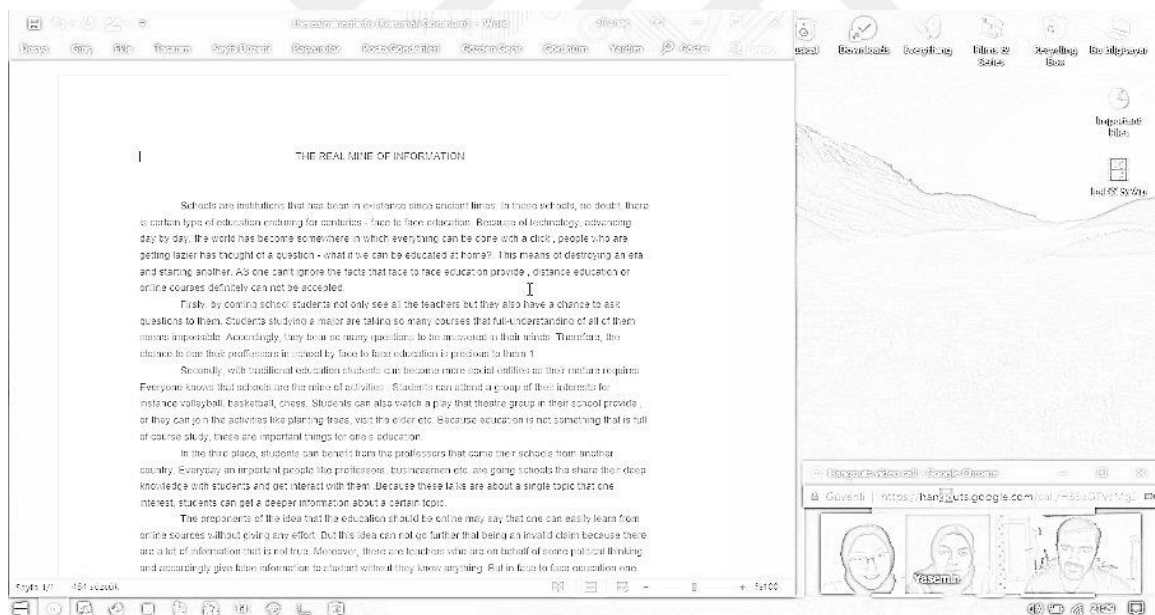


Figure 3. The group ENY discusses on NAZ's essay

Extract 1. Interactional Practices in Providing Positive Feedback-1

3_ENY_1_entities - 00:06:29 - 00:07:00

1 YAS in the second one
2 (0.6)
3 "more social entities (.) as their mature" >you use< in •your
nur •-1->
1:  put her cursor on the the phrase that yas mentions
4 ↑first• *sentence [of
nur ---• *---nods-->
5 NUR [huhu
6 YAS second paragraph
7 NUR yeah* (0.5) yeah
----*

YEN starts the feedback giving process by locating the point that she wants to put forth from the lines 1 to 6. She locates it giving the number of the paragraph and both by highlighting the relevant phrase with a rising intonation (↑more social ↑entities) and by putting emphasis on the exact vocabulary (entities). NAZ, the feedback receiving peer (FRP), quickly finds the phrase that YEN mentions and provides a minimal listenership token in line 5 (huhu) followed by her saying (yeah yeah) in line 7, via which she conveys that she has found the point that YEN has located.

After this locating the point in question, YEN starts providing the essence of the feedback. She states in line 8 that she likes NAZ's use of the word "entities" and tells in the following lines (from line 8 to line 14) the reason why she likes it. NAZ actively listens to YEN in the meantime through minimal listenership tokens and nods (line 11), and her smile (line 13). Towards the end of the talk, EFE confirms (yea:h) YEN after a 0.5 second of silence in line 16 in that the aforementioned word choice of NAZ embellishes the essay in terms of vocabulary. At the very end, YEN agrees with EFE's confirmation (haha) after a pause of 1.1 seconds. So, the talk closes with NAZ's smile (line 13), EFE's confirmation of the positive feedback of YEN (line 16), and YEN's welcome of this confirmation through her laughing (line 18).

8 YEN huh (.) that wo:rd actually i ↑liked it >because<Δ (0.4) er:::
 yen Δ--2-->
 2: takes her left hand to her mouth

9 (0.2) instead of (0.4) ↑creatures' or that kinda (0.3) er:Δ
 yen ----Δ

10 (0.4) words (.) entities is not used very common

11 NAZ ♦[huhu♦
 naz ♦nodes♦

12 YEN >[i mean< i don't use it very common >so< (0.4)
 13 er:: (0.4) i'm going to say it o- (0.4) again• (0.2) it ↑spice
 naz *smiles---->

14 up your @haha \$<vo↑cabulary↓>\$
 efe @-----smiles----->

15 (0.5)

16 EFE yea:h

17 (1.1)

18 YEN (haha)

19 (0.5)

20 a::nd er:

In terms of the interactional practices in this *positive feedback providing pattern*, the first point that catches the eye is that the feedback giving peer (FGP) starts the process by first locating the point subject to feedback. Right after the fact that the peers -especially the addressed peer- find the point in the essay, the FGP starts conveying her actual comment, a positive one this time, which forms initiating the positive feedback.

So, the process in this interaction starts and continuous smoothly where the interactional practices in feedback provision unfold as in the steps below: (i) *FGP's locating the point subject to feedback* (ii) *FRP's acknowledgment of this locating* (iii) *FGP's commenting positively about the located point* (iv) *FRP's and TP's welcoming the positive comment* (v) *FGP's acknowledgment of the FRP's welcoming of the feedback*.

This pattern, which includes the above interactional practices in online video-mediated L2 writing peer feedback sessions, can be named as *providing a positive feedback pattern*. In

this pattern, the FGP locates the point that is subject to feedback first and comment positively on this point right after the FRP acknowledges it. The interaction from where this pattern comes flows smoothly.

For the second example episode, another group, YUS, MEL, and MUR discuss the essay written by MUR in the conversation below. The topic starts when they are in the fifth minute of the online peer feedback session. They talk about the introduction paragraph: its content and the issues such as coherence and cohesion within the paragraph and the connection between the introduction paragraph and the rest of the essay.

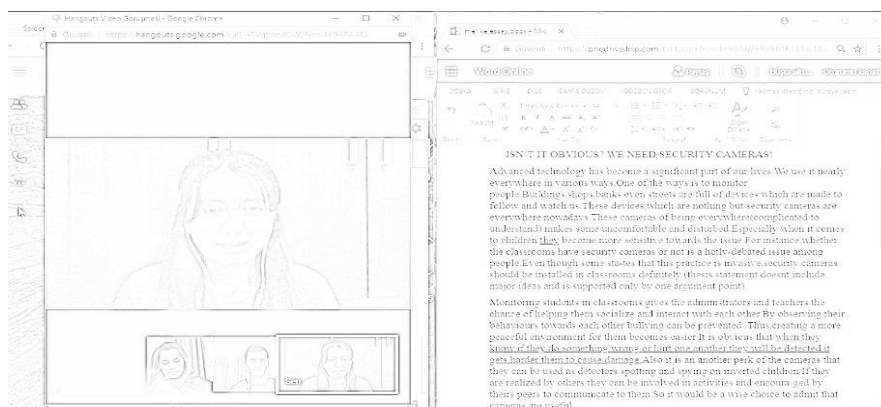


Figure 4. The group YMM discusses on MEL's essay

The group members follow the guideline provided for them as a checklist. They basically look at the questions in this checklist and answer them based on their evaluation of the issue under investigation. They start the following question on the list when they finish the current topic.

Extract 2. Interactional Practices in Providing Positive Feedback

2_YMM_2 funnel- 00:05:42 - 00:06:33

- 1 YUS i can't see any problem
- 2 (0.5)
- 3 er:: in the: introduction paragraph (.) about (0.2) cohesion
- 4 and (0.4) content (0.3) mürsel* (0.4)*
- mel *nods-
- 5 MEL ((coughs))

In this extract, YUS starts responding to the question regarding the overall introduction paragraph of MEL. She states that she does not observe any problems in terms of both contents of this paragraph and its cohesion (lines 3 and 4), which clearly means she thinks positively about the way MEL introduces the topic and the following body in the introduction paragraph. MEL, the owner of the essay, orients to YUS's feedback with her nodding in line 4. As soon as YUS finishes her positive statement about the issue, she nominates MUR to share his own observations (from line 4 to line 7) about MEL's introduction paragraph.

6 MUR er:: es[pecially
7 YUS [do you have anything to say
8 (1.0)
9 MUR er::
10 (1.1)
11 apart from mistakes (.) er:: i wanna say that (0.2) er:: (0.2)
12 >there's< i can see
13 (0.6)
14 er: here (0.4) a ↑funnel (.) because melisa mentioned of some
15 extended topic (.) a:nd=
16 YUS Δ=huhu Δ
yus Δ-nods-Δ
17 er: then (0.3) she go- she (0.2) make (.) made (.) narrow the
18 topic and (0.4) er:: reflected ideas about (0.4) cameras[and
19 MUR [huhu
20 YUS students
21 MUR in view of students (0.4) and education (0.3)
22 YUS hu[hu
23 MUR [so i liked your way of ↑approach (0.3) in er: first
24 paragraph in your in(.)troduction (0.4) °i can say this° (0.3)
25 YUS yes i agree with you (0.2) mürsel
26 (1.2)
27 MEL thanks for the comments

MUR then takes the turn, which is a preferred action for the smooth progressivity of the talk (Church, 2004) since he has been nominated by YUS to speak. He first puts forth some reservations regarding the mistakes in this paragraph (line 11). He continues to say that MEL

starts the essay topic in a broader scope and narrows it down step by step to communicate the main idea, which is the use of the camera at school to ensure students' security (lines 12 to 21). He then added in the following lines (23-23) that he likes (i liked your way of approach) the way MEL does in the introduction paragraph. MUR's statements are oriented to by YUS carefully with her acknowledgment tokens in lines 16 -accompanied by her nodding, 20, and 22. These can also be considered as the signs that YUS and MUR are on the same page in that MEL has achieved the funnel strategy in the introduction paragraph. YUS's explicit statement of agreement in line 25 (yes i agree with you mürsel) proves these signs. After this statement, the topic reaches closure with MEL's thanking her friends for their comments. MEL, as the FRP of the session, listens to her friends from the beginning to the end carefully. Her nodding (line 2) in the beginning just after YUS's positive feedback and her thanking for the comments in the last line (line 21) can be seen as pieces of evidence of her attentive listening.

So, the interactional practices here in this extract emerge as: (i) *A FGP's providing her positive feedback by locating the matter at hand* (ii) *The same FGP's calling upon the ideas of the other FGP* (iii) *The nominated FGP's conveying his positive assessment of the issue* (iv) *The FGPs' agreement on the positive assessment of the issue at hand* (v) *The FRP's thanking for the positive feedback.*

Different from the first episode, this one includes some extra interactional practice in providing positive feedback patterns. The interactional practice, calling upon the ideas of the other FGP, enriches the feedback provision process. It is observed that it enables more interaction among the group members.

As for the last episode regarding providing a positive feedback pattern, the extract comes from the second session of the third group, where the group members FER and MAH provide SED with feedback on her essay. The name of the essay is "Fast Food against Home Cooked Food." In this argumentative essay, SED claims that the food that is cooked at home is preferable to fast food in many respects, three of which she lists and discusses there. This is the first discussed essay of SED, and the feedback session is the second of the five sessions in total.

3_FMS_0 entities - 00:07:45 - 00:08:32

68

The conversation starts with a question from the checklist. It is understood that FER reads it from her screen (Figure 4). She asks whether the essay has a clear main idea or thesis statement in line 1. After an intra-turn silence of 1.1 seconds, FER completes the question by addressing it to MAH.

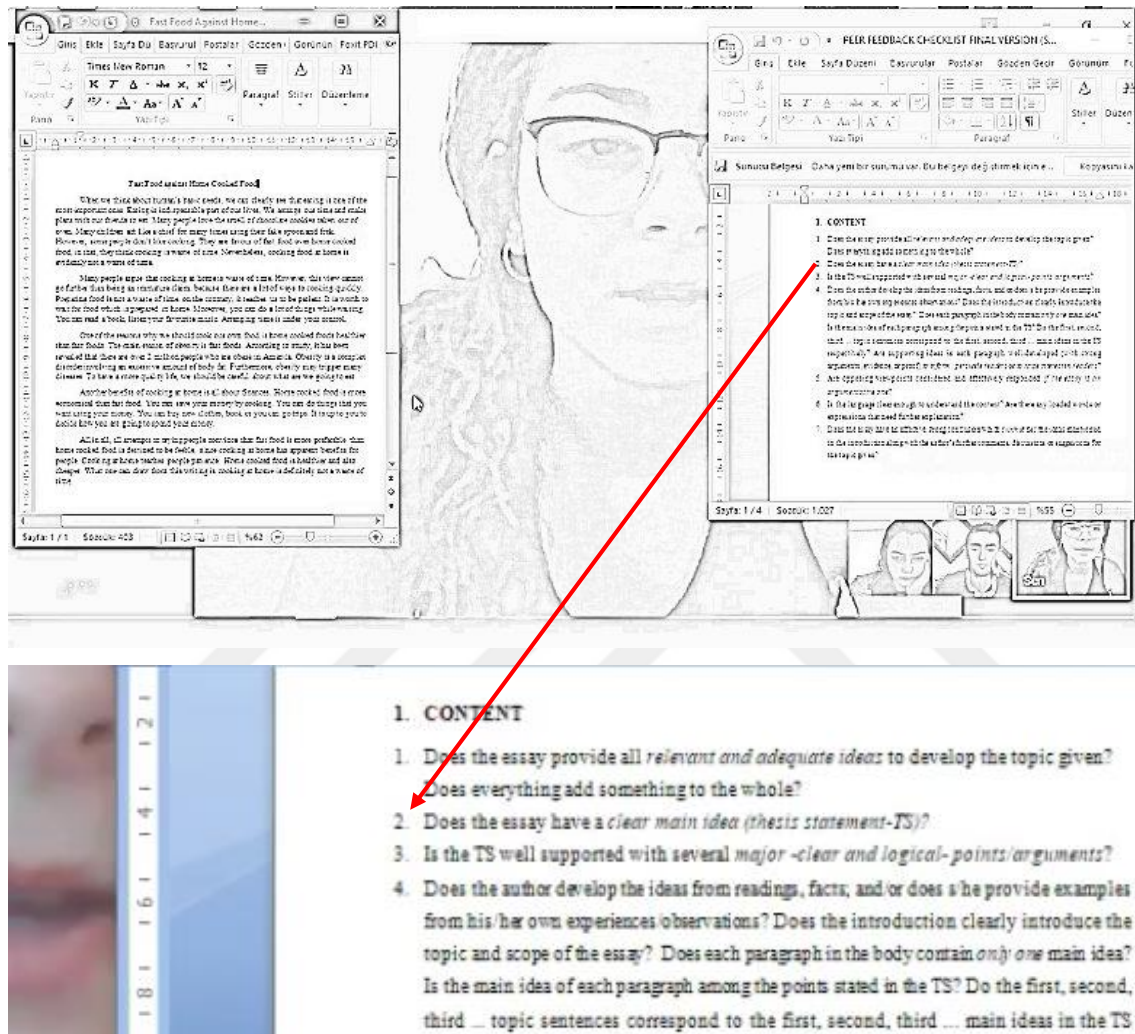


Figure 5. FER reads the question regarding the essay's main idea from her screen

This extract shows an example of positive feedback provided by both FGPs and accepted by the FRP. The interaction among peers can be claimed to unfold smoothly without any conflict or disagreement. The interaction flows without a communication breakdown and in a manner that the progressivity of the talk is secured by all the interactants successfully. The interactional practices in this talk of *providing positive feedback pattern* emerge as in the

following steps: (i) *FGP's locating the point subject to feedback -through a question*, (ii) *the next-speaker-nominated group member's provision of positive feedback*, (iii) *the other FGP's support for the positive feedback*, (iv) acceptance of the positive feedback by the FRP, and (v) topic change upon agreement in the positive feedback.

To put what goes on here in this extract briefly, the point subject to feedback is located through a question from the checklist (line 1). The next-speaker-nominated FGP provides positive feedback (line 7 to 21). This is followed by the second positive feedback by the other FGP (line 23). So, the *providing positive feedback pattern* is completed. Then, the feedback provided by both of the FGPs through a bunch of interactional elements such as nods, acknowledgment tokens, and verbal statements is accepted by the FRP. So, they skip the topic to continue the process with another feedback topic.

The interaction in the instances where FRPs are provided with positive feedback flows smoothly in a general sense. Both sides in the interaction -the FRP and FGP- act in a way that the progressivity of the talk is secured easily. All interactants fulfilled the task at hand successfully through the interactional resources they employed. Therefore, no other representative examples will be provided on the provision of positive feedback. The following sub-section will provide the findings relating to providing negative feedback pattern and the interactional practices within it.

4.1.2. Interactional Practices in Providing Negative Feedback

The interactions that occur at the time of the provision of negative feedback take place through the participation of either two of the group members or all of them in the data. On the one hand, the negative feedback patterns in and through which the only one of the FGP interacts with the FRP in giving negative feedback are called 'dyadic negative feedback.' On the other hand, the ones in which both FGPs contribute to the interaction are called 'multiparty negative feedback.' The extracts that display these two patterns will be provided in the following sub-sections.

The extract below (Extract 4) is from the second meeting of EFE, NAZ, and YEN, where they discuss the essay titled “Live Healthily vs. Save Time a Little.” This is an argumentative essay, and it belongs to YEN. In the essay, YEN opposes people’s fast-food consumption in some respects. EFE and NAZ are supposed to provide YEN with their feedback on the essay. In this part, where the episode takes place, the group members examine the essay in terms of vocabulary use. The particular focus of this extract is on the formality level of lexical items used in the overall essay.

2_ENY_7 you informal- 00:28:16 - 00:29:14

Just before the topic in this extract, EFE gives feedback to YEN regarding another point in this sentence: “There are thousands of recipes from American to China, which kind you want.” Now, he (EFE) refers to that sentence at the very beginning of the extract. So, the extract starts with EFE’s locating the point subject to feedback in the very first line (so here). Immediately afterward, he goes on with the feedback content by stating that there is a problem with the word “you” in terms of formality (lines 1 to 2). He attracts the attention of the addressees through a rise in his intonation (marked↑, ↑you) and the emphasis that he puts in the target lexis (↑you). While EFE is about to final his turn, YEN gazes around laterally from the right to the left and vice versa. After 1.8 seconds of silence in which YEN

continues searching for the located word by EFE, YEN takes the turn (line 4). In this relatively longer silence (1.8 seconds), it is understood from her gaze that YEN looks for the word. That she searches for the word is proven in her next turn (next-turn-proof-procedure) in line 4 where she asks EFE to say the location of the word. Right after 0.3 seconds of pause, she finds the word ([↑]here) in line 4.

```

6   EFE   yes er:
7       (1.1)
8       >you know< er: during the whole paragraph (0.3) >the essay<
9       er:>we need to<
10      (0.9)
11      er:: >how can i say<
12      (1.5)
13      er::: (0.4) we /'kæne-/ >we can< e- >we can say< (.) >for
14      example<(0.4) we should do this
15      (0.7)
16      >you can< (0.2) >say
17      this (.) throughout your paragraph
18      (1.2)
19      or
20      (0.5)
21      you er:- >you can say< ↑one should do this [er:: you
22      need to have (.)
23   YEN   [ha
24   EFE   one perspective♦ (.)
           efe                               ♦---leans backwards--->

```

After the location of the focus point is acknowledged by the FRP, EFE starts a longer turn. From line 6 to line 22, he claims that there should be one perspective throughout the paragraph regarding making suggestions (you can say this throughout your paragraph). Although there occur long intra-turn silences (line 7,10,12,15,18,20) some of which mark transition relevance place, they seem not to cause a crucial communication breakdown. That is, EFE has been able to convey the message that he intends in this longer turn. Right after EFE completes his utterance in the transition relevance place (TRP) in line

22, YEN responds to this in line 23, which is overlapped with the EFE's ongoing speech in the following line after his mini pause. Thus, it is observable that the feedback that EFE has wanted to communicate has been taken by YEN, the FRP of the group.

```

25  YEN  ye:[s♦
      ----♦
26  EFE      [so here er: when you use you here (.) it seem a little bit
27          er:: informal
28  YEN  +[yes actually+
      yen  +----nods-----+
29  NAZ  ✱ [hummm
      naz  ✱----2----->
          2: scratches her right forehead with her right hand
30  EFE  yeah "which /kain/- >whichever kind you want"<✱ (0.2) er::
          -----✱

31      (1.9)
32      >/meib/ maybe< you can remove this
33      (0.8)
34  YEN  ♦huhu♦
      yen  ♦--3-♦          3: nods her head
35      (1.1)
36  EFE  yeah >that's it<
37  YEN  that's true .hh it's a [bit informal
38  NAZ                                     [and er:

```

Seeing that YEN has taken this part of the feedback, EFE continues the turn in line 25 and provides the rest of the feedback. He goes back to the beginning and repeats what he has already conveyed before (when you use you here, it seem a little bit informal). YEN responds to this with both her immediate verbal acceptance and her nodding together in line 28. Another thing attracting attention is that NAZ, who has been silent until that time, also responds to EFE in line 29 with an acknowledgment token accompanied by scratching her forehead. The responses of YEN and NAZ overlap right after EFE's turn finishes, which is a sign that the feedback is acknowledged by both members of the group. After that, EFE takes the turn again in line 30, reads the aforementioned sentence. He goes on providing the feedback after a 1.9 seconds of intra-turn silence with another

suggestion this time (maybe you can remove this). This final suggestion is also taken by YEN through her acknowledgment token accompanied by her nodding in line 34. There occurs a 1.1 silence after which EFE states that he has finished his words. Following this, YEN responds very directly and clearly that what EFE claims from the beginning is true (that's true, it's a bit informal). Finally, the episodes reach the closure with the topic change initiation of NAZ.

In summary, EFE initiates the topic, which is the use of “you” in an academic essay. He first locates the problematic point and then claims that the use of this word is not appropriate in terms of formality. YEN, the FRP, accepts the problematizing of EFE. Upon this direct acceptance, EFE basically delivers three main ideas to base his problematizing. First, there should be one perspective (line 21-24) in the suggestions that are made throughout the paragraph; for example, either we should do this (line 14), or one should do this (line 14) can be used. Second, instead of “you,” “we” can be used in academic writing since “you” is accepted as more informal (line 21). The last one, the relevant part, can be omitted from the paragraph. So, the interactional practices in *providing negative feedback pattern* in this episode unfold as in these steps: (i) *FGP's locating the point subject to feedback*, (ii) *FRP's acknowledgment of this locating*, (iii) *FRP's providing negative feedback and the reasons behind the negative feedback*, (iv) direct acceptance of the negative feedback, (v) topic change and closure.

Looking deeply into the first part of the process where the negative feedback is provided, it is observed that the provision part of the feedback has a dyadic nature. To clarify, the point that is subject to feedback is put forth by one of the FGP, and it is delivered targeting the FRP. That is, the feedback provision part is like a dialogue between two of the group members. The third member, the other FGP, does not get involved in the provision of the feedback. She joins the conversation later on, where a response to the feedback is required. Thus, due to these interactional practices where the two of the interactants contribute to the feedback talk, this type of feedback pattern can be named as *dyadic negative feedback pattern* regarding feedback provision. Below is another episode in which an example of a dyadic negative feedback pattern can be observed.

This extract (Extract 5) is from the same session to which Extract 4 belongs. EFE, NAZ, and YEN go on examining the essay in terms of vocabulary use. They discuss an adjective with a particular focus on its appropriateness to the context.

Extract 5. Interactional Practices in Dyadic Negative Feedback-2

2_ENY_8 well-functioned - 00:35:16 - 00:36:34

- 1 **EFE** er: here wait (0.4) in >your conclusion paragraph< (.) second
2 sentence
3 (0.6)
4 **YEN** •okay

y *--- moves her cursor on the mentioned sentence--->
5 (0.8)
6 **EFE** er:: (0.3) "people who are not well-functioned to (.) >cook
7 their own food"↓<
8 (0.8)
9 **YEN** y:es
10 (0.5) *#
y *-----grimaces her face ----->
fig #fig. 6



Figure 6. YEN grimaces.

In the first two lines, EFE initiates the topic by locating the point that he later elaborates. This locating is acknowledged by YEN, the FRP, with her “okay” in line 4. She also moves her cursor on the mentioned sentence. This cursor move of YEN is not available to the other members but the analyst. Then, EFE starts delivering the feedback in line 5 after 0.8 seconds of silence. He most probably reads the sentence on his screen since both he looks at the screen and utters the exact sentence as it is in the essay on the screen (see Figure 7 below).

11 (1.2)
 12 EFE here* well-functioned (.) >i mean< it can be changed i guess
 -----*
 13 NAZ hum: (.) ↑yes
 14 (0.8) •
 yen •---laughs--->
 15 (1.3) +
 efe +accompanies yen's laughing--->
 16 (0.5) + Δ
 efe -----+
 naz Δaccompanies yen's laughing-Δ
 17 EFE •>i'm no-< (.) >\$i'm [not gonna say< any other things
 ----•
 18 okay↓\$
 19 Δ(1.2)
 efe Δlaughs--->

All in all, cooking at home may take a little time but fast foods should not be preferred instead of them as they contain a lot of dangerous content. People who are not well-functioned to cook their own food may benefit from youtube, online cites which may be rather enjoying. To live a healthy life, cooking at home should definitely be preferred.

Figure 7. EFE reads the sentence on his screen

While reading, EFE emphasizes the focus word “well-function” in line 8. After a 0.8 seconds of silence, YEN displays attentive listenership to EFE with her “yes” in line 9. What also attracts attention here is that she also grimaces (see Figure 1) just after EFE finishes his utterance. This may sign that YEN foresees a problem with her sentence that is subject to feedback by EFE. Here 1.2 seconds of silence occurs. Upon seeing that YEN does not speak in this interval, EFE goes on to claim in line 12 that the adjective “well-function” should be changed, which is directly oriented to and accepted by the other FGP, NAZ, in line 13, with both an emphasis on her acknowledgment token (hum:) and her agreement token (↑yes)

with a rise in her intonation. YEN tries to mitigate EFE's problematizing and NAZ's acknowledgment of this problematization with her laughter. EFE and NAZ accompany YEN with their laughter initiated, respectively, in lines 15 and 16.

After the laughter phase ends, EFE continues his talk by implying that YEN should understand the trouble with the adjective without any explanation in lines 17 and 18. This is understood through the way EFE does this implication. He not only mitigates his feedback with a mixture of smile and laughter that accompanies it, but he also waits for more than a second (1.2) and laughs again to give some time to YEN in line 19.

20 NAZ [yenigün's nerve is breaking Δ down
-----Δ

21 (2.0)

22 YEN >i mean< i:: it looks it- >i mean< it sounds

23 ↑correct (.)*

yen *laughs

24 EFE yea it sounds [cool (.) too
(he smiles while saying this)

25 NAZ [() it's like a /robΔ/

26 (0.5)*

yen *laughs-->

27 (1.5)*
-----*

28 YEN er what do you suggest >instead of this< (0.4)

29 EFE er:: people (0.4) who are not er: available

30 (0.8)

31 [who are not]

32 NAZ [who are not] (0.4) ↑talented

33 (1.4)

34 EFE ye[s:

35 YEN [hu:m: (0.4)

In line 20, NAZ takes the turn and tries to state that YEN gets nervous. After 2.0 seconds of silence, which follows NAZ's turn, YEN still seems not to accept that there is a problem

with the adjective (i mean it sounds correct). While EFE responds to YEN's answer with irony (yea it sounds cool, too), NAZ takes an approach that implies this word should be used for inanimate beings (it's like a robot) in line 25. After a relatively long silence of 1.5 seconds, in line 28, YEN asks for the alternative adjective that can be used instead of "well-developed," which is the first sign that YEN is open to a candidate word. Accordingly, EFE and NAZ provide two candidate adjectives in the first place, which are "available" and "talented" in lines 29 and 32. YEN does not deliver anything after 1.4 seconds of long silence; so, it can be claimed that she wants some other alternative words.

36 EFE er: [who are not (0.3) er:: >wait<
37 YEN [yes
38 (1.0)
39 EFE [if it was] Turkish i can say ↑müsait
available
40 YEN [()]
41 (1.1)
42 hhh
43 EFE yeterli but you know (0.2) er::
capable
44 (1.2)
45 EFE who are not:
46 (2.5)
47 YEN who are not a↑vailable (0.4)
48 EFE yes=
49 YEN =ye[s
50 EFE [who are not available (0.4)
51 NAZ maybe
52 (0.9)
53 YEN that would be better (.) you're right

EFE, in the following line (36), attempts to suggest some more alternatives by asking YEN to hold on. YEN accepts this request (*wait*); however, EFE could not suggest any other alternatives in English. So, after 1.0 second of silence, EFE provides a Turkish counterpart of the word (*müsait*) in that context in line 39. YEN's response to his first Turkish alternative cannot be heard and accordingly cannot be comprehended by the analyst. This is followed by 1.1 seconds of silence, after which EFE provides another Turkish counterpart of the word (*yeterli*). A silence of 1.2 seconds after these two alternatives, there is still no response from YEN, which signs that the provided alternatives are not accepted by YEN. Right after this, EFE attempts to add another one, and he searches for this for 2.5 seconds. Then YEN takes the turn, and finally, she accepts the first alternative (*available*) that EFE put forth in line 29. EFE and NAZ welcome YEN's acceptance of an alternative word in lines 50 and 51, and so the topic closes.

For the post-analysis, the talk starts with EFE's locating the point subject to feedback in lines 1 to 2. (*in your conclusion paragraph, second sentence*). The successful location of this feedback point is followed by the content of the feedback (*well-function should be changed*), which requires a change of a word used by the owner of the essay. Since the vocabulary of YEN is not found appropriate, the provided feedback is considered negative feedback. This negative feedback is immediately supported by the other FGP (line 13). However, YEN, the FRP, does not directly accept this negative feedback and resists it, although she gives the impression with her grimace in line that she foresees trouble with the delivered point subject to feedback. She firstly mitigates this negative feedback through delivering laughter in line 14, and then verbally resists it by stating that the use of the word sounds correct. However, the FGP insists on the claim (lines 17-18). Upon their insistence, where one of the FGP implies that well-functioned is a word that is used for inanimate beings but not humans (line 25), the FRP steps back and asks for the alternative words in line 28. The FGPs list some alternatives, most of which is not accepted by the FRP, which is an indication of her continued resistance. After some more attempts of FGPs for other alternatives, YEN finally accepts the first suggested word as the alternative vocabulary to well-functioned.

So, the interactional practices in providing negative feedback pattern where an FRP is provided with a negative feedback shape as: (i) *locating the point subject to feedback*, (ii) *acknowledgment of this locating*, (iii) *providing negative feedback and the reasons behind the negative feedback*, (iv) *peer support of negative feedback*, (v) *resistance to the negative feedback*, (vi) *insistence of the FGPs on the negative feedback*, (vii) *asking/searching for solutions*, (viii) *negative feedback is accepted by the FRP*.

As seen in the analysis of the previous extract (Extract 4), this negative feedback giving procedure can also be named as “dyadic negative feedback” regarding interactional pattern is the provision of the feedback. Looking back into the first phase of the feedback providing process, it can be observed that the interaction takes place between one of the FGP and the FRP. The comments of other FGP come into play in the later phases, where responses to feedback are required. However, this is not the case all the time. As can be seen in the following two extracts (Extract 6 and Extract 7), all group members can get active participants in providing phase of the whole feedback process where the interaction seems more vivid.

4.1.2.2. Multiparty Negative Feedback

This extract is from the second of the five sessions of the third group. The group member SED is given feedback by FER and MAH on her essay. The essay is an argumentative one, and its title is “Fast Food against Home Cooked Food.” SED argues in her essay that the food that is cooked at home is better than fast food in several respects. In this episode, they evaluate the essay in terms of coherence and cohesion.

Prior to the episode, they start talking about the coherence and cohesion issues for the overall essay. They are now in the middle of doing this. MAH starts the topic, where he focuses on the second body paragraph. He completes locating the point that is subject to feedback just before this extract. Now he tries to deliver the feedback itself.

Extract 6. Interactional Practices in Multiparty Negative Feedback-1

3_FMS_2_obesity - 00:17:16 - 00:18:40

1 MAH er:: (0.4) this is
2 (0.8)
3 kinda (.) look like (0.4) er:: the: exam the
4 question (0.4) that we::
5 *(1.5)*
mah *gulps*
6 you know (0.3) >there are some type of question<
7 (0.4) er::: omit the
8 irrelevant Δ
fer Δ---laughs ----->
9 (0.7)
10 +idea \$in the paragraph\$ hhh•
sed +---smiles----->
mah *---laughs--->
11 (0.9)
12 \$you know\$Δ•
fer -----Δ
sed -----•
13 (1.6)
14 er:::
15 (0.8)
16 we can+ (.) we can [er: es-
sed -----+
17 FER [diseases part right
18 (0.6)
19 MAH >i mea-< w- what
20 (1.5)
21 FER the [diseases
22 SED †[yes †
sed †-nods-†
23 FER part you want to omit
24 (0.7)
25 SED hu[hu
26 MAH [er:: (.) yeah (0.2) starts with obesity (.) is a complex

```

27      disorder=
28  FER      =huhu=
29  MAH      =and finishes with the diseases
30      (0.8)
31  FER  yes (0.3)

```

In the first twelve lines, MAH resembles the problem to a type of question that is asked in high stake language tests such as the Foreign Language Examination in Turkey. He reminds his addressees of the “omit the irrelevant sentence in the paragraph” type. By doing that, he means there is a problem with the relevance of the ideas to one another in that paragraph of SED’s essay. When he is about to finish the turn, FER recognizes the resemblance in line 8, which is understood through her breaking into laughter. This is accompanied by SED’s smile and MAH’s laughing, respectively, in line 10. After 1.6 seconds of silence, which follows the laughter of the group, MAH takes the turn again and goes on his explanation in line 14. FER’s asking about the location of the feedback point overlaps with MAH’s utterance in line 17. MAH asks for what FER has said in line 19 and waits 1.5 seconds. While FER starts repeating her question, SED’s nodding and responding to the question (yes) overlap with FER’s utterance in line 22. FER’s question is followed by SED’s acknowledgment token in line 14. Upon the question of FER, MAH describes where the point that is subject to feedback is from line 27 to 29, and FER responds to this with a “yes” in line 31.

```

32 SED yes (0.4) er:: i want to do (.) er:: give (.) an: (0.3) example
33 disease but
34 (0.7)
35 i couldn't find $an (0.4)Δ
fer Δ-----laughs----->
36 disease in examΔ
----Δ
37 (1.3)
38 •and$ (0.3)i er:: didn't want• to made up (.) disease (.) too
mah •-----laughs-----•
39 (0.2) so it
40 (0.9)
41 stays there but (.) °yes Δ>you are right<°Δ maybe
fer Δ----nods-----Δ

```

42 (0.8)
 43 [er::: i
 44 FER [yea
 45 SED can give more (0.4) examples about that
 46 (1.5)
 47 MAH ↑yeah (0.2) you could just say (.) obesity and (0.3) er:::
 48 (0.6)
 49 you shou- (0.4) >i mean< when you (.) explain it (0.4) the
 50 (0.6)
 51 paragraph(.) goes somewhere else (.) i mean
 52 (0.8)
 53 SED >i was just< trying to: (0.4) er::: (0.4) tell
 54 (0.8)
 55 this is very bad thingΔ [hah hah hah] you should be careful
 fer Δ--laughs---->
 56 falanΔ
 -----Δ
 57 MAH yeah=
 58 SED =but (0.4) that is okay
 59 MAH yeah

When the location of the feedback and feedback itself is comprehended by both addressees of MAH, SED, the FRP, takes the turn. She gives an account in lines 32 and 33 that her aim was to provide some example diseases (that fast food use cause), but she could not do that in the exam where she wrote the essay. She also adds from line 35 to 41 that since she did not want to make up any diseases while writing the essay, she just put obesity there, which is acknowledged by FER with her “yes” that is overlapped with SED’s hesitation marker. SED then completes her turn by stating in lines 43 and 45 that she can give more examples about the diseases that fast food use causes.

1.5 seconds of silence after SED’s turn, MAH takes the turn in line 47 again and makes some suggestions about the topic. He states in lines 49 to 51 that going beyond just saying obesity (as an example) leads to deviation from the subject. SED then takes the turn after 0.8 seconds of silence in line 53 where she gives an account. She explains that her aim was to tell that obesity is a very bad thing, and the readers should be careful. She does this in a manner that

she both laughs and speaks at the same time. FER accompanies SED's laughing in line 55. Finally, SED in line 58 accepts MAH's suggestion. MAH acknowledges SED's acceptance of his suggestion, and the topic is closed.

The detailed line-by-line analysis of the episode with an emic perspective helps uncover what is going on in this stretch of talk clearly. Firstly, MAH problematizes a point regarding a paragraph of SED. He makes it clear with his analogy that there is a problem in the paragraph in terms of coherence. After the point is highlighted and every member of the group understands the problematizing (SED in line 22; FER in line 31), SED responds to MAH. She does not accept in the first place that she has made a mistake that can violate the coherence of the paragraph. She mentions that her intention was to provide several examples of diseases, but she was able to put just obesity as an example. It is understood from the way she conveys her reason that since she could not provide more example diseases, she enlarged the paragraph by giving details about obesity. She, later on, in line 45 accepts that she can give more examples, which latently means MAH is right about her violation of coherence in the paragraph. So, it is clearly observed that SED first delays accepting the negative feedback provided by MAH. It can be claimed that she uses her explanation to soften MAH's negative feedback, and only after this softening does she accept that she has violated a rule regarding coherence. So, the interactional practices in this feedback provision appear as in these steps: *(i) reference to a past learning event as a pre-sequence, (ii) problematizing/provision of negative feedback, (iii) acknowledgment of the location and content of the feedback (iv) FRP's resistance to feedback with explanation, (v) FRP's acceptance of feedback after softening it, (vi) suggestion of the claim owner FGP, (vii) FRP's indirect acceptance of the suggestions, and (viii) closure*

For another example about multiparty negative feedback pattern, the extract below comes from the fifth (the final) session of the third group. The group members SED and MAH provide FER with feedback on her essay. The title of this cause and effect essay is "A Tale of Divorce," in which FER puts forth two main reasons for divorce. In this episode, they evaluate the essay in terms of structural and grammatical correctness.

At the beginning (lines 1 to 3) of the episode below, MAH locates the point that is subject to feedback by directly reading the relevant part in the essay on his screen. Right after this

locating, he delivers the feedback in lines 5 and 6. He asks FER whether the word “which” is used in the right place. At the time of this question, FER looks down; her eyes start moving from and to both right and left sides in line 5. After MAH’s completion of his question, there occur 0.9 seconds of silence, after which FER bends her lower lip while she looks down (she has been looking down since MAH’s locating of the feedback). After 2.0 seconds of silence, during which FER and SED look down and at the screen, respectively, SED responds to MAH’s feedback in line 8 with an acknowledgment token. FER’s acknowledgment token overlaps that of SED in line 9. FER asks for some time in the same line.

Extract 7. Interactional Practices in Multiparty Negative Feedback-2

5_FMS_8_which is in the right place? - 00:40:50 - 00:42:05

1 MAH “but they never tell the story (0.3) begins (.) after
2 (0.9)
3 which is the marriage”
4 (0.8)
5 er::::: ♦ (0.4) the ↑which is in

fer ♦-----1----->
1: looks down, her eyes moves left and right continuously
♦fig. 8

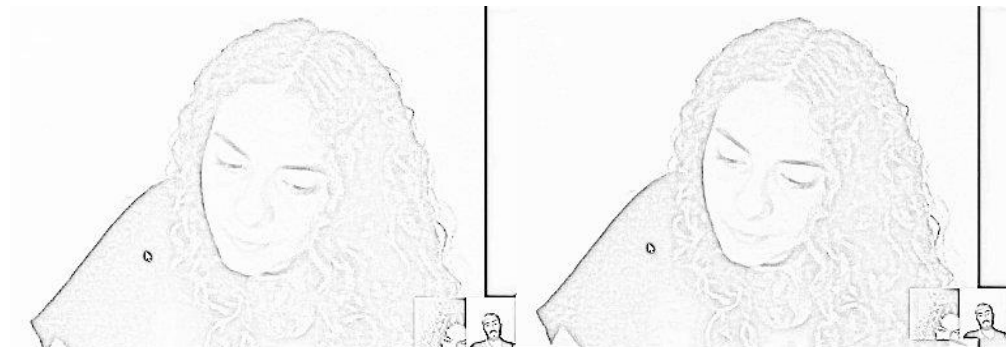


Figure 8. FER’s eye movements

```

6          the right place
7          (0.9)*↑
    fun          *--bends her lower lip by looking down---->
8          (2.0)
9  SEM        hu::*[:mm yes
            -----*
10 FUN        [hu:mm >let me<
11          (4.5)
12          dunno (0.3)•
    fun          *---scratches her hair with her left hand ---->

```

Following 4.5 seconds of long silence during which she has looked down in her front, she claims insufficient knowledge in line 12 where she scratches her hair with her left hand. MAH attempts to take the turn line 13, SED's articulation of the question "whether 'which' is intended to refer to the whole sentence or the word 'story'." Here, FER gazes at the screen, looks down again, finishes scratching her hair. As soon as SED completes her turn in line 15, FER looks at the screen and then looks back down. Her answer to this question, which is "the whole thing" in line 20, overlaps MAH's turn in line 18 where he cannot complete his sentence. After 1.8 seconds of the silence of FER's turn, MAH echoes FER with a rising intonation towards the end (the story↑). Then SED takes the turn in line 23 after 1.9 seconds of silence. SED claims that if the "which" is used to refer to the whole sentence, then it is true. As soon as she finishes her turn, MAH takes the turn and claims that it refers to the word "story," not the whole sentence in lines 25 and 26.

```

13 MAH  i ♦mean=
        --♦
14 SED  =↑do you er: *want to (.) refer (0.4)*↑whole ♦sentence↓
15      or•
        ---•
    fer          *---gazes at the screen---*
    fer
    fer          ♦---2--->
    fer  2:looks back her front
16      the story↑%
    fer          %---gazes---->

```

17 FER uhm: i think
 18 (0.6)
 19 MAH 'cause it seems ♦[that you wanted to:::
 fer -----♦
 20 FER [the whole thing
 21 (1.8)
 22 MAH whole sentence↑
 23 (1.9)
 24 SED >if it's< whole sentence (.) i think it's kinda true but
 25 (0.5)
 26 MAH but i think it's not a whole sentence .hh it refers to
 27 story i think
 28 (3.1)

Another long silence of 3.1 seconds passes; FER takes the turn, then in 30 where she starts a sentence (there is), the rest of which cannot be heard. SED's confirmation of MAH's claim follows this. Afterward, MAH takes the turn and utter the sentence in a reformed manner in line 31 where he puts the relative clause "which" right next to the word "story." While the original sentence of FER is "..., but they never tell the story begins after, which is the marriage.", MAH restructures it as "... but they never tell the story which is the marriage begins after." FER accepts this reformulated sentence of MAH in line 33 where her confirmation token with "yes" (=huh yes) latches with MAH's utterance of this reformulated sentence. FER tells in the rest of her turn that it (which) should refer to the ending part (to the word "story").

In line 35, MAH acknowledges FER in that FER accepts his position about the feedback. Seeing MAH's reformulated version of the sentence in lines 31 and 32, FER accepts that her original version of the sentence is wrong, and MAH's is right. SED also confirms by "yes i got it" that MAH is right about his claim. FER agrees with SED by echoing her in line 43 accompanied by her laughing. After 1.3 seconds of silence, she states by nodding that MAH is right, although it is hard for her to accept this.

28 FER hu::mm: i [think
 29 SED [yes
 30 FER there is::[(
 31 MAH [they never tell the s↑tory (0.4) which is
 32 marriage (0.4) begins after=
 33 FER =huh yes (.) it should be: (0.4) the ending part (.)
 34 because when:: you marry (0.4) the ↑story (0.4) starts
 35 with (.) the marriage
 36 (0.6)
 37 so:
 38 (0.9)
 39 MAH °yes °
 40 FER it's wrong
 41 SED [yes i got it
 42 FER [you are right
 43 FER hah hah ha a \$i got it too\$*
 fer *-----laughs----->
 44 (1.3)
 45 *it was kinda hard but yes you are right+
 fer -* +she nods+

A very minute-detailed conversation analysis of this extract enables the analyst to observe the interactional patterns of the episode where FER as the FRP is provided by negative feedback. The procedure starts with MAH's locating the point that is subject to feedback and delivering the feedback itself consecutively in the first two lines. He asks the FRP about the use of a relative clause in a sentence in the introduction paragraph, where it is understood that his problematization will be on this construction. FER is able to locate the problematized point, but she has no answer to MAH's question in the first place. It is observed that she bends her lower lip and looks down for more than 2 seconds. It is also understood from her acknowledgment token and agreement in line 5 that SED not only locates the same point but has similar doubt with MAH about the place "which."

After requesting some time, FER clearly states this time that she has insufficient knowledge (Sert, 2011) about the issue. She does this both her verbal (*dunno*) and non-verbal (*she scratches her hair*) contribution to the interaction. It cannot be comprehended here whether she accepts that there is a problem with the aforementioned point or not. MAH's attempt to clarify the problematization is cut half by SED's clarification question to FER (*do you want to refer whole sentence or the story*). FER orients to this question both by her gazing at the screen (SED) and looking down (most probably to the essay that is in front of her). While FER starts answering, MAH takes the turn and goes on from where SED finishes her turn to make a clarification. Right after that, FER put forth the answer by meaning that "which is used to refer to the whole sentence." MAH echoes FER's response with a rising intonation towards the end of the utterance, turning the utterance into a question. 1.9 seconds pass, but FER does not respond to MAH.

SED then takes the turn and states that if "which" refers to the whole sentence, then FER has used it correctly. However, MAH does not accept that it refers to the whole sentence but the word "story." After 3.1 seconds of silence, FER attempts to take the turn where SED's accepting utterance of MAH overlaps with her utterance in this attempt. FER repeats her attempt, and she cannot complete it since she leaves the floor to MAH, who reformulates the sentence under investigation. These attempts of FER, either they are done to accept or to reject the problematizing, delays her direct acceptance of the negative feedback put forth by MAH.

As soon as MAH finishes his turn where he reformulates the sentence, FER acknowledges his reformulation and accepts his claim, which means the relative clause 'which' refers to the word 'story', and so it should be juxtaposed to that word. She does this with her explanation in lines 33 to 35. MAH's agreement in the next line is followed by SED's acknowledgment of the issue. FER also states that they have a consensus on the issue by echoing SED. The talk ends with FER's nodding together with her statement that MAH is right, although it is hard for her to accept this.

This extract illustrates how negative feedback is located, provided, and responded in a video-mediated online session, where previously written L2 writing of a group member is discussed. Since the aim here is to focus on the provisioning phase of the whole process, the

interactional practices regarding this phase can be portrayed as in the steps: (i) *FGP's locating the point that is subject to feedback*, (ii) *FRP's acknowledgment of the location of the problem*, (iii) *FGP's negative feedback*, (iv) *TP's support for this*.

The examples that have been provided till here are about the interactional patterns in the provisioning phase of feedback. They also reflected the interactional practices within those patterns. The following section will be about the interactional patterns and practices regarding the response to feedback this time.

4.2. Interactional Patterns in Responding to Online Video-Mediated L2 Writing Peer Feedback

The first section (4.1) presented the interactional patterns regarding the 'providing' phase of the feedback and the interactional practices within these patterns. This section (4.2), then, will provide the interactional patterns in the 'response' phases of the peer feedback process and the interactional practices within them. Sections (4.2.1) and (4.2.2) will provide a response to positive and negative feedback patterns and the interactional practices within them.

4.2.1. Interactional Practices in Responding to Positive Feedback

In section 4.1.1 where the findings regarding the interactional patterns in providing positive feedback are provided, the response to these positive feedback has also been presented. In order not to cause repetition, just one extract will be provided here. The extract shows the unfolding of the interaction among group members when the FRP responds to the positive feedback that s/he has been provided.

YEN starts the feedback giving process by locating the point that she wants to put forth from lines 1 to 6. She locates it, giving the number of the paragraph and both highlighting the relevant phrase with a rising intonation (*↑more social ↑entities*) and by putting emphasis on the exact vocabulary (*entities*). NAZ, the feedback receiving peer (FRP), quickly finds the phrase that YEN mentions and provides a minimal listenership token in

Extract 8. Interactional Practices in Responding to Positive Feedback

3_ENY_1_entities - 00:06:29 - 00:07:00

1 YEN in the second one
2 (0.6)
3 "↑more social ↑entities (.) as their mature" >you use< in •your
naz *-1->
1: put her cursor on the phrase that YEN mentions
4 ↑first• *sentence [of
naz -----*
naz *nods-->
5 NAZ [huhu
6 YEN second paragraph
7 NAZ yeah* (0.4) yeah
naz ----*
8 YEN huh (.) that wo:rd actually i ↑liked it >because<Δ (0.4) er::
yen Δ--2-->
2: takes her left hand to her mouth
9 (0.2) instead of (0.4) ↑creatures' or that kinda (0.3) er:Δ
yen ----Δ
10 (0.4) words (.) entities is not used very common
11 NAZ ♦[huhu♦
naz ♦nods♦
12 YEN >[i mean< i don't use it very common >so< (0.4)
13 er:: (0.4) i'm going to say it o- (0.4) again• (0.2) it ↑spice
naz *smiles---->
14 up your @haha \$<vo↑cabulary↓>\$
efe @-----smiles----->
15 (0.5)
16 EFE yea:h
17 (1.1)
18 YEN (haha)
19 (0.5)
20 a::nd er:

line 5 (huhu) followed by her saying (yeah yeah) in line 7, via which she conveys that she has found the point that YEN has located. After this locating the point in question, YEN

starts providing the essence of the feedback. She states in line 8 that she likes NAZ's use of the word "entities" and tells the reason why she likes it in the following lines (from line 8 to line 14). NAZ actively listens to YEN in the meantime through minimal listenership tokens and nods (line 11) and her smile (line 13). Towards the end of the talk, EFE confirms (yea:h) YEN after a 0.5 second of silence in line 16 in that the aforementioned word choice of NAZ embellishes the essay in terms of vocabulary. At the very end, YEN agrees with EFE's confirmation (haha) after a pause of 1.1 seconds. So, the talk closes with NAZ's smile (line 13), EFE's confirmation of the positive feedback of YEN (line 16), and YEN's welcome of this confirmation through her laughing (line 19).

In terms of the interactional patterns regarding the L2 writing feedback *providing* process, the first point that catches the eye is that the feedback giving peer (FGP) starts the process by first locating the point subject to feedback. The FGPs in any group almost always do this by illustrating it in a sense that the other peers can find the point in question easily on their own screen since they all have their own screens on their fronts. So, the first step becomes "locating the issue in question." Right after the fact that the peers -especially the addressed peer- "find the point" in the essay, the FGP starts conveying her actual comment, positive feedback this time, which forms the second step as "providing the positive feedback."

After the FRP receives positive feedback, the *response to the feedback* process starts. The FRP, NAZ, first "confirms and then welcomes" the feedback. This step may also include the confirmation of the third peer (in line 16). The talk reaches the closure with the NAZ's (her smile in line 13) and EFE's confirmation (in line 16) of YEN's positive feedback. So, the process in this interaction starts, continuous, and ends smoothly in which the interactional practices in both provisions of and response to feedback unfold as in the steps below: (i) FGP's locating the point subject to feedback, (ii) FRP's acknowledgment of this locating, (iii) FGP's providing positive feedback, (iv) *FRP's and TP's welcoming the positive feedback*, (v) *FGP's acknowledgment of the FRP's welcoming of the feedback*.

4.2.2. Interactional Practices in Responding to Negative Feedback

Responses to feedback patterns attracted attention at the very beginning of handling the data. It was even among the first issues that were evaluated as the focal points of the research. The following sub-sections will present episodes that include examples of response to feedback. The interactional practices were provided under two main patterns below; namely, problematizing patterns followed by direct acceptance and delayed acceptance, respectively.

4.2.2.1. Problematizing Followed by Direct Acceptance

The extract below is from the very first meeting of the third group; FER, MAH, and SED. The other two group members provide MAH with feedback on his argumentative essay, the title of which is “Do Not Kill Yourself.” MAH argues in this essay that the production and consumption of cigarettes should be banned. In this episode, they discuss the essay content.

Extract 9. Interactional Practices in Response to Negative Feedback-1

5_FMS_8_which is in the right place? - 00:40:50 - 00:42:05

```
1  FER  you al- already said that (.) there are (0.2) mental and:
2      *(0.7)
mah  *nods----->
3      for health >problems [of body<
4  MAH      [body*
          -----*
5  FER  (0.7)
6      er:: but i'd like to see as a reader to: see er:: what kind of
7      s- (0.2) er what kind of mental pain (0.4) er:::
8  SED  huhu
9  FER  does cigarette (0.4) er:::
10      (1.0)
11      makes:=
12  MAH  =ye:s
13      (0.7)
```

The episode comes after another feedback-giving-receiving episode in which FER has already given the location of the point that is subject to feedback in this episode. That means

the “locating the feedback point” step has been achieved prior to this episode. So, the talk starts with FER’s delivering the feedback itself in the first 11 lines. She states that MAH already conveyed to the reader that there are mental and health problems of the body (because of cigarettes) in lines 1 to 3. This statement is acknowledged by MAH through his nodding. His overlapping utterance with FER ([body) in line 4 also displays that he already comprehends what FER tries to communicate. FER goes on to say that she expects that MAH has presented the types of mental pain that cigarette causes. Just before FER finishes her turn, SED also orients to her by acknowledging (huhu) what she has already presented (line 8). FER ends her turn in line 11 after a long intra-turn silence of 1.0 second, where her partners seem to give the opportunity to complete her utterance. MAH’s “yes” in line 12 latches with FER’s last utterance in the previous line.

```

14  FER  be[cause i- (.) for example if i am a cigarette
15  SED    [can you give me: one second pleaseΔ
      sed                                     Δ-----leaves----->
16      userΔ (0.4) er: i would think that (0.4) er:::
      ----Δ
17      (1.1)
18      yea: it helps my mental pain (0.4) a:nd (0.4) if i (0.2) can see
19      (.) an example for my me- mental (0.4) health
20      (0.5)
21      i would like t- er: i would say that (0.4) ↑oh wow (.)
22      it actually does not help+ it+
      sed                                     +-1-+
      1: turns back and sits in front of her screen
23      (1.0)
24  MAH  yea
25  FER  [but
26      (0.9)
27      make it (0.4) worse
28  SED  huhu
29      (1.2)

```

After 0.7 seconds of silence, FER takes the turn again. From line 14 till line 22, she clarifies what she wants to explain. Supposing that she was a cigarette user and thought that cigarette helps her for her mental health, she states that she would accept that cigarette does not help

to relieve her mental pain if she could read in the essay that cigarette causes some kinds of mental pain.

After 1.0 second of silence, in line 24 MAH responds to this with his sign of alignment with FER about the topic. Then FER adds the last utterances (*but make it worse*) to her turn, which is overlapped with SED's agreement token in line 28 (*huhu*). With this last move, FER finally finishes her negative feedback and its clarification. Now, what is required in an ordinary talk is that the second part of the adjacency pair, the first part of which is the negative feedback, is delivered by the addressees, particularly by MAH, this time in this conversation. It happens after a relatively long silence of 1.2 seconds; that is, MAH takes the turn in line 30.

```

30  MAH  yes
31      (1.3)
32      so: yes (.) i agree with you in this point (0.2) >because< (0.4)
33      i didn't (0.3) er::: (0.3) say anything about (.) mental*
      fer                                     *-1->
      1: nods
34      (0.5)
35      er::: *
      fer  -----*
36  SED  [huhu
37  MAH  [mental pain (0.2) i [mean
38  SED                                     [huhu
39  MAH  i just er:: mentioned the (0.3) body health
40      (0.5)
41      yes [you are right
42  FER  [huhu yes

```

MAH starts delivering the second pair part with a turn-initial acknowledgment token (*yes*). A long intra-turn silence of 1.3 seconds follows this acknowledgment token. He then states in lines 32 to 39 that he agrees with FER in that he did not write anything about mental pain, and he just mentioned body health. FER displays alignment with MAH with not only her nodding in line 32 but also her verbal response in line 40.

As for examining the episode deeply in terms of response to feedback, the main focus will be after the part where FER's clarification for the feedback is fully completed in line 27. She criticizes MAH in that he should have included what kinds of mental pain cigarette causes in cigarette users. She empowers her criticism by putting herself in the shoes of a cigarette user who may be the reader of this essay. She tells that she would need to see such kind of information in the essay to be persuaded even if she, as a smoker, believed that cigarette relieves mental pain.

After FER completes her criticism, there occurs a 1.2 second of silence, which is followed by MAH's orientation to FER's feedback. Despite this relatively long silence, MAH directly accepts FER's negative feedback with his agreement token in line 30 (*yes*). He then provides the reason why he agrees with FER in her negative feedback in the next lines (lines 32-37) after a long intra-turn silence of 1.3 seconds. FER displays alignment with MAH's clarification of his acceptance of the negative feedback while MAH still goes on his elaboration. SED also acknowledges the clarification of MAH not only in line 36 but also in line 38 both of which come in an overlapping position of MAH's utterances. At the very end in line 42, FER displays her agreement with MAH's response to her negative feedback through her acknowledgment and agreement tokens, which overlaps with MAH's utterances in turn-final position.

This extract illustrates how negative feedback is provided and responded to in an online video-mediated L2 writing peer feedback session. However, since the aim here is to examine the "response to feedback" phase, the focus has been on the interactional practices in this phase. The practices regarding response to negative feedback have emerged as in the below steps in italics: (i) FGP's initiation of the issue as the pre-sequence before problematization, (ii) FRP's acknowledgment of the issue, (iii) FGP's problematization, (iv) *FRP's acknowledgment of the negative feedback*, (v) *FGP's elaboration of the problematization*, (v) *FRP's direct acceptance of the negative feedback*, and (vi) *Closure with agreement*.

Another episode where interactional practices in *responding to negative feedback pattern* uncover is given below. In this talk, the group members YUS and MUR give feedback to MEL on her previously written essay. The essay is an argumentative one in which MEL put

forth arguments on putting security cameras in classrooms. They discuss the content in this stretch of the talk with a particular focus on the thesis statement (TS) of MEL.

Extract 10. Interactional Practices in Response to Negative Feedback-2

2_YMM_1_you_should_have_extended_TS - 00:02:01 - 00:04:05

1 YUS there's just a: problem with thesis state_{ment} ↑ and: (0.2) we
 2 should improve: our thesis statement (.) with< major♦ state-
 mel ♦nods-->
 3 (0.2) ment>♦ (0.3) be↑cause u:hm
 mel ----♦
 4 (0.8)
 5 as >we know< we are going to talk <about> (0.2) er in body:
 6 (.)th♦at majors
 mel ♦nods--->
 7 (0.5) ♦
 -----♦
 8 YUS u:hm: yes (0.2) that's all i ↓want to say (0.2) mürsel↑
 9 (0.5)
 10 YUS what do you think↑=

YUS starts at the very beginning of her turn (line 1-2) to put forth a problem regarding the thesis statement (TS) of MEL. She stated -from line 1 to line 10, where she gives the floor to the other feedback giving peer (FGP)- that MEL should improve her TS with major ideas since MEL is going to talk about them in the body paragraphs. While YUS puts forth her claim, MEL listens to her by nodding two times in lines 2 to 3 and 6 and 7. After this problematizing of YUS on MEL's TS, she asks for the idea of the other feedback giving peer MUR about her problematization without waiting for a response from MEL, the addressee.

11 MUR =er:
 12 (0.6)
 13 er meli↑ke (0.2) to me (0.2) it is er: very (0.3) nice (0.2)
 14 er topic you (0.2) men<tioned of> (0.2) because cameras (0.4)
 15 er:: is so important nowa↑days ↑and >cameras are everywhere as
 16 ♦you said< in your (0.2)♦
 mel ♦nods-----♦

17 MUR writing↑ (.) in your (0.2) essay↑ (0.4) and i liked your
 18 (0.2) topic because it's not outside the↑ (0.2) agenda and it
 19 is really <as you said> (0.2) hotly debate (0.2) ted (0.2) the
 20 (0.4) er:: (0.4) issue for us↑
 (0.8)
 21 MUR >er< and er: ((coughs))
 22 MUR >when i come< to your thesis statement as you note in thesis
 23 statement reflects the: (0.3) er: all (.) the whole
 24 >paragraph< and ideas and it ♦>should be< broad♦ (0.2) er:: in
 mel ♦nods-----♦
 25 view of (0.6)
 26 er:: (0.4) it should be ↑broad (0.3) er to sum
 27 up (.) and (0.2) er <you should have> (0.3) er::
 (0.7)
 28 extended the statement↑ (0.4) >so that< we can conclude (0.3)
 29 er: what (0.2) we are gonna: (0.2) er: come across (0.2) in
 30 following (0.3) er: paragraphs
 31 +(0.6)
 yus +nods--->
 32 YUS hu hum+
 ----+

As soon as YUS finishes the question in line 10, MUR takes the turn immediately in the following line, where his utterances latch with that of YUS. Before responding to YUS upon her question, MUR firstly addresses the owner of the essay by sharing his evaluation of MEL's essay topic, where he stated that it is a nice, in-agenda, and hotly debated topic. After completing his opinions about the topic, he starts in line 22 to answer YUS's question about the thesis statement of MEL with his hesitation marker, followed by his cough in line 21. From line 22 to line 30, he states that MEL should have extended her thesis statement to the extent that it reflects all the ideas in the paragraphs. As in YUS's turn, MEL again signs with her nods in line 24 that she listens to what MUR communicates.

33 MEL yes (0.2) you are right >er< our thesis statement is (0.3) er
 34 one of the most er: (.) important sentences in our
 35 introductory paragraph (0.3) >↑i guess< i was bored <while the
 36 wr+iting> a:nd the paragraph+
 YUS +smiles-----+

37 (0.5)
 38 ↑i used many words↑ (.) and u:hm i tried to use >er<
 39 various <words> (0.4)
 40 YUS °h[u hu°
 41 MEL [not the same <things↑> (0.3) and er: when it comes to the
 42 thesis state↑ment
 43 (0.7)
 44 MEL i just (.) +wrote a simple sen+tence (0.3) u:hm ↑i know (0.4)
 yus +smiles-----+
 45 ↑i ♦should
 mel ♦touches her head with her index finger---->
 46 YUS +°hu hu°+
 yus +nods--+
 47 MEL have er: <written>✱ (0.3) more u:hm
 -----♦
 mel ✱looks up-->
 48 (0.5)✱
 -----✱

After a pause of 0.6 seconds, MEL takes the turn in line 33. She starts to share her ideas on her thesis statement by directly accepting the claim about it, which is that the thesis statement should have been extended. Although she directly accepted the claim made by YUS and then supported by MUR, she explained in lines 33 to 44 the possible reason why she wrote a simple sentence as her thesis statement. After her explanation, she repeated her acceptance of the problematized issue by saying, “I should have written a more well-developed sentence” in lines 45 to 47. She then finally completes her acceptance of the claim by her nods in the closure of the turn.

As for the interactional practices in this instance, it can be stated considering the sequential unfolding of the interaction among the peers that the episode starts with a “problematization/claim” made by YUS about the thesis statement of MEL with its account. Then, this is followed by a “search for peer opinion for the claim,” where YUS asks for MUR’s ideas about the thesis statement. After that, MUR provides the “support for the claim” with a long explanation. Finally, “the acceptance of the claim” comes without any delay by the owner of the essay, together with the possible reasons why there occurred such

a problem. So, in this stretch of talk, where the claim, negative feedback, by the feedback giving peers about a problematic issue is directly accepted by the feedback receiving peer (FRP), the interactional pattern in responding unfolds as here in italics: (i) FGP's locating the issue and her problematization, (ii) FGP's search for the other peer's idea on the issue, (iii) TP's support for the problematization with justification, (iv) *FRP's direct acceptance of the problematization without any delay and closure*.

So, the interaction starting with a problematizing of a peer is completed in a point where they reach a resolution not only in terms of the talk-in-interaction but also in reaching an institutional goal, which is "a thesis statement should be extended to cover all the major ideas in the body of the essay".

As the final example for interactional practices in responding to negative feedback pattern, YUS, MEL, and MUR as the group members discuss the essay written by MUR. It starts when they are in the twelfth minute of the conversation. They now talk about the introduction paragraph with a particular focus on the content. However, MEL highlights a point that is related to structure used in the essay, which is supposed to be handled in the "convention" part of the checklist.

Extract 11. Interactional Practices in Responding to Negative Feedback-3

4_YMM_1 i_should_fix_it 00:11:20 - 00:12:01

```

1    MEL    you said that
2          (0.7)
3          er:: *can affect you in terms of how to
      mel    *reads from her screen---->
4          u:se it (0.4) [and
5    YUS          [huhu
6    MEL    what do you [use
7    YUS          Δ[hum
      yus          Δnods--->
8    MEL    it for"*=
      ----*
9    YUS    =huhuΔ (0.2)
      -----Δ

```


The episode starts with MEL's reading *part of a sentence* in YUS's essay by looking at her own (MEL's) screen. By doing this from lines 1 to 8, MEL locates the point on which she will provide the feedback later. In the mids of MEL's turn, YUS displays her attentive listening with her acknowledgment tokens in lines 5, 7, and 9, the first two of which overlap and the last of which latches with MEL's utterances. YUS's nodding from lines 7 to 9 also are the pieces of evidence that she displays alignment with MEL.

Having completed locating the feedback point in the first nine lines, MEL goes on with delivering the feedback itself. She first starts with positive feedback in line 12 where she states that the use of "how to use" is true. She then continues with the negative one, followed by her "but" in the same line.

```

10  MEL  how to use it (.) it's er:::
11      (0.8)
12      it's true (0.4) >but then< (.) you write er:::
13      (1.5)

14      you write the (.) inversion (0.4)•#
mel                                     •raises her left eyebrow-->
fig                                     #fig. 9

```

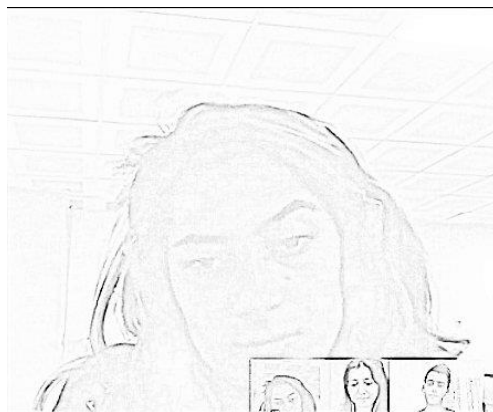


Figure 9. MEL raises her eyebrow

```

15  YUS  hu•::m:
      ----•
16  MEL  >but i guess you shouldn't have done that<

```

She claims in line 16 that YUS should not have used the inversion in the second part of the relevant sentence after “and” (...can affect you in terms of how to use it and *what do you use it for*). It is understood from the use of “but” after her positive feedback in line 12 and another one in line 16 that she is about to problematize the point that she mentions in line 14 (you write the inversion). There is another marker that signs that MEL will possibly deliver a negative comment on the issue under discussion. The fact that MEL raises her left eyebrows in the turn-final position in line 14 becomes a sign that negative feedback is on the way when this nonverbal behavior is taken into consideration together with her two “buts” after her delivering of a positive comment. Finally, MEL problematizes YUS’s use of inversion verbally in the rest of her turn in line 16.

```

17      (0.5)
18  YUS  yes you're right (0.4) i made a (0.4) er:: complex (0.3) >er
19      not complex< (.) a c- (0.4) complicated s:entence (.) in here
20      (0.3) it's hard to under♦stand (0.4)♦ yes
      mel                                ♦nods-----♦
21      (2.0)
22      i +should+
      yus    +-nods-+
23      (1.0)
24      er:::
25      (0.5)
26      fix it
27      (0.7) *
      mel          *smiles--->
28      (0.5)*
      -----*

```

After a mini pause, which can be considered to mark a transition relevance place, YUS takes the turn in line 18. As soon as she starts speaking, she responds to MEL’s negative feedback with a straightforward acceptance (*yes you’re right*). The rest of YUS’s statements is evidence of her direct acceptance and supports of what MEL has already conveyed. Her acceptance of the negative feedback is acknowledged by MEL with her nodding in YUS’s turn-final position. 2.0 second of silence follows YUS’s finishing her utterances, but no other

members take the turn. After this long silence, YUS continues to talk and puts an end to the episode by stating in lines 22 to 26 that she should fix the problematized point. MEL orients to this with a smile in the last line, and the talk closes.

The interactional practices here in this *responding to negative feedback pattern* emerge as: (i) FGP's locating the feedback point, (ii) FRP's acknowledgment of the point, (iii) FGP's providing negative feedback, (iv) *FRP's direct acceptance of the feedback as a response to feedback*, (v) *FGP's welcoming the direct acceptance and closure*.

4.2.2.2. Problematising Followed by Delayed Acceptance: Resistance to Peer Feedback

Negative feedback is not always responded to with direct acceptance by feedback receiving peers in online L2 writing peer feedback sessions. Moreover, an important portion of negative feedback (62 of 226) is responded with resistance. Resistance in this study is defined based on the instances that the feedback receiving peer (FRP) delays the acceptance of the feedback somehow. If any negative feedback comprehended by the FRP is responded with a delay through such a mechanism as a question, silence, or elaboration by the FRP, it is considered as an indication of resisting that feedback based on the relevant context. However, it should be noted that not all delays can be considered as resistance to feedback automatically since each single case should be evaluated on its own merits. That is the emic analysis of the interactional contexts where there occurs a delay in accepting negative feedback can reveal whether this delay is resistance to the feedback or not.

The episode below is given as an example in which FRP's acceptance of negative feedback is delayed. However, this delay should not be considered as resistance to feedback. The reason why this delay is not resistance to negative feedback is that the FRP tries to understand the feedback provided by one of the FGPs, and the delay is the result of this asking for clarification, not of resisting to the provided feedback.

1 ENY 3 letter mistake - 00:19:51 - 00:20:49

The episode starts with NAZ's claim in the first line that there is a spelling mistake (i have one letter mistake here). 1.0 second of silence follows this quick claim. She then mitigates her claim in line 3 by stating that it is not important (it's not important but). After another 1.0 second of silence, she searches for where the spelling mistake is. After 0.9 second of silence and a long hesitation marker (er:::) also followed by 0.4 seconds of silence, she finds the word that has a spelling mistake. She gets closer to the

screen and locates this point that is subject to feedback in lines 7 and 8. As soon as NAZ finishes her turn, EFE puts his cursor on the mentioned location; and YEN moves her cursor on the essay on her screen in the meantime. Although these moves of EFE and YEN is not accessible by the other group members, it is seen by the analyst. These actions by EFE and YEN display us that they orient to the feedback provided by NAZ despite NAZ's being unaware of it. However, EFE displays his orientation in line 10 by a minimal listenership token (yes) after 0.5 seconds. NAZ takes the turn again in line 11 starts elaborating on her claim she puts forth at the very beginning. She tries to explain from line 11 to line 17 that EFE has written "committed more then" instead of "committed more than." While NAZ keeps clarifying what she wants to convey, EFE searches for the problematized word by moving her cursor over the paragraph. In line 11, NAZ tells that EFE used "committed more then," and she waits for about 1.4 seconds of silence, which is relatively long. This long silence marks a transition relevance place where another interactant is supposed to take the turn; however, nobody does this. Upon this, NAZ goes on her clarification and delivers her claim that the word in the phrase (committed more then) should be "than" instead of "then." She almost fights herself in lines 13 to 17 to clarify what she means.

19 YEN ↑where=
20 NAZ yok (0.2)
21 EFE i can't [find it
22 NAZ [\$no: \$
23 (1.6)
24 NAZ er::: <in the (0.4) third (.) line>
25 (0.9)
26 of the (0.4) last (0.4) body paragraph
27 (2.2)
28 <"they were in ninety-nineti:s"<
29 (0.8)
30 EFE huh (.) okay (0.3)
31 YEN i couldn't find (.)
32 NAZ it just Δ◆
naz ΔlaughsΔ
efe -----◆
33 NAZ [ye:s

YEN asks in line 19 where the problematized point is; and also, EFE states that he cannot find it as well in line 20. NAZ realizes that she has misspelled the letters written by EFE in the problematized word when she says it the second time in line 15, and she initiates that she is wrong. A long silence lasting 1.6-second passes, and NAZ initiates a response to YEN and EFE in lines 24 to 28, where she relocates the problematic point. She provides this relocation part by part. She first says “in the third line,” then adds “of the last body paragraph” after a 0.9 second of silence, and finally gives a clue “they were in ninety-nineties.” Due to the fact that there are long silences, each of which marks turn relevant places, it can be considered that NAZ delivers the relocation step by step by giving space to the other interactant after each of them. EFE finally hints in line 30 that he has found the point that is subject to feedback. YEN, however, still states that she cannot find it. NAZ responds to YEN with laughing, which can be evaluated as mitigation of YEN’s being unable to find the feedback point. NAZ’s utterances in 35 (*never mind never mind*) proves that her laughing is mitigation towards YEN’s position in that she cannot find the location of the feedback.

```

34  EFE    [huh okay (.)] [okay (0.2)]
35  NAZ                                [never mind [never mind
36  EFE                                >[it's like< (.) er:: the time ?
37                                word then (.) it's here
38                                (0.5)
39                                so we need the comparative one
40                                (0.8)
41  NAZ    yes [yes
42  EFE                                [she says•
efe    •---4--->
4: writes and sends first "than" and afterwards "not then" on
hangouts' chat box
43  NAZ    an:d: er: • @
efe      -----•
          -----@

```

After EFE’s (*huh okay okay*) in line 34, he starts then a long turn in which he accepts that the word that he has written as “then” should be changed as “than” since there is a comparison in the relevant phrase rather than a meaning concerning time. NAZ

acknowledges EFE's confirmation of her claim. In line 42, EFE tries to distribute the existing cognition to YEN, the third member of the group. After initiating an utterance targeting YEN, EFE writes and sends first "than" and afterward "then" on Hangouts' chatbox.

It is observed in this episode that FRP's acceptance of FGP's negative feedback is delayed. However, this delay cannot be evaluated as resistance to negative feedback. The sequential analysis of the episode shows clearly from line 21 that EFE, the FRP, tries to find the location of the feedback. If the delay had been after the fact that the FRP found the location of the feedback and clearly understood it, then it could have been claimed that this delay by FRP is to resist the feedback provided by their partners. To reiterate, the resistance to feedback is defined based on the instances that the feedback receiving person delays the acceptance of the feedback after comprehending what this negative feedback is.

The interactional patterns in this episode from the beginning to the end follow as below: (i) FGP's locating the feedback point, (ii) FGP's delivering the negative feedback, (iii) FRP's asking for the location of the feedback, (iv) FGP's clarifying the location of the feedback, (v) *FRP's acceptance of the negative feedback*, (vi) *TP's distributing the cognition*, (vii) *FGP's acknowledgment of the acceptance of the feedback and closure*.

After this exceptional example of delaying acceptance of negative feedback, now it is time to provide some representative episodes where resistance to negative feedback patterns takes place. Careful analysis of the data showed that the interactants' interactional practices in resisting the negative feedback provided to them. The following sub-sections from 4.2.2.2.1 to 4.2.2.2.5 will provide different interactional patterns and practices within these patterns regarding their resistance to negative feedback. The interactional patterns include counter-argument pattern, peer support pattern, reference to epistemic resource pattern, reference to past learning pattern, and reference to knowledgeable others pattern.

4.2.2.2.1. Counter-argument

The episode starts with MEL's pre-sequence, in which she hints that she will deliver feedback about a sentence. This pre-sequence is immediately oriented to by YUS in line 4

with a minimal listenership token. The episode starts with MEL's pre-sequence, in which she hints that she will deliver feedback about a sentence. This pre-sequence is immediately

Extract 13. Resisting to Self-Resource Negative Feedback-1

3_YMM_1_i_used_wrong_word - 00:12:39 - 00:13:52

1 MEL there is a er::
 2 (2.0)
 3 sentence that i (.) ↑really didn't understand
 4 YUS [uhm:
 5 MEL [er:: and it's that "fortunately (0.3) there is no any
 6 attempt to people about torturing like thatΔ (0.4) *and

yus Δ-grimaces-->
 fig Δfig. 9



Figure 10. YUS grimaces

mel *-1->
 1:  moves her cursor on the line in which the element is
 7 we still condemn"Δ
 8 (0.9)
 yus ----Δ
 9 YUS erm:: (0.4) let me find (0.4) wait
 10 (0.6)
 11 MEL can you explain
 12 (0.8)

oriented to by YUS in line 4 with a minimal listenership token. MEL continues with reading the sentence on the screen from line 5 to line 7. Two actions of YUS, which she takes while MEL keeps reading this sentence, attracts attention. Her first action is that she reacts MEL's feedback with a grimace on her face in line 6 where MEL completes the first part of the sentence before "and." As the second one, just after her grimacing, she moves her cursor on the line in which the sentence that MEL has been reading is. MEL finishes reading the sentence in line 7, and after 0.9 seconds of silence, YUS asks for permission (let me find wait) to find the relevant sentence. After 0.6 seconds of silence following YUS's asking for permission, MEL requests YUS to explain the sentence in line 11.

13 YUS hu:mm::
 14 (1.5)
 15 .hhh er::: (0.3) >i guess (0.4) i er: this sentence is
 16 (.)
 17 really long (.) >that's why *maybe you cannot
 mel -----*
 18 understand< (0.4)
 19 erm:::
 20 (1.7)
 21 MEL maybe (0.3) you- you should have used (.) ↑unfortunately
 22 (1.0)
 23 YUS .hhh er: i mean er:: those er::: (0.4) process (0.3)
 24 had been used on (.) people (0.4) during the second war
 25 (0.4) er::didn't happen again (.) and we condemn those
 26 (0.3) kind of er: attempt (0.3) ↑but er:: we don't do
 27 anything (.)about (0.3) animals (.) >but they are still
 28 suffering< (0.2) because of
 29 (0.7)
 30 thos:e (0.4) process (0.4) >i mean that but<(0.3) i used
 31 (0.2) erm:::
 32 (1.3)
 33 wrong colloca- er: wrong words >i guess< (.) >that's
 34 why< (.) maybe it's
 35 (1.1)

35 not °un- misun[d°
 36 MEL [maybe
 37 YUS huhu

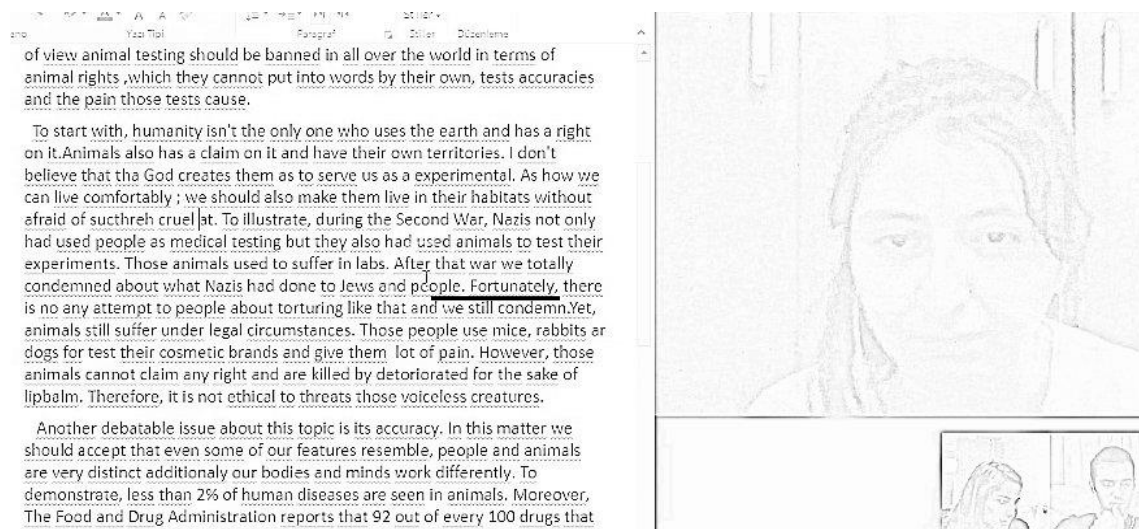


Figure 11. YUS places the cursor near the sentence subject to feedback

The first minimal contribution of YUS in line 13 and her placement of the cursor near the sentence on her screen (Figure 10) hint that she acknowledges the feedback provided by MEL. It is proven by her turn in line 15 followed by a 1.5 second of long silence where her inbreath, hesitation marker, and clarification regarding the sentence in question is observed. She claims that the reason why the sentence cannot be understood is that it is a long sentence. YUS provides this clarification not with a strong claim but a softened one (that's why *maybe you cannot understand). Then, 0.6 seconds of silence, a hesitation marker, and 1.7 seconds of a long silence following her softened claim. After that, MEL suggests in line 20 that YUS should have used “unfortunately”, which she delivers with an emphasis on it and with a rising intonation. YUS reacts to this suggestion from line 22 to 34 after a silence of 1.0 second with a longer turn this time.

In this long turn, she starts with the statement that those processes (it is understood from the context that she means dangerous experiments in the time of Nazis) were used on people and did not happen again. She then keeps saying that people condemn those kinds of torturing which target people, but they do not take any action when it comes to torturing animals. Then, she claims that animals still suffer from tortures because of those kinds of dangerous

experiments. She explains that she has meant this situation above. However, she accepts after her clarification that she has used wrong words and softly claims that this is the reason why the sentence is misunderstood by her partner. In the end, MEL takes the turn in line 36 after YUS's long explanation. She reacts to YUS's soft claim with a mitigated response, "maybe." This mitigated response is acknowledged by YUS, and the episode closes there. So, the interactional patterns in responding to negative feedback in this extract emerge as below: (i) *FRP's delay in accepting negative feedback (line 12 to 14)*, (ii) *FRP's account giving for her use of the sentence*, (iii) *FGP's rejection of the account and her provision of suggestion for the sentence* (iv) *FRP's longer account giving for the sentence*, (v) *FRP's acceptance of the problematization of MEL and closure*.

Here in this episode, an example of resistance to feedback can be observed through a closer look at the responding phase of the feedback. Upon MEL's completing the provision of the feedback and YUS's comprehension of it, the first reaction of YUS as a response to MEL's feedback is seen in line 13, which is her acknowledgment token. Then, there occurs a long silence of 1.5 seconds. Right after the silence, YUS claims that MEL cannot understand the sentence since it is really long, which marks that she is in disagreement with MEL's claim. Although YUS softens her claim with a hedge (maybe), she holds MEL responsible for not understanding the sentence, and this is another sign of that disagreement. One more disagreement occurs when YUS delivers a longer explanation after MEL's suggestion in line 20. Although it evolves into accepting that there is something wrong with her use of vocabulary, YUS's longer explanation can also be considered as a disagreement with MEL.

Unlike in the instances of responding to positive feedback where feedback is straightforwardly accepted by the FRPs, there occurs a delay in the FRP's accepting the feedback this time. This delay -since it comes after the FRP's comprehension of what the feedback is- can be claimed as FGP's resistance to the negative feedback provided by the FGP rather than FGP's requesting clarification for what the feedback is.

What is also different here from the instances where positive feedback is responded to is that there occurs an opportunity for group members, especially for the FRPs, to learn what they have not known or of what they have not been aware of before. It is understood at the end of the episode above that there is ambiguity in YUS's sentence in question, which seems to

violate the coherence of the paragraph. However, YUS has had the opportunity to become aware of this problem only after her resistance to the negative feedback provided by MEL. Thus, it can be claimed that resistance to negative feedback instances can provide opportunities to learn in L2 writing peer feedback sessions.

Considering the interactional patterns in the responding phase of the feedback process, the fact that YUS, the FRP, delays accepting the negative feedback directly gives her extra time to think about the feedback. Her resistance also provokes the FGP to provide an alternative(s) or suggestion(s) for the problematized point. Therefore, it is clear that the FRP's reaction of resisting to FGP's negative feedback creates opportunities for learning. Besides, it can be deduced from the long explanation, which can be counted as account giving, that this is an effort to mitigate the disagreement between MEL and YUS. Pomerantz (1984) states that disagreement is mitigated and account giving is generally for mitigation.

The extract below is from the first meeting of the third group. FER and SED provide MAH with feedback on his essay titled "Don't Kill Yourself." MAH argues in this essay that the production and consumption of cigarettes should be banned. In this episode, they discuss the third body paragraph in terms of its coherence.

Prior to the episode, they start talking on the third body paragraph. FER claims in this earlier talk that MAH puts forth the cigarette users' arguments on its use in the first two body paragraphs, but he then changes the topic sharply in the third one. So, at the beginning of the talk, FER refers to this conversation.

The talk starts with FER's problematization of the issue, which they have talked about till that time. 0.5 second after this problematization in the first two lines, MAH takes the turn. Although the problematization is not clear from FER's turn in the beginning, it is understood from MAH's paraphrase that it is about the coherence of the overall essay. While MAH goes on conveying his message, there occur 0.5 seconds of silence, after which FER attempts to take the turn in line 12. FER's utterance is latched with MAH's ongoing utterances. The next lines (13-15) witness a race between MAH and FER to take the turn to speak. MAH finally completes his sentence in line 15 and gives the floor completely to his addressee.

Extract 14. Resisting to Self-Resource Negative Feedback-2

1_FMS_2_so_the_problem_is - 00:40:50 - 00:42:05

1 FER so: (0.2) >the problem is< (.) what we feel about it (.) is
2 because of what i said i th- i guess
3 (0.5)
4 MAH ha- er::: i think er er: you say (0.3) i drift (.) to::: (0.3)
5 anothe- drift to this topic (.) *very quickly*
fer *-----nods-----*
6 a:nd
7 (0.6)
8 there is no
9 (0.8)
10 er:: strong relation between the ↑other (0.4) er: paragraphs
11 (0.5)
12 FER i think=
13 MAH =other
14 FER it'[s a:
15 MAH [topics (.) ideas
16 FER er::: (0.3) again er:: it does ↑not (0.4) er:::
17 (1.1)
18 it is still related to the topic (0.3) er and >actually you
19 said it in your thesis statement i guess< er::
20 (0.6)
21 "the production and the consumption of cigarettes"+
mah +nods--->
22 (0.6)
24 MAH yeah+ (.)
mah ----+
25 FER so you talked about it both (.) but (0.5) er:: (0.2) it's
26 (0.4) just (.) so ↑lonely in there↓ hah hah hah
27 MAH hu:[mm yeah
28 FER [uh- i- i feel like that
29 MAH i- i got it
30 (0.5)*
fer *nods---->
31 FER huhu*
fer ----*

From line 16 to 26, FER tries to clarify the feedback that she has provided earlier. She states that the ideas in the third body paragraph are related to the topic of the essay since the idea in its topic sentence is already stated in the thesis statement. However, she still claims that the aforementioned idea in the third body paragraph is alone. MAH reacts to what FER says in 24 with an agreement token (*yeah*) accompanied by his nodding that starts in line 21. After line 26, where FER completes her feedback, MAH's response comes as an agreement followed by a change-of-state token in line 27, which is overlapped with FER's last utterance in the episode. And the talk is closed with MAH's claim of understanding the feedback.

Drawing on the extract of the short episode above, some observations can be made regarding interactional patterns in video-mediated online L2 writing peer feedback sessions. First of all, the feedback procedure starts with FER's reference to prior feedback that she has already provided. In this prior feedback, she claims that there is a problem with the third body paragraph of MAH's essay with regard to coherence. So, FER reiterates this problematization to complete delivering the feedback in the very beginning of the episode.

MAH's first reaction to this problematization becomes asking for clarification. However, this is not a direct request for clarification at all. He tries to communicate what he understands from the statements of FER in a manner that he seems to ask whether FER tries to say what he puts into words. This is understood from MAH's starting the turn by saying, "i think you say" and FER's reaction in the next turn (next-turn-proof-procedure) where she starts clarifying what she means. Besides, FER nods when MAH completes his sentence, by which she means he comprehends her in that MAH deviated from the main topic.

Afterward, FER starts a long turn. What she does in this longer turn is that she first mitigates her feedback by stating that the ideas in the third paragraph are still related to the thesis of the essay -through reading the relevant part of the thesis statement (*the production and the consumption of cigarettes*). However, she later insists on her claim in the beginning that the controlling idea of the third paragraph is not coherent (*it is just lonely in there*) from the other that there is still a problem with regard to coherence. Despite her insistence on the claim, she mitigates her criticism with not only her laughing that accompanies her speech but also reference to her feelings (*i feel like that*) at the end. MAH claims understanding the clarification of FER in line 29, which can also be

evaluated as his acceptance of FER's claim. Finally, the episode reaches the closure in the last line with FER's acknowledgment of MAH's acceptance of her claim, where FER's nodding accompanies her acknowledgment.

This extract is presented to illustrate how negative feedback is responded to in video-mediated peer feedback session. The details with regard to all interactional patterns can be found in the above analysis. To highlight, the interactional practices in responding to the feedback phase have emerged as: (i) FGP's reiteration of the provided feedback to clarify it, (ii) *FRP's partly acceptance of the reiteration through her clarification*, (iii) *FRP's acceptance of FGP's claim*, (iv) *FGP's acknowledgment of the acceptance and closure*.

4.2.2.2.2. Peer Support

Resistance to feedback takes place through a number of ways, one of which is peer support. In some cases where disagreement occurs between the FGP and the FRP, the idea of the third peer comes into play, which helps to achieve resolution. The TP can either support the negative feedback provided by the FGP or resists it by supporting the FRP's position. Two examples are included to illustrate this pattern.

The episode is initiated by EFE in the first line, where he locates the point that is subject to feedback (the -s after the food). This is followed by a long silence of 1.1 seconds. Then in the third line, EFE starts delivering the feedback itself. After he starts conveying it, it is seen that he puts the fingertips of his left hand on the left sides of his forehead. This nonverbal action of EFE, which lasts for 1.5 seconds last silence, is followed by his statement of not being able to make a sentence (I can't make up a sentence). Towards the end of EFE's turn, NAZ laughs. EFE's smile follows his statement, which turns into laughing a second later.

YEN takes the turn in line 7 where she addresses EFE and tells him what she has understood from what EFE has communicated till that time. She understands that EFE is not sure about whether the feedback he provides is correct or not. After 0.6 seconds of silence, EFE starts to clarify what he has tried to convey. He says from lines 9 to 10 that "food" is not singular.

2_ENY_4_food(s) – 16:02:3-17:05:3

Then he continues his turn with a hesitation marker for 0.7 seconds. Here NAZ responds to EFE with a change of state token followed by her confirmation of what EFE provided as feedback. There occur 1.2 seconds of long silence, EFE keeps having the floor and continues his explanation. He states that food refers to all the food, upon which YEN nods. EFE goes ahead after 1.2 seconds of long silence and claims that food can refer to the only food one has. YEN acknowledges this statement in line 19. EFE keeps talking with a hesitation marker, which overlaps with YEN's acknowledgment token. In lines 22 to 24, EFE gives the word "army" as an example in his clarification. After 0.7 seconds of silence, YEN responds to this with a change of state token. EFE still keeps elaborating the example from line 27 to 32. He says that although an army consists of many soldiers, it does not take the plural suffix -s. After 0.5 seconds of silence, he concludes from line 34 on that it is not necessary to put the plural suffix -s to the end of "food." He adds in line 38 that this rule is valid unless there is a specific situation. In response to EFE, YEN first acknowledges in line 35 prior to which EFE delivers that she does not need to put an -s to the end of "food." Then she accepts the feedback in the last line of the talk.

7 >i mean you say< (0.2) i- i'm not sure if it's correct or not↑
 8 (0.6)
 9 EFE hu:mm er:: i guess (.) >it's not< er::: (0.3) >you know< food
 10 (0.3) is not (0.2) singular
 11 (0.7)
 12 er::
 13 YEN [()
 14 NAZ [hummm (.) yea yea yea yea yea
 15 (1.2)
 16 EFE food refers to (.) all the foods\$
 yen \$--nods--\$
 17 (1.2)
 18 and it can refer to th- er:: the (.) only food that you have
 19 YEN hu[hu
 20 EFE [er::
 21 (1.2)
 22 EFE it's like ↑ARMY you know
 23 (0.5)
 24 >you just< don't have (.) one (0.4) soldier
 25 (0.7)
 26 YEN [haa:
 27 EFE [you have +lot+ () but (0.3) you don't say armies
 efe +-1-+ 1:laughs
 28 (0.7)
 29 'cause you have one army (0.4) consisting of like (0.4) >for
 30 example<
 31 (0.5)
 32 a hundred soldiers (0.3) >it's like this<
 33 (0.5)
 34 so:: (0.4) >you don't need to< put an -s [er:

EFE starts the feedback process by locating the feedback point. This action of EFE is oriented to by YEN immediately as it is observed that YEN is looking for the point that EFE signposts. This locating of the feedback is followed by EFE's delivering the feedback. EFE starts to make up a sentence. Although 1.5 seconds of time passes, he cannot make it. The fact that he cannot succeed in delivering the feedback is clearly observable from three actions. First, he cannot continue the sentence that he initiated to make in line 3 although 1.5

second passes. Then he states in line 5 that he cannot make a sentence. Finally, he mitigates his being unable to make a sentence with his smile, which can be considered as mitigation carried out not to lose face.

35 YEN [huhu
 36 EFE like fast foods (0.3)
 37 YEN oka::y (0.3)
 38 EFE >unless it's< (.) a- a s[pecific
 39 YEN [i note it
 40 EFE situation (0.2) i am running out of (.) battery (.) okay
 41 YEN okay

YEN, the FRP, takes the turn upon EFE's unsuccessful enterprise of his feedback in the first attempt. She infers from what EFE tries to provide that he is not sure if the use of -s as the suffix of food is correct. Her inference of this ambiguity may be caused by two actions of EFE. The first one is that he starts with "i guess" to his feedback, and the second is he cannot complete the sentence, and accordingly, his feedback.

YEN's manner, which she adopts in her initial response to EFE's first attempt of giving feedback, can be considered as a clarification request. This is proven in the very next turn, where EFE starts clarifying what he tries to provide as feedback.

In his clarification, EFE states that food is not singular via which he means that it does not state just one "eatable thing." In line 13, YEN contributes to the interaction; however, it is not heard in any of the screen recordings. After EFE's statement that food is not singular, not only NAZ's state is changed, but she also supports EFE in his claim.

In the following lines, EFE goes on his clarification. YEN acknowledges EFE's explanations; however, she does not display that she accepts EFE's claim. She can be claimed to delay to accept that there is a problem with the point (whether adding the plural suffix to food is alright) So, it is understood that she does not know that the word "food" cannot take the plural suffix -s unless there is a specific situation.

This delay continues till the epistemic status of YEN changes in line 26, just after EFE provides the example of the word "army." Although this change in her status is observed, she still cannot be claimed to accept EFE's claim. Only after line 34, where EFE explicitly states that YEN does not need to put plural suffix to food, does YEN acknowledge EFE's

clarification. So, she accepts the negative feedback in line 37, before which an example is provided (fast food, not fast foods). As for the interactional practices, they can be shown to emerge in the interaction as below steps in italics: (i) FGP's locating the feedback, (ii) FGP's giving the feedback, (iii) FRP's asking for clarification (iv) FGP's clarification, (v) *FRP's signs of resistance to feedback*, (vi) *TP's support for the negative feedback*, (vii) *FGP's clarification continues*, (viii) *TP's support continues*, (ix) *FGP's clarification continues*, (x) *FRP's change of state*, (xi) *FGP's exemplification about the issue*, (xii) *FRP's acceptance of the feedback and closure (resolution)*.

Prior to the episode, MAH provided FER with feedback. So, the episode starts with FER's statement of what she has understood from this feedback. FER tells MAH that she understands from this feedback that she shouldn't mention the other common reasons. In fact, she asks in line five with a rising intonation in turn-final position whether she is right in understanding the feedback in the meaning above. The answer to MAH to this question becomes "yes" in line 6. SED also orients to FER's question, and she provides an acknowledgment token (huhu). It is understood from the statement of SED in the next turn that she confirms MAH, that is adding other common reasons is kind of out of topic.

Extract 16. Peer Support in Negative Feedback-2

5_FMS_5_that would be more appropriate? - 00:40:50 - 00:42:05

1 FER kinda↓ >so you say< (0.3) you shouldn't mention (0.3) the::
 2 other (.) common (.) reasons
 3 (0.9)
 4 MAH ye==
 5 FER =am i right↑ (0.3)
 6 MAH yes
 7 SED hu[hu
 8 FER [hum
 9 MAH [and
 10 FER [most probably

FER, who starts giving the account the reason why she has done this (mentioning the other common reasons) in line 11 continues this account, giving 1.1 seconds after SED finishes her turn. From lines 14 to 27 she states that she has done it since the two reasons have already

been placed in the thesis statement. She adds that she has two major reasons in the TS, so she has not put “another reason” in the body of the essay. Instead, she tells the other group members that While giving the account, it is seen that she tries to base her idea on the components of the essay. For example, in line 22, she requests some time to look at the thesis statement. She succeeds in line 25, where she provides a change-of-state token after finding the TS. Here she both tries to explain the reason why she put “another reason” in the conclusion paragraph and accepts that there is something problematic.

In the meantime, when FER searches for the TS in lines 22 to 25, SED makes the website of Longman online dictionary full-page and searches for the word “violence” there. While FER continues giving account, SED gets the online dictionary to pronounce that word.

In line 35, she accepts that MAH may be right in that she has talked about the two major reasons in the body paragraphs, so there is no need to write about the other reasons. Her acceptance is acknowledged by SED in the following line, where SED’s acknowledgment token is overlapped with FER’s utterance in turn-final position.

```

11  SED    out of topic
12          (1.1)
13  FER    hu:m (0.4) most probably i (.) did it for
14  SED    hu[hu
15          [er:::
16          (0.9)
17          a- we focused on
18          (1.0)
19          ↑these two ones↑ (.) 'cause maybe i::
20          (1.5)
21          *let me find it uhmm*:::
fer    *-----1-----*
        1: puts her pointing finger of her right hand on her right
        cheek and looks at something in front of her
22          (2.0)
23          hu$[huh
sed    $--2--$      2:  makes the dictionary full page

```

24 FER [huh (0.5) at the:: thesis statements (0.5)†
sed †-----2----->

2:  searches for the word "violence" on the online dictionary
and looks for its synonyms

25 er::: as said before it's two major (0.4) so maybe i
26 wanted to say it there
27 are+

sed †-----3----->

3:  gets the online dictionary pronounce "violence" and
it is heard

28 (1.3)

29 FER ano+ther †reasons (.) but we talked about the major ones
---+

30 (2.3)

31 MAH ye:s=

32 FER =in conclusion maybe (.) because of that i've write it
33 (1.5)

34 like that (0.4) >but you may be right< (0.3) we talked
35 about the two (0.3) so: there is no need to: (0.4) write
36 about the other [reasons

37 SED [huhu†
sed ----†

38 (1.0)

39 FER [i think als-

40 SED [as we didn't mention about them=

41 FER =yes (0.4)

42 SED maybe you can er:: use paraphrasing
43 (1.0)

44 to: (.) explain domestic violence and finance -tial
45 issues (.) because (0.4)

46 FER hu:mm: yes

47 SED it's kinda repe[tition

48 FER [that would be more appropriate

49 SED yes

There occurs 1.0 second of silence in line 39 after which FER and SED attempt to take the turn. SED's provision of the reason why there is no need to write "the other reasons" is oriented to and responded by FER in line 41. Here FER directly accepts SED's reasoning.

In line 43, SED provides FER with a suggestion (*maybe you can er:: use paraphrasing*). She suggests that FER can use paraphrasing to explain violence and financial issues. This suggestion is oriented to by FER positively in line 47, followed by a change-of-state token. SED bases her suggestion on the fact that the existing version is a kind of repetition. FER accepts SED's feedback in line 49 where she finds her suggestion more appropriate. Finally, FER's acceptance is acknowledged by SED, and the episode closes.

This extract is an example where negative feedback that is provided by an FGP is firstly resisted but then accepted by the FRP. As clearly seen, the episode starts with FER's clarification request from MAH, the FRP. MAH confirms FER that the criticism that he has made is correctly understood by FER. In addition, the other FGP, SED, supports MAH about the problematized point.

The first action that FER takes as a response to this negative feedback provided by MAH and supported by SED is to give an account. That is, FER attempts to account for the reason for the inclusion of the problematized part of the essay, which signs that FER is not in agreement with MAH and SED at this point. Her attempt to give account, then, can be evaluated as resisting the negative feedback.

Later on, towards the end of her account, giving FER soften her resistance (*but you may be right*), stating that there is no need to add another reason in the conclusion of the essay since two major reasons are given in the TS, and both of them are elaborated in the body paragraphs. Then, seeing the suggestion of SED about the issue under debate and her reasoning for this suggestion, which supports the negative feedback provided by MAH in the beginning, FER changes her position. She finally accepts that the suggestion of SED would be more appropriate than the existing version. The interactional practices here in this episode emerge as below steps in italics: (i) FRP's confirmation check for already provided feedback, (ii) FGP's confirmation on FRP's correct comprehension of the feedback, (iii) TP's support for the negative feedback, (iv) *FRP's giving account and resisting the feedback*,

(v) *FRP's softening her resistance*, (vi) *TP's suggestion*, (vii) *Change in FRP's state and her acceptance of the negative feedback and closure*

4.2.2.2.3. *Reference to Epistemic Resources*

In the same case of response to negative feedback, the side(s) of disagreement try to get support for their claims by referring to external resources. These resources are oriented to by the interactants through the affordances that online video-mediated setting provides for them. They include online dictionaries, corpora, content-related videos, reliable websites, and so on. The following episodes illustrate peers' reference to those kinds of epistemic resources in responding to negative feedback pattern.

In the first episode, the group member YEN is given feedback by her peers EFE and NAZ on her essay. She argues in her essay that people should consider spending some time to prepare and consume healthy food instead of consuming fast food and causing harm to their bodies. At the time of the talk, they discuss a phrase that YEN uses in her essay's title.

Extract 17. Interactional Practices in Resistance to Negative Feedback (Reference to Epistemic Resource)

2_ENY_2_live_healthy - 00:06:45 - 00:08:40

```

1  EFE    before the introduction (.) >i was gonna say< er:
2          (0.8)
3          i was (0.4) gonna (.) have (.)some remarks on your title
4          (0.8)
5  NAZ    [huhu
6  YEN    [ok
7  EFE    missed that (.) er:
8          (2.1)
9          live healthy (0.3) versus (0.3) save time a little+ er::+
    yen                                     +--1--+
    1: covers her face with her right hand by smiling
10         (1.5)
11         first (0.4) er: (0.4) i will send you link on corpus no
12         (0.8)

```

```

13      >not a link< Δ just a sentence
           efe                Δ  efe makes COCA page full screen
14      (1.1) Δ (0.3)
           Δ---2--->
           2: efe copies the sentence and shares it via hangouts
15      err::
16      (5.0) Δ
           -----Δ
17      ↑can you see it@
           @hangouts' "document received sound@
18      (1.5)
19      YEN ye:s
20      (1.9)

```

21 YEN ↑can you give me a ↑second?
22 (0.9)
23 EFE yess
24 (1.1)
25 er: (0.3) ↑i have to close the door+
yen +stands up and leaves
26 (1.5)
27 EFE okay
28 (4.5)

YEN, who comes back in line 33 after EFE's question to NAZ, reads on the screen the sentence that EFE just shares from a corpus with his friends through texting in line 41. She repeats the phrase 'live healthily' of the sentence she has just read from the corpus after 1.2 seconds of silence. Then she checks what she wrote in the title of her essay by saying "what I wrote?" in line 43, and sees that she wrote "live healthy." The fact that YEN realizing her writing "live healthy" is followed by EFE's laughter. Just after that laughter, which is accompanied by YEN's own, YEN uses a prefacing response "well," which is followed by her "but let me defense myself" in line 49 after 2 seconds of silence. YEN's "let me defense myself" is overlapped with NAZ's laughter.

```

50      erm:
51      (0.8)
52      here >i am talking about< (0.4) eating fast food (0.4) er:
53      damages (0.3) your (0.3) health (0.3) which means er:: you are
54      not healthy as long as you eat fast food so+ ↑here
    yen                                     +---3---
        3: burst into laughter
55      not healthy as long as you eat fast food so+ ↑here
56      (.) my (.) topic (0.4)*
    naz                                     *starts laughing
57      (1.3)
58  EFE  okay okay if you say so (.) it's okay
59      (0.9)
60  YEN  you may be right but yes when (.) we take a look at the other
61      er:
62      (0.9)
63      sentence like live healthily it's (.) it's logical
64  EFE  yea and one more thing about your title

```

From line 52 to 54, YEN puts forward her "defense," starting with a hesitation marker. Her explanation ends with her laughter in line 54. She then goes on her clarification until she stops without completing her sentence in line 56 where her stop is followed by NAZ's laughter. After 1.3 seconds of silence, EFE in line 58 responds to YEN "okay okay, if you say so, it's okay." YEN goes on laughing again. Then, in line 60 YEN states that the claim

of EFE may be right considering the example sentence taken from the corpus in lines 60 to 63, where she also states that the claim is logical.

The sequential unfolding of the interaction among the group members through turn-by-turn analysis shows that the episode starts with EFE's signposting, which informs the other interactants that he is going to say something about the title of YEN's essay. After acknowledgment tokens of the other two peers, EFE puts forth his "problematizing" about the phrase 'live healthy' claiming that it should be 'live healthily.' He also orients to a corpus as an epistemic resource to support his claim. After EFE's securing the fact that YEN sees the example sentence that he shares online, he "searches for peer opinion" from NAZ about the problematized issue since YEN has left the session temporarily. Then "peer support comes" from NAZ with a confession that she even didn't notice the issue that is problematized by EFE. This is followed by YEN's examination of the example sentence from the corpus and her comparison of the two phrases 'live healthy' and 'live healthily'. After spotting the problematization, her reaction becomes relevant in line 45 as the addressee of the claim. What YEN does next is that first accompanying EFE in his laughing and then providing a prefacing response 'well' in the same line. These two actions that YEN takes sign her "resistance to the feedback" given by EFE. In later lines from 47 on, she maintains her resistance with an explanation starting with 'but.' She explicitly tries to resist EFE's claim by saying, 'let me defense myself' until she signs her giving up through her laughter as mitigation in line 56. Her acceptance of the claim becomes clear in line 60 where she states that EFE may be right in his claim considering the example sentence from the corpus as an external epistemic resource. She finally completes her acceptance with her utterance, 'It's logical.'

So, in this instance, where the claim by feedback giving peer about a problematized point is firstly resisted and then accepted by the feedback taking peer, the interactional practices unfold as in italics: (i) FGP's locating the point subject to feedback, (ii) FGP's problematization (providing negative feedback), (iii) FGP's search for the other peer's idea on the issue, (iv) TP's support for the negative feedback, (v) *FRP's resistance to feedback with explanation*, (vi) *FGP's and TP's insistence on the negative feedback*, (vii) *FRP's*

oftening of the resistance with mitigation, (viii) FRP's acceptance of the claim with the help of an epistemic resource and closure.

Another extract comes from the third session of the third group. The group members FER and MAH provide SED with feedback on her essay in this session. In this argumentative essay named “Fast Food against Home Cooked Food,” SED claims that the food that is cooked at home is preferable to fast food in some respects. Here in this episode, they discuss on vocabulary use of SED in the essay.

Extract 18. Interactional Patterns in Responding to Negative Feedback (Reference to Epistemic Resource)-2

3_FMS_4 in favor of - 00:28:09 - 00:29:29

```

1  FER  in the ↑introduction ♦part↓ (.) °i *think°
    sed          ♦-----1-----♦ 1: select "are favor of"
    mah                                     *-----2----->
                                     2:  moves the cursor on the first paragraph
2  SED  yes
3  FER  they are favor of fast food
4      (0.8)
5  FER  it says
6  MAH  ↑yeah*
    sed  -----*
7  MAH  er::: +main idea yes
    mah  -----+

```

Just before the episode, FER states that there is a problem with the use of “favor of”. Then the episode starts with her locating this feedback point. FER signposts the point that is subject to feedback in the first line. Upon this, SED select “is favor of” with her cursor on her screen; and MAH moves the cursor on the introduction paragraph. SED acknowledges FER’s signposting in line 2. FER makes the feedback point clearer by saying that “they are favor of fast food it says” in lines 3 to 5. Upon this, MAH also acknowledges FER’s locating in lines 6 to 7.

8 FER ♦i- i (0.4) know ↑that (.) we need to use♦ (0.4) be: in favor of=
 sed ♦ selects and copy "are favor of"----♦
 9 (0.5)
 10 FER somethin[g
 11 SED [hu:m
 12 (1.8)
 13 MAH yeah should we: put *in♦ (0.3)*
 sed ♦---2--->

2: opens an online dictionary and write "favor"---->

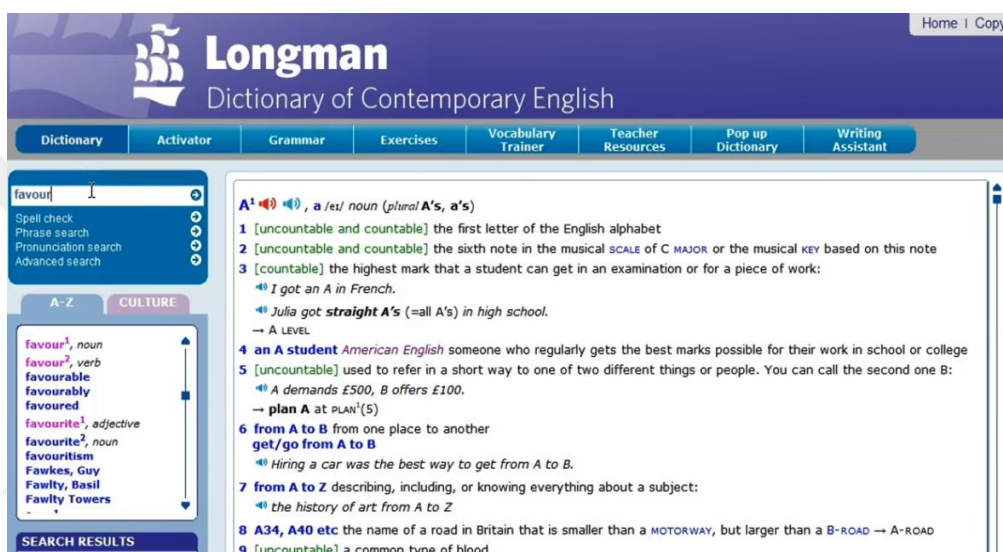


Figure 12. SED writes “favour” in online dictionary

14 FER +>hu h[u<+
 fer +nods----+
 15 MAH at (0.4) ↑yeah
 16 (0.5)
 17 they: are in favor of >they are favor of<
 18 (0.8)
 19 FER yes
 20 (0.5)
 21 MAH yeah
 22 (0.7)

Having finished locating the feedback point, FER moves on the next step, which is providing the feedback. She says in lines 8 to 10 that they need to use “be in favor of something.” In

line 8, SED selects and copy “are favor of” in her computer. In line 11, SED also acknowledges what FER states. After a long silence of 1.8 seconds, while MAH asks for clarification from FER, SED opens an online Longman dictionary and writes “favour” in the search box (Figure 11). FER responds to MAH’s clarification request with confirmation token and nodding in line 14 and answers his question by confirming that SED should put “in” before “favor.” MAH’s reaction to FER’s clarification becomes “yeah” in line 15. FER, SED, and MAH reach a consensus on the problem by their verbal actions in lines 18 to 20 that should the relevant structure be “be favor of” or “be in favor of.”

23 MAH <i think>
 24 (0.5)
 25 yes *a- er: >we could check it< from >somewhe+re
 mah * opens Google and selects corpus website--->
 -----◆
 26 (0.9)
 27 FER huhu
 28 MAH corpus*
 -----*

MAH takes the turn after 0.7 seconds of silence and suggests that they can check the problematized point by applying some epistemic resources. He, in the meantime, opens the browser and search for the COCA website. After 0.9 seconds of silence, FER accepts MAH’s suggestion (huhu), which is followed by MAH’s completion of his suggestion: looking up in the corpus.

29 SED ◆in favor of something (0.2) yes
 sed ◆-----2----->
 2:  moves the cursor on the sentence in online dictionary and reads it
 30 (0.6)
 31 SED “°sh[e is all in favour°”◆
 -----◆
 32 MAH [our (.) lovely site (.) corpus corp[ora
 33 FER [heh heh heh
 34 SED ye[ah
 35 FER [hh.
 36 OnD favoritism

37 (2.4)
 38 OnD fa[vor
 39 MAH [wh- what was it↑
 40 (1.0)
 41 SED y[es
 42 OnD [favor
 43 (0.9)* (3.9)*
 mah *--3---* 3:  writes favor in corpus



Figure 13. MAH writes “favor” in corpus

In line 29, SED, who has already opened an online Longman dictionary, accepts FER’s negative feedback. In the online dictionary, she moves the cursor on a sample sentence (she is all in favor of...), which she reads out in line 31. MAH comments on the online corpus in line 32, and FER reacts to this with her laughing in line 33. SED reinforces her acceptance of FER’s negative feedback in 34. From line 36 to 42, SED gets the online dictionary to pronounce the words “favoritism” and “favor.” After a very long silence of 4.8 seconds, during which both FGPs have been searching for the structure under discussion in different websites, MAH writes “favor” (Figure 12) in the search box of COCA corpus in line 43.

44 SED e- [yes <ferda:> is right
 45 OnD [favor
 46 (0.6)
 47 MAH °yeah°
 48 (2.1)
 49 SED "♦in favor of some↓thing♦ (0.2) support (.) er approval or
 sed ♦-----4-----♦
 4:  selects in favor of something with the cursor
 sed ♦reads----->
 50 SED agreement for something
 51 (0.7)
 52 SED *such as+ a plan (.) idea (.) or system↓♦"
 mah * accesses the search result and moves the cursor on
 the corpus->
 -----♦
 53 (0.6)
 54 FER >hu< hu
 55 (0.9)
 56 MAH [yes [er:
 57 FER [othe[r than that↑
 58 SED [be in favor of
 59 MAH in corpus it says (.) the same thing
 60 (0.5)
 61 MAH ♦er::♦ also
 sed ♦--4♦ 4:  writes "in" in the text
 62 (0.5)
 63 SED °hu hu°
 64 (0.8)
 65 MAH it use- it is uses (.) it is used (.) with (.) in +°yeah°+
 fer +nods--+
 66 SED huhu

After referencing an online dictionary as an epistemic resource, SED explicitly states in line 44 that FER is right in her claim. In line 45, MAH's reaction (**yeah**) to SED's acceptance follows this. Then, after 2.1 seconds of long silence, SED starts account giving by reading from the online dictionary from line 49 to 52. She selects "in favor of" with the cursor while

reading aloud these explanations. After 0.6 seconds of silence, FER acknowledges SED. This is followed by MAH's confirmation in line 56, who has already accessed the search result and seen that "favor of" is used as "in favor of" in line 52. In line 57, FER attempts to change the topic and skip to another feedback point. However, SED's reinforcing her acceptance by saying, "be in favor of" extends the existing topic. MAH takes the turn in line 59 and shares what he has found from the corpus about the issue. So he signs that the structure is as "in favor of" in the corpus. SED acknowledges this in line 63 and shows an agreement with MAH. After 0.8 seconds of silence, MAH elaborates his sign and states in line 65 that "favor of" is used with "in." FER reacts to this elaboration with nodding, which coincides with MAH's utterances in his finishing of the turn. SED also responds to MAH's explanation with acknowledgment in line 66 where the conversation closes.

This extract shows an example of how negative feedback provided by an FGP is responded to by the FRP and how the group member reaches a resolution in this negative feedback instance. The episode starts with FER's (the FGP) "locating of feedback point," and the FRP's and the other FGP's "finding the feedback point." Then, in lines 8 to 10, FER delivers her feedback, which is a negative one since it claims that there is a problem with a phrase that is used by the owner of the essay. This is followed by a "confirmation check" of a group member. The confirmation comes in line 14 by the FGP, and the provisioning phase of the feedback episode is completed with the acknowledgment of this confirmation by the other FGP.

From line 15 on, the response phase starts where the first reaction comes from MAH. From lines 15 to 18 it is seen that MAH questions the feedback point by himself. He seems to compare two structures: "they are in favor of" and "they are favor of." Although the first response of MAH to the feedback is "yeah" in line 15, it cannot be claimed that MAH accepts FER's claim. His "yeah" can be considered as the acknowledgment of FER's confirmation on his understanding of the feedback, which is proven in the following lines where MAH suggests checking the point under discussion. As for SED's (as the FRP) reaction to FER's negative feedback, it can be observed that she orients to FER's feedback provision from the beginning where FER locates the feedback. In the response phase of the feedback, SED seems silent for some time and not orient to FER's claim. However, it can be claimed that

she displays an indirect orientation to the feedback through her web search. Indeed, she is concerned with the feedback from the very beginning of the episode, where she attempts to open the online dictionary.

Although both SED (the FRP) and MAH orient to the feedback provided by FER, they seem not to accept it directly, which means they display a sign of resistance to FER's feedback. The signs of this resistance can be enlisted as SED's attempt to search for the feedback point in the online dictionary (line 13), MAH's self-comparison of the existing and suggested version of the feedback point (line 17), his suggestion to check it from somewhere (line 24) and finally his searching it from the online corpus (lines 25 and 43). Their delay in accepting FER's negative feedback continues until they find some relevant examples in the dictionary and the corpus.

The breaking point where the resistance starts vanishing is where SED reaches the result of her search and accept that it should be "in favor of" rather than "favor of" in line 29. She reads the sample sentence in line 31. She, later on, displays explicit acceptance in line 44 where she says, "yes FERDA is right." MAH's resistance, on the other hand, disappears when he finds some example sentences in the online corpus in 59. He agrees with SED in that the corpus gives the same result; that is, the correct use of the structure is "in favor of."

To sum up, negative feedback is provided by FER. It is acknowledged and understood by the other members of the group. However, it is not accepted directly; conversely, its acceptance is delayed with various moves of both the FRP and the other FGP. The problematization is resolved with the help of multiple epistemic resource use. While the FRP checks it through an online dictionary, the other FGP consults an online corpus. After seeing the correct use of the relevant structure, both the FRP and the other FGP accepts the negative feedback, and the episode reaches a resolution. The interactional practices in this episode emerge as below: (i) FGP's locating the feedback point, (ii) FRP's acknowledgment of the point by the other members, (iii) FGP's delivering negative feedback

-FRP's asking for confirmation check, (iv) FGP's confirmation of FRP's understanding of the negative feedback, (v) *Both FRP's and the other FGP's resistance to the feedback*, (vi) *FRP's suggestion to apply to an external epistemic resource*, (vii) *FGPs' and FRP's epistemic resource use*, (viii) *FRP's acceptance of the feedback and closure*.

The cases in the episodes below show interactants' reference to their learning in the response phase of the feedback process. This pattern takes place when the FRP resists the negative feedback that s/he has been provided. The first episode both illustrate the disagreement between feedback giving and receiving peers and displays how the FRP refers to the knowledge that she learned in the past.

This extract comes from the second session of the third group, where the group members FER and MAH provide SED with feedback on her essay. The essay is “Fast Food against Home Cooked Food.” In this argumentative essay, SED claims that the food that is cooked at home is preferable to fast food in many respects, three of which she lists and discusses there. This is the first discussed essay of SED, and the session is the second one.

Just before the episode, MEH asks whether FUN has written an argumentative essay or not. FUN replies to MEH that it is not an argumentative essay. Then, MEH claims that some of the essays has the feature of an argumentative essay and some of it does not. Upon this, the conversation below takes place among the group members.

Extract 19. Reference to Past Learning-1

5 FMS 3 it's not an argumentative essay - 00:18:08 - 00:19:46

1 FER you asked that (0.3) \$what type is it\$
2 (0.5)
3 MAH yea (0.3) hhh hah hah
4 FER and i said it's not an argumentative
5 MAH >huh [okay<
6 SED [yes
7 MAH [so there is no type
8 MAH =huh okay it's not an argumentative (0.3) ↑but (.)
9 you said that it is (0.4) kinda+
mah +---laughs---*
10 (0.6)
11 tu- (0.2)[tunnel or funnel thing
12 FER [ha tunnel or funnel (0.3)
13 er:: it's for the:: (0.3) er:: body paragraph

The talk starts with FUN's reference to the earlier part of the conversation. In lines 1 to 4, she tells MEH that he has asked the type of the essay, and her reply to this question is that it's not an argumentative essay. MEH and SEM acknowledge FUN in lines 5 and 6, respectively. FUN tells in line 7 that there is no type. Following this, MEH takes the turn. From lines 8 to 11 he asserts that FUN has stated that it is a tunnel or funnel kind. Since there occurs a delay of 0.6 seconds, FUN understands what MEH tries to say -from the flow of his sentence- and her attempts to complete MEH's utterance causes an overlap where both utter "tunnel or funnel" in lines 12 and 13.

14 (0.5)
 15 >i- i mean< not the body (.) the introducing paragraph
 16 (0.4)but we >didn't< see it (.) in our (0.2) lessons maybe
 17 (0.5)
 18 FER [i don't really remember (0.3)
 19 SED [yes
 20 MAH hu::m:
 21 FER [but from the: er::: (0.2) other
 22 SED [we didn't see [this
 23 FER er:::
 24 FER [preparation
 25 MAH [other (.) yea
 26 FER class
 27 (0.7)
 28 MAH hhh hah [prepar-
 29 FER [er:: we did that=
 30 SED =yes

MEH's claim in lines 8 to 11 makes FUN's response relevant, and this response comes from line 13 on. FUN clarifies that the "tunnel or funnel" is for the body first, but after 0.5 seconds she repairs herself and says that it is for the introducing paragraph in line 15. She adds that she remembers the style (funnel) from prep class, and she is not sure whether they have learned it in their current writing classes (from line 18 to 29). MEH responds FUN with a change of state token in line 20.

31 MAH .hhh er::
 32 (0.6)
 33 okay
 34 (0.7)
 35 er::: (0.3) hhh .hh \$the whole hhh the whole essay\$
 36 (0.4) is ok for (.) *tunnel ty*pe↑
 fer *nods-----*
 37 FER hhh (0.4) i-✱ i [hah hah hah hah hah .hh
 sed ✱laughs--->
 38 MAH [according✱ to you
 sed -----✱
 39 SED \$according to [ferda\$
 40 FER [actually it i- it (0.3) >it's just< (.)

FUN finally starts answering MEH's question. She clarifies that she has used the funnel style for the first paragraph, not for the whole essay. In line 44, MEH states that he gets what FUN tries to explain. FUN acknowledges MEH's status in the following line. MEH then keeps explaining what he gets from FUN's clarifications. He understands that FUN has used

41 er::: for the::
 42 (1.0)
 43 ↑first (.) paragraph (0.8)
 44 MAH okay (.) now i get you
 45 FER hah ♦yes [hu♦ hu
 fer ♦-claps-♦
 46 MAH [okay (0.7) you get first (0.3) paragraph from
 47 (0.3) tunnel type
 48 (1.2)
 49 FER huh yes (0.3)
 50 MAH but the others (0.3) *came from nowhere*@ (0.3)#
 fer *-----nods-----*
 sed @laughs@
 fer #laughs#
 51 MAH okay

the funnel style in the first paragraph, and she has not used it for the rest of the essay. FUN first nods then starts laughing, which may mean confirming MAN. SEM accompanies FUN's laughing. The conversation gets over with MEH's "okay" in the last line.

When FUN finishes her explanation about the issue, SEM acknowledges her in line 30. MEH, on the other hand, makes an inference from line 31 to 36 that the whole essay is written in line with tunnel type. His inference is in the manner of the question since he completes his statement with a rising intonation in turn-final position. He mitigates his insistent questioning about the type of the essay. FUN, whose turn becomes relevant upon MEH's question, takes the turn after her nodding in line 36. She displays mitigation through laughing in line 37 in response to MEH's persistent question about the issue. SEM gets involved in the conversation by laughing and echoes MEH in line 39.

This extract displays an example of resisting peer feedback with reference to past learning. As stated earlier, resistance is defined based on the instances that the feedback receiving person delays the acceptance of the feedback, except the instances where the delay arises from the clarification request of the FRP. So, here in this episode, it is seen that FUN has already started resisting the feedback prior to the talk. What is seen at the beginning is that FUN keeps resisting the feedback through account giving.

After the first account giving of FUN, the preferred response of MEH is to accept this account giving. However, although MEH accepts that the essay is not an argumentative one, he asks FUN about her comment on the essay regarding tunnel or funnel style in lines 8 to 11. It is understood from MEH's question that he affiliates funnel style with argumentative essays. That is, he thinks that if there is a funnel style in an essay, then the essay is accepted as an argumentative one, which is not correct at all since funnel style can be used with any type of (cause and effect, argumentative, descriptive, etc.) essay.

FUN, in the following lines (12 to 16), clarifies that she has used funnel style in the introduction paragraph. She tries to explain that there is no problem with her use of funnel style there. She accounts for this with reference to her past learning in preparation class (lines 18 to 24). She explains that they have not learned it in their current classes (lines 16 to 18), to which MEH responds with a change of state token in line 20. However, this cannot stop MEH from asking another question.

In lines 35 and 36, MEH asks whether the whole essay conforms to funnel style. FUN answers this question similarly and responds that she has used the funnel style just for the first paragraph. Then, finally, MEH states that he understands the point that FUN tries to convey, which is acknowledged by FUN. He understands that FUN has used the funnel style in the first paragraph, and she has not used it for the rest of the essay. FUN first nods, then starts laughing, which means confirming MAN accepts the negative feedback provided by him. The conversation ends with SEM's and MEH's acknowledgement of FUN's acceptance of MEH's negative feedback.

The interactional patterns regarding resistance to feedback with reference to past learning emerge as in the below in: (i) negative feedback and (ii) resistance to this feedback prior to the talk, (iii) FRP's account giving for resisting, (iv) FGP's reformulation of negative feedback, (v) FRP's resistance together with her account giving, (vi) FGP's final reformulation, (vii) FRP's acceptance of the FGP's negative feedback.

Extract 20. Reference to Past Learning-2

5_FMS_7_a_tale_or_the_tale - 00:39:31 - 00:40:40

```

1  MAH   in the title (0.3) er: you::
2        (1.1)
3        write (.) a tale (.) ofΔ divorce
      sed                                Δ  moves her cursor on the title->
4        (0.5)
5        er:: (0.4) could it be (0.4) ↑the tale (0.4) of (.) divorceΔ
                                           -----Δ

6  FER   hu:mm
7  MAH   'cause
8        (1.6)
9        i mea:n
10       (1.4)

```

In the beginning, MAH starts by locating the feedback point. He signs that there is a problem with the title, particularly with the phrase “a tale of divorce” in lines 1 to 3. In the meantime, SED moves her cursor on the title. After 0.5 seconds of silence, MAH provides his feedback in a question format where he asks whether the phrase could be “the tale of divorce” instead

of “a tale of divorce” where he both raises his intonation in the word-initial position of “the” and puts an emphasis on that word. This is responded to by FER’s acknowledgment token in line 6. MAH then attempts to give the reason why he thinks so. Before he completes the sentence, FER takes the turn since there occurs 1.6 and 1.4 seconds of long silences in MAH’s talk in lines 6 and 8. FER starts giving an account of her use of “a tale” instead of “the tale.”

```

11  FER  >i think< (.) remember er:: we:
12      (1.9)
13      learned about (.) </ei/> (.) and the the:
14      (0.5)
15      when we: (0.3) mention something before*
mah                                     *nods--->
16      (0.7)
17      we* should write
mah  --*
18      (.) ↑the before them (0.3)@ >but when we< (.) mention
sed                                     @-----1----->
1:  moves her cursor on the title
19      something@ for the first time (0.4) we can• write• (0.3)
sed  -----@
mah                                     •-nods-•
20      ↑a tale of
21      (1.6)
22      because it's (.) the first thing
23      (0.5)
24      >i remem♦ber
mah                                     ♦1-->
1: looks at the top right (to the ceiling) and seems thinking
25      something like that<♦ (.) for example (0.4) i started
                                     -----♦
26      with a tale of divorce*
mah                                     *nods--->
27      (0.7)*
mah  -----*
28  SED  huhu

```


Then, in lines 29 to 31, she goes on that she has to use “the tale” in the following parts of the essay (because of the rule). MAH nods after this explanation, and SED acknowledges it in line 33. She emphasizes the fact that she remembers such rules in the following two lines. After 1.1 seconds of silence, MAH takes the turn and confirm what FER has said. He accepts in line 37 that FER is right in her clarification about the use of “a” and “the.” He also states that he was thinking something else while he was taking notes about the issue under discussion, which is responded by FER with “maybe” in line 41. Then the episode is closed with MAH’s restatement that FER’s clarification on the use of “a” and “the” is right, and SED’s confirmation of this.

```

29  FER   the:n: (0.2) in the: (.)
30        continuing (0.3) parts (0.4)
31        <i should (.) have to:> (0.4) write (.) the tale of•
mah                                         •nods-->
32        (0.7)
33  SED   hu[mm::•
        -----•
34  FER   ['cause (0.4) i have mentioned it before (0.5) $it's kinda
35        complicated$ (.) but i remember something like that
36        (1.1)
37  MAH   yes y:: you are true (.) a:nd (0.4)
38        >i think i was thinking< something else (0.3) while i was (.)
39        taking notes about this (0.3) [but
40  FER                                         [maybe
41  MAH   er:: >yes you are right< (0.2) er:: what you said is (.) true
42  SED   huhu

```

From line 11 on, she reminds a rule about the use of the definite (the) and indefinite (a) articles. She explains these rules: 1) if something is mentioned before, it is used with a definite in the following times. 2) if something is mentioned for the first time, it is used with an indefinite article (a/an). MAH nods when he hears both of these rules in lines 15 and 19. After 1.6 seconds of silence, which marks a turn relevance place after FER’s clarification, FER goes on her elaboration of the topic since the other members do not take the turn. She exemplifies the rule from the essay that is under discussion. She states that since she has used “tale” for the first time in the title, she has used it with “a” in lines 25 and 26.

The episode is a good example where negative feedback is resisted by the FRP with the help of her referencing to past learning. The episode starts with FGP's locating and delivering the feedback in line 5. Then FER displays her acknowledgment of the feedback. Since MAH has delivered the feedback in a question format, FER starts account giving in line 11.

In answering MAH's question, FER reminds him and the other group member of a rule they learned before (*remember we learned about a and the*). Here it is understood that the group members have learned some rules on the use of definite and indefinite articles either as a group or individually. The point that FER tries to highlight here may be to remind some of these rules relevant to the issue under discussion. By doing this, FER not only provides her account giving based on rules by mitigating her resistance to MAH's feedback but also invites the other group members to remember these relevant rules about the issue.

The interactional patterns in this conversation where the negative feedback of FGP is resisted by the FRP by referring to their past learning emerge as in the steps in italics: (i) FGP's locating the point subject to feedback, (ii) FGP's delivering the feedback, (iii) FRP's acknowledgment of the feedback, (iv) *FRP's resistance to the negative feedback with reference to a past learning*, (v) *FGP's and the other member's acknowledgment of the clarification*, (vi) *FGP's acceptance of FRP's account giving and closure*.

4.2.2.2.5. Reference to Knowledgeable Others

Just before the episode, YUS claims that MUR's use of "according to me" is problematic. The beginning of the episode is the remaining part of this claim. She tries to support her claim with the help of an anecdote. She does this because although she has been talking about the issue for some time, it is observed that MUR delays accepting her negative feedback.

The episode starts with YUS's account giving in the first four lines about one of her English teacher's statement. To the teacher, the use of "according to" is limited to academic words such as "according to a study" or "according to a research." MUR, in response to YUS's claim, first nods in line 5, and then he displays a change of state token in line 7, which is a sign that MUR's resistance to YUS's negative feedback softens. Then YUS completes her utterance.

Extract 21. Interactional Practices in Responding Negative Feedback

1_YMM_4_according_to_me 00:28:08 - 00:30:30

1 YUS uhm: she said that er: e- if it is (.) not a: academic (0.2)
 2 thing[↑] you can say according to (0.4).hh it somethi:ng it
 3 should be something >like< academical words_↓ (0.2) like
 4 according to [↑]that research or something like that_↓
 5 +(0.8)+
 mur + nods+
 6 YUS *but i'[m not
 yus *lifts her eyebrows--->
 7 MUR +[hum:+
 mur +--1--+ 1: lifts his eyebrows
 8 YUS sure* yes
 ----*
 9 (1.4)
 10 MUR yes: yes y[ou are
 11 YUS °[hu hu°
 12 MUR right and you caught (0.3) the: a good point (.) according
 13 to me
 14 (0.8)
 15 MUR doesn't didn't reflect the official (0.2) er: side
 16 YUS hu hu
 17 MUR according to >as you said< according to that research er
 18 researchers=
 19 YUS =h[uhu
 20 MUR [research (0.2) papers and [the:
 21 YUS [yes
 22 MUR statistics (0.3) would be more >appropriate<

After 1.4 seconds of silence, MUR accepts that YUS is right in her claim, which is acknowledged by the claim owner. He gives account for his acceptance of the claim from line 12 to line 22. He explains that “according to me” does not sound academic, and phrases such as “according to research,” “according to statistics” are more appropriate.

23 (1.5)

24 YUS *↑maybe i can check er if you can <wait>↓ (0.3) uhm i:
yus *looks at her phone--->

25 because i didn't check <that word>

26 (0.6)

27 YUS if it's use[ful ()

28 MUR [yes

29 (0.8)

30 MEL for me: the thing you said yusra is true (0.4) *beca[use
-----*

31 YUS [hum

32 MEL u:hm like you said mürsel* (0.3) its er if it were (.)
yus *looks at her phone--->

33 MEL according to: >işte↓<

34 ♦ (1.1)
mel ♦smiles--->

35 according to *rese♦archers *or er something like that
-----* ----♦

yus *looks at her phone--->

36 according to my opinion (0.2) [it would

37 YUS [huhu

38 MEL a sounded more office*ial
-----*

39 YUS huhu*
yus *looks at her phone--->

40 MEL (0.3) er: şey

41 ♦ (1.8) ♦
mel ♦ smiles♦

42 MEL er according to me is er: (0.2) more like

43 (0.6)

44 MEL uhm

45 (1.0)

46 MEL not official (0.4)

47 YUS hu:m*=
-----*

48 MUR =↑yes

the arguments of MUR, which is “according to a research or a statistics” is more appropriate and “according to me” is not formal enough. And the extract ends with YUS’s and MUR’s confirmation of MEL’s supporting statement. In the rest of the essay, YUS finds some other epistemic resources that support her claim. It is stated in the resource that using “in my opinion” should be preferred instead of “according to me,” which reinforces the feedback and is taken as a note by MUR as the FRP of the session.

In addition to the aforementioned patterns which are prevalent throughout the data, there have been two rare patterns as well. These are the pattern of self-problematizing and self-response and the pattern of unresponded problematizing. The feedback receiving peers rarely find some problematic points that are not problematized by the feedback giving peers in the essay under examination. Here, they both problematize and deliver their own responses as solutions to them. These cases form the pattern of self-problematizing and self-response. In some other very rare cases, the feedback receiving peers do not respond to the feedback that they have been provided by the feedback giving peers. This second pattern is named as the pattern of unresponded problematizing. Although they emerged from the data, they are very few in numbers.

CHAPTER V

DISCUSSION AND CONCLUSION

This chapter includes four sections. The first section will provide a discussion on the findings of the research considering that of other research studies in the relevant literature. Then, the second section will convey the conclusion of the study. The third and fourth sections will present the limitations of the study and suggestions for further research, respectively.

5.1. Interactional Patterns and Practices in Online Video-mediated L2 Writing Peer Feedback Sessions

This section will present the discussion in four sub-sections. The interactional patterns in providing video-mediated online peer feedback on learners' previously written pieces in an L2 will be discussed regarding the relevant literature in the first sub-section. The discussion of the second and third sub-sections will focus on the interactional patterns in problematized instances in online L2 writing peer feedback sessions. Here, the second sub-section will put forth a discussion on the interactions that unfold when learners problematize some points in the responding phase of the feedback provision process. This is followed by a discussion on resistance to peer feedback instances that take place in the same phase of the feedback process in the third sub-section separately. The last sub-section will provide the pedagogical implications of the research findings for L2 writing education.

The current study was conducted to examine, analyze, and describe the interactions that take place in online video-mediated L2 writing peer feedback sessions of tertiary level students. The first step of the analysis, watching the recordings over and over again, made it possible to realize that the interactional practices seem to vary in terms of the provisioning phase of feedback and its response phase. Moreover, the unmotivated looking step resulted in recognizing some identical patterns both in the initiation of and responding to feedback interaction. Therefore, the collection regarding interactional patterns and practices within them was thought to be presented in two major sections: provision of feedback and response to feedback.

5.1.1. Interactional Patterns and Practices in Provision of Peer Feedback

This study examined the interactional patterns and the practices within these patterns that emerge in online video-mediated L2 writing peer feedback sessions carried out by university-level students. It can be put forward that a detailed picture of interactional patterns and practices have been discovered through an emic, conversation analytic perspective. One of the phases among which patterns of interaction and the practices within them were found was the *provisioning phase* of the feedback process.

The most common interactional practices in providing feedback pattern emerged as (i) locating the point subject to feedback, (ii) asking for clarification for this location, (iii) clarifying problem location, (iv) acknowledgment of this location, (v) initiating a pre-sequence to set the ground for the feedback, (vi) initiating mitigations/softeners, (vii) delivering the feedback, (viii) asking for clarification for the feedback, (ix) clarifying and/or elaborating the feedback, and (x) acknowledgment of the feedback. The interactional practices in online L2 writing peer feedback sessions have been investigated by a number of studies (Bradley 2014; Cha & Park, 2010; Chang, 2012; Di Giovanni & Nagaswami, 2001; Ho, 2010; Ho, 2015; Ho & Usaha, 2009; Ho & Usaha, 2011; Hewett, 2006; Jones et al., 2006; Liu & Sadler, 2003; Liou & Peng, 2009; Razak & Saeed, 2014; Saeed & Ghazali, 2016; Song & Usaha, 2009; Tuzi, 2004), they have not focused particularly on the provisioning phase of the feedback process, though.

The first step in providing feedback has frequently been “locating the point subject to feedback.” The feedback giving peers in any group almost always do this by illustrating the point or signposting it in a sense that the other peers can find the point in question easily in the essay on their own screen. This practice was presented under “initiating moves” in Jones et al. (2006). However, initiating moves can mean more than locating the point subject to feedback, meaning that this study has not particularly focused on this practice. The practice of locating the point subject to feedback can be put under the category of openings in Cha and Park (2010), directing attention in Hewett (2006), and identifying problems in Saeed and Ghazali (2016). However, it can be claimed that the terms in these studies do not completely correspond to “locating the point subject to feedback” practice. This practice can indeed be considered as more common in online peer feedback activities because each peer has their own screens on their fronts during the activity, and they have to describe the feedback location to the other group members. This interactional practice can be evaluated within the cooperative interaction pattern put forth by Tan, Wigglesworth, and Storch (2010) in peer feedback practices conducted in computer-mediated settings. They reported that the cooperative interaction pattern increases the mutual contribution of peers to the task that they carry out, which complies to the case in this study.

In order to pass on delivering the feedback itself, the feedback receiving peer (FRP) should find the location of the problem. Although FRPs generally do this easily upon feedback giving peer’s (FGP) locating, they sometimes need further clarification for this. So, “asking for clarification” (to find the location of the point) emerges as an additional practice here. This practice has not also been paid particular attention in the previous studies but been presented under such interactional practices as requests (Cha & Park, 2010; Tuzi, 2004) and seeking for clarifications (Razak & Saeed, 2014; Saeed and Ghazali, 2016). The other interactional practices, namely “clarifying the location of the problem” and “acknowledgment of this location,” are the possible remaining component of action formation, which is the completion of locating the point subject to feedback. These practices have also been introduced to the literature for the first time since no other studies have reported such practices with a particular focus before.

“Delivering the feedback” is the main interactional practice that emerged from the provisioning phase of the online peer feedback sessions. Indeed, it is already expected that peers provide feedback to one another in such a setting due to the very core requirements of the activity. Nonetheless, it must also be presented here as it is also an interactional practice that constitutes “providing positive/negative feedback pattern” in online peer feedback activity. Moreover, it should be noted that delivering the feedback is different from locating the point that is subject to feedback or signposting in that while the former can be considered within the framework of exploratory interactional feedback exchange among peers, the latter can be categorized under procedural, interactional exchanges. According to Saeed, Ghazali, and Aljaberi (2018), procedural exchanges are conducted as a means of organizing the peer feedback process. On the other hand, exploratory exchanges in feedback interaction function as interpretation and reflection of peers such as advising, eliciting, questioning, and so on. Therefore, while “locating the point subject to feedback” can be considered in procedural exchanges, delivering the feedback seem to correspond to exploratory interactional feedback exchanges. Delivering the feedback, however, has been presented by previous studies in different names which include a comment (Sullivan & Pratt, 1996), questioning (Jones et al., 2006) explanation/opinion (Cha & Park, 2010; Di Giovanni & Nagaswami, 2001), stating move (Jones et al., 2006) or statement (Ho, 2010; Ho & Usaha, 2011), evaluation (Bradley, 2014; Chang, 2012; Ho, 2015; Liou & Peng, 2009; Song & Usaha, 2009), and accepting /confirming (Ho & Usaha, 2011).

In some cases, the feedback giving peers tried to set the ground for the main feedback first. This interactional practice is considered as a pre-announcement sequence (Schegloff, 2007; Terasaki, 2004) since it signals the initiation of the main feedback. In extract 6, where MAH provides SED with the feedback regarding the lack of coherence in SED’s paragraph, he signals that there is a problem with the relevance of the ideas to one another in SED’s paragraph. He initiates this pre-sequence to set the ground for the main feedback, which is advising SED to omit the sentence “Obesity is a complex disorder.” out of the paragraph. MAH reminds the group members of a question type in high stake foreign language exams by saying, “You know there are some types of questions: omit the irrelevant idea in the paragraph.” He signals by this utterance that he will give some feedback regarding the coherence of the paragraph. This particular interactional practice, that is, “initiating a pre-

sequence to set the ground for the main feedback” have not particularly focused in the relevant literature. However, it can be put into under such defined categories as openings (Cha & Park, 2010) and informing (Hewett, 2006).

Softening or mitigation before or just after the main feedback is an interactional practice that students make use of in online peer feedback sessions. This can be considered as precautionary action which is taken by feedback providing peers to prevent themselves from ending up in a difficult situation. These situations may include saving the speaker’s own face or avoiding threatening the face of the addressee (Goffman, 1967; Brown & Levinson, 1978; Nelson & Schunn, 2009). Nelson and Schunn (2009) state that mitigation is frequently used to downgrade the criticism. That is, it is applied as a politeness strategy (Golato, 2005; Stewart, 2004). In extract 21, YUS provides MUR with feedback on MUR’s use of “according to me” in an academic context. YUS firstly provides the feedback, and just after MUR acknowledges it, she adds that she is not sure about her feedback. After the feedback receiving peer’s acceptance of the feedback, YUS still displays her uncertainty about the issue and suggests to refer to an external epistemic resource. This action of YUS shows that the reason behind her mitigation or softening the claim was that she tried to avoid misleading her addressees. Thus, it emerged in the current data that another reason for mitigation may be the attention about avoiding misleading the other interactants in the conversation. Although mitigation has been investigated as a device to soften criticism in peer feedback interaction (Ferris, 1997; Leijen & Leontjeva, 2012; Nguyen, 2008), this study revealed that it could also be applied as a device to avoid misleading the trajectory of the conversation.

Delivering the feedback does not directly mean that it is comprehended by the addressee. If it is understood as soon as it is delivered, there occurs no problem. However, if the addressee does not understand the provided feedback, then some other interactional practices emerge, which require the interactants to negotiate the meaning. The participants in the current study employed clarification or confirmation request in order to understand the feedback that they have been provided. In response to this request, the FGP confirms the FRP or tries to clarify the feedback through some strategies (such as repeating, paraphrasing, or elaborating). In extract 18, FER completes her delivery of the feedback to MAH. After 0.5 seconds of silence, MAH takes the turn and asks for confirmation by conveying what he has understood

from the delivery of FER. Then, FER takes the turn and clarifies her feedback with a longer elaboration. After this clarification, the interactant peers can achieve negotiation of meaning, which results in the successful completion of the feedback process. That is, as inseparable parts of both mundane (Casper, 2006; Wooffitt, 2005) and institutional (Heritage, 2005; Markee, 2000; Sidnel & Strivers, 2013) conversation, confirmation checks and clarification requests take place in online video-mediated L2 writing peer feedback sessions.

The final interactional practice in the provisioning phase, which can be considered as an interphase element between the completion of the feedback and initiation of its response, is “acknowledgment of the feedback” by the feedback receiving peer. This practice may occur either as soon as the FGP delivers the feedback or after some clarification is made by the FGP upon the request of the FRP. The provisioning phase is completed with this practice, and then in response to the feedback phase, the interactional practices which are being discussed below start.

5.1.2. Interactional Patterns and Practices in Responding to Feedback

The interactional practices that emerged from the data regarding responding to feedback are (i) accepting the feedback directly, (ii) resisting the feedback, (iii) insisting on the problematization (negative feedback), (iv) insisting on resisting the problematization, (v) asking for support from the third peer (TP), (vi) asking for solutions, (vii) accepting or rejecting the solutions, (viii) referring to external epistemic resources, (ix) withdrawing the negative feedback, (x) accepting the negative feedback, and (xi) closure. These practices took place within different interactional patterns in the responding phase of the feedback process. These patterns included responding to positive feedback and responding to negative feedback as the two main patterns. The others within responding to negative feedback patterns appeared as the patterns of resistance in self resource, resistance in peer support, reference to epistemic resources, reference to past learning, and reference to knowledgeable others.

The most prevalent interactional practice in responding to feedback is accepting it directly. This is indeed not surprising since about half of the feedback in the data were positive (213

over 439) on which there is an agreement of both sides, and most of the negative feedback (150 over 226) is not rejected. Direct acceptance of positive feedback (See Extracts 2, 3, and 8) is expected and acceptable due to the sign of agreement that positive feedback carries. However, it was revealed in the current study that the majority of the negative feedback was also accepted directly by the feedback receiving peers (FRP), which may imply that the FRPs realize that they did something wrong as soon as they were provided with that negative feedback. Tsai and Kinginger (2014) state that feedback receivers agree on negative evaluations for a harmonious relationship with feedback giving peers. However, the fact that there is also a considerable amount of resistance to negative feedback instances and that peers could co-construct the meaning by negotiating it shows that it may always not be the case. Accepting feedback practice has been reported by many studies conducted in both face to face (Hanjani & Li, 2014; Lina & Samuel, 2013; Zhu, 2001) and online settings (Ho& Usaha, 2011; Jones et al., 2006; Razak and Saeed, 2014). However, they have not differentiated between acceptance as a response to positive and negative feedback, which may carry valuable meaning regarding the process. It can be claimed that while the issues in positive feedback that are directly accepted by the FRP are reinforced by both sides, the points in negative feedback that are straightforwardly accepted by the FRP show that the FRP realizes the wrong that s/he did. Thus, acceptance in response to positive and negative feedback may carry different meanings in terms of students' learning.

As stated by Hepburn and Potter (2012) that “on the occasion of advice delivery, recipients’ option varies between straightforward acceptance to outright resistance,” resisting to feedback has appeared as an interactional pattern in online L2 writing peer feedback activities. Although acceptance as a response to feedback or agreements of peers are preferred actions which help minimize threats to feedback, giving peers’ positive face and avoid conflicts in carrying out the task (Heritage, 1984, p. 265), there sometimes occurred resistance to the provided feedback cases. Resistance in the current study is defined based on the instances that the feedback receiving person delays the acceptance of the feedback. While preferred actions (acceptance of the feedback in this case) are performed in a straightforward manner and without delay, unpreferred ones (e.g., feedback that is not accepted) are produced with delay and through giving accounts (Pomerantz, 1984). Since this interactional pattern includes many aspects for a discussion on online peer feedback

practices regarding L2 writing pedagogy, it will be addressed in the following sub-section separately.

Insisting on the problematization and on the resistance to this problematization were among the practices that were encountered in the response phase of the feedback process (Extracts 5, 10, 14, 17). They occurred when feedback giving and receiving peers disagree on the content of the feedback. These practices are defined as disagreement in peer interaction by Di Giovanni and Nagaswami (2001) and Saeed and Ghazali (2016). Insistence on problematization and on the resistance to it gave space in the interaction of peers to negotiate meaning, which helped them to reach a resolution. In extract 17, EFE provides YEN with feedback. He problematized YEN's use of an adverb (healthily) and stated that instead of "healthily" YEN used "healthy" which is an adjective, not an adverb. After that, YEN resisted this idea. EFE's insistence on the feedback and YEN's insistence on resisting the feedback followed this. Then, EFE shared an example sentence from a corpus regarding the correct usage (live healthy or live healthily). Upon this, finally, YEN first softened her resistance and then accepted that her usage was wrong. Indeed, the practice that generally followed these insistence cases was "asking for the idea of the third peer," which could give way to distribute both the discussion and the cognition from pair to the group. It also enhanced the breadth of negotiation of meaning, which enabled the participants to view the issue from a different perspective. Moreover, one step further from asking the idea of the third peer became "referring to an external epistemic resource" such as to a dictionary, a corpus, or a suggested reliable website. The picture that was built by these respective interactional practices complies with the conclusion that students do not consider their peers as reliable sources of knowledge (Bijami, Kashef and Nejad, 2013; Grami, 2010; Leki, 1990; Kunwongse, 2013; Yeh, Tseng, and Chen, 2019). However, considering that students do not see their peers as reliable sources of information, it may not be correct to characterize this as a disadvantage of the peer feedback activity. As can be seen in the example extract (Extract 17), disagreement among peers may push them to look for solutions to the problematized issue with the help of the affordances that online synchronous L2 writing peer feedback activity offers.

The resolution regarding the problematized issue in the response phase of the feedback process is reached in two ways: either feedback giving peer withdraws the negative feedback by accepting it as wrong (Extract 20), or feedback receiving peer accepts that the claim in the problematization by the feedback giving peer is correct, with (Extract 17 and 18) or without orienting to any other epistemic resources (Extract 6, 7, and 9).

5.1.3. Resistance to Peer Feedback: Creating Opportunities for Learning

In an online video-mediated L2 writing peer feedback activity, the feedback receiving peer either accepts or rejects any negative idea or comment that their peers have provided as feedback. It is this phase where resistance comes into play. Resistance is defined based on the instances that the feedback receiving peer (FRP) delays the acceptance of the feedback somehow. However, it is important to note that not every delay was considered as resistance since, in some delays, feedback receiving peers tried to understand the provided feedback first through some clarification requests (See Extract 12). The delayed responses due to such clarification requests were not treated as resistance to feedback.

The data in this current study revealed some interactional patterns and practices pertaining to resistance to feedback cases. The most common one is the *counter-argument pattern*, where the FRPs resist the provided feedback through their own ideas and resources. An example of this can be seen in Extract 12, where YUS resists the feedback by MEL via her own ideas in elaboration. There are some indicators of YUS' resistance to MEL, the first of which is her prefacing response (u:hmm). According to Schegloff and Lerner (2009), such prefacing responses indicate that a dispreferred response is on the way. The second indicator is the relatively long pause (1.5 seconds) followed by the prefacing response. Maslamani (2011) found out in his study on the synchronous computer-mediated conversation that one of the functions of pauses is to signal a dispreferred response. Another indicator in that instance, which is more explicit, is YUS's effort to oppose through clarifying her statement. So, these three moves form the interactional pattern where feedback receiving peers resist the provided feedback through their self resources.

Peer support is another interactional pattern that emerged in resisting to provided feedback. In some cases, the third peer (TP) more actively contributed to the conversation when disagreement occurred between the FRP and FGP. In extracts 15 and 16, the TPs are involved in the conversation to convey their ideas on the issue under debate. In Extract 16, negotiations occur among FER, MAH, and SED, where FER receives negative feedback from MAH and resists it. While FER and MAH discuss and try to negotiate, SED contributes to the conversation by supporting MAH's claim. Upon MAH's insistence of his claim and SED's contributions that are supportive of MAH's claim, FER gives up her resistance. As can be seen in this case, the TP's contribution may have a significant place in resolving the resistance. Liu and Tsai (2008) found out such interactional exchanges as knowledge exchange and distributive knowledge change, which they included in patterns of interaction in on-line small group problem-solving activity. The interaction among peers in peer support pattern in resistance cases in the current study resembles their distributive knowledge exchange pattern in which all members of the group exchange knowledge with each other in the cases where peer support takes place. Peer support in resistance to feedback case is also an interactional pattern where students cooperate with one another. With this dimension, it can be considered within the cooperative interactional pattern of Tan, Wigglesworth, and Storch (2010) and collectively contributing interactional pattern of Li and Zhu (2013). Therefore, it can be claimed that resistance to feedback in online peer feedback activity creates a learning opportunity provided by peer support.

The disagreement between FRPs and FGPs gave way to *reference to epistemic resources*. When the FRP resisted the provided feedback of FGP, and they could not reach a resolution as a group, they tended to refer to such epistemic resources available to them as online dictionaries, corpora, suggested reliable websites, and platforms such as Youtube. In Extract 17, EFE's sharing of an example sentence from a corpus regarding the issue under debate results in YEN's giving up her resistance to EFE's claim. That is, group members apply to epistemic resources to manage the disagreement caused by resistance to feedback, which at the same time creates learning opportunities for them.

Another interactional pattern in resistance cases is participants' *reference to their past learning*. The FRPs resisted the provided feedback by propounding the knowledge that they

learned in the past. Can-Daskin and Hatipoglu (2019) found that reference to a past learning event creates opportunities for learning for students. According to them, this action “results in socially displayed and situated recollection of what was studied earlier.” So, the fact that it is the resistance of the FRPs that gave way to their reference to past learning event displays that resisting to feedback has the potential to create opportunities for learning for the participants of online peer feedback sessions. In Extract 20, FER resists the claim of MAH and his suggestion based on that claim, through referring to a past learning event. Upon FER’s reminding of the learning event, MAH realizes that his claim is not correct. Thus, it can be asserted that it is the resistance of feedback receiving peer that triggers learning opportunity.

Similar to referencing to a past learning event, L2 learners in online peer feedback sessions resist the provided feedback through defending their arguments by *referencing to knowledgeable others*. Indeed, this can be taken as a different type of reference to an external resource. In these cases, students base their arguments on their teachers, a researcher in the field, or any other person that can highly be considered as more knowledgeable than the students themselves and as an authority by the interactants. In this way, peers share what they learned from reliable sources of knowledge, which enables them to reinforce what they already know or to learn new things. Here, since it is the resistance to feedback that leads to refer to knowledgeable others, this interactional practice can be put forth to be creating learning opportunities for the learners of L2 writing in online peer feedback activities.

In any of the aforementioned interactions patterned as “resistance” above, there emerges an instance that opens a path for learning or reinforcing the already known concepts, ideas, and structures. As provided in the analysis chapter (4.2.2.2), resistance to feedback cases require learners to negotiate meaning. As proposed by Varonis and Gass (1985), negotiation of meaning includes such steps as triggering, indicating, responding, and reacting. Here, resistance to feedback instances were observed to form the first step of negotiation of meaning, that is, triggering. Thus, although it is considered among the factors that cause peer feedback activity to be labeled as challenging (Leki, 1990; Liu & Carless, 2006; Schunn & Godley), it can be claimed that peers’ resistance to the provided feedback functions as a key practice in online synchronous L2 writing peer feedback activity. Furthermore, resistance

seems to prevent such interactions as dominant/passive (Storch, 2002; Tan, Wigglesworth and Storch, 2010), dominant/withdrawn (Li and Zhu, 2013), and expert/passive (Watanabe & Swain, 2007) between or among peers who are considered to be harmful, if not, to say the least, unhelpful interactions in online L2 writing peer feedback activity.

There may not be fixed patterns in the naturally occurring interaction of participants in online L2 writing peer feedback sessions. Hence, driven by the naturally occurring talk of L2 writing learners in an online setting, this study offers a flexible and encompassing interaction pattern that is similar to the initiation, response, feedback/evaluation pattern (Sinclair & Coulthard, 1975). As has already been widely accepted and known, the IRF pattern is based on the interaction between the teacher and students in the classroom. It is accepted that online peer feedback practices are out-of-class activities and the relationship among the peers is not like that between a teacher and students. However, peer feedback is also an institutional activity carried out by students assuming some roles and responsibilities that are normally taken on by teachers (Liu & Hansen, 2002). Thus, the patterns that have come out of the current study can be similar to the IRF pattern in some respects, as shown below.

Initiation	Response	Feedback	→ Sinclair & Coulthard, 1975
Comment	Response	Closure	→ The Current Study
Positive Comment	Direct Acceptance	Resolution	→ P. Feedback
Negative Comment	Direct Acceptance	Resolution	→ N. Feedback Type 1
Negative Comment	Resistance	Resolution	→ N. Feedback Type 2
Negative Comment	No response	No resolution	→ N. Feedback Type 3
Self-Comment	Response	Resolution	→ Self-Feedback

Initiation of feedback giving peers are regarded as their comments, either positive or negative, on the essay of feedback receiving peers. The reaction of FRPs to these comments are named as responses, which can be direct acceptance or resistance. However, there may not always be a response to any comment, which is labeled as “no response” above. The final step is closure, where the feedback giving instance ends with or without a resolution. As has been stated earlier, this pattern is not fixed. For example, between comment and

response, or between response and closure, various interactional practices specific to each context may occur. However, these intermediate practices can be included somewhere within this pattern. Now, it is a turn to present possible implications of the current study for L2 writing research and education.

5.1.4. Implications for L2 Writing Research and Education

The interactional patterns and practices and how they unfold in the online video-mediated L2 writing peer feedback activity provide some significant implications for L2 writing education with regard to both its research and pedagogy. First and foremost, there is research on the interaction among students of L2 writing during peer review sessions and how these shaped L2 students' revision activities. However, the very majority of them investigated in-class and face-to-face peer feedback activities. The studies that have focused on the interactions during online synchronous peer feedback sessions are still rare (Guardado & Shi, 2007; Handayani, 2012; Tsai, 2017; Tsai & Kinginger, 2014). Thus, the current study is believed to contribute to filling such a gap in the relevant literature.

Secondly, the current study has examined the interactions among student peers with a particular focus on the nature and objectives of the peer feedback activity regarding L2 writing. The existing literature on the issue discovered such interactional patterns as collaborative, dominant/dominant, dominant/passive, expert/novice (Storch, 2002), expert/passive (Watanabe & Swain, 2007), and cooperative pairs (Tan, Wigglesworth and Storch, 2010); authoritative/responsive, collectively contributing/mutually supportive, and dominant/withdrawn pairs (Li & Zhu, 2013); facilitator/participants and collaborative (Cho, 2017); collaborative, expert/novice, and dominant/dominant (Zhao, 2018) interactions. These are two major differences between these studies and the current study. First, the patterns that the majority of them found are from pair of activities. The other is that the patterns put forth by those studies do not seem specific to the real nature of L2 writing peer feedback activity since they can also take place any interactive activity among pairs. However, the interactional patterns and practices in the current study, as examined in minute details, reflect the procedure of an online L2 writing peer feedback activity in which peers provide one another with feedback on their previously written texts.

The existing studies have addressed "response to feedback" as the impact of the given feedback on the revision phase, which takes into account the quality of the text to be obtained at the end. These studies generally examined the effect of written feedback or asynchronous online feedback. This study, on the other hand, discussed the immediate responses produced by peers during the feedback process. Although it can be claimed that studies investigating the effect of feedback on student revision are important, the immediate responses that peers generate in the heat of the moment can be more important. In the case of written or asynchronous online feedback, the attitude of FRPs towards the provided feedback is unknown. That is, only if they consider the claim as correct do they attempt to reflect it on their revision. If they do not consider so, then they will not. However, in synchronous online feedback, the case is different. Since the feedback giving and receiving persons are in contact with themselves, once the feedback is delivered, it is evaluated immediately. If it is found appropriate, it is accepted straightforwardly. If not, it is discussed among the peer group members so as to reach a resolution. It can later be expected that this discussion will be taken into consideration by the FRP during revision. Therefore, focusing on immediate responses to feedback both can enable us to describe how these practices unfold in interaction and subsequently can provide L2 writing teachers with ideas and perspectives in planning online synchronous peer feedback activity.

As for L2 writing education, the current study has four major implications regarding planning, preparing, and conducting online synchronous L2 writing peer feedback activities. These implications are about the creation of learning opportunities by resistance to feedback, the specific affordances of online synchronous peer feedback activity, the inclusion of metapragmatic instruction into training learners for online L2 writing peer feedback activities, and complementing online peer feedback with teacher feedback. It is important to note that these implications have come with the emergence of the interactional patterns and practices through the very minute detailed, bottom-up, and emic treatment of the data.

The study revealed that learner's resistance to their peers' feedback might have the potential to create opportunities for learning. In the direct acceptance of the feedback –whether it is positive or negative- it is possible that the student learns something new or remembers a topic, an issue, or a procedure that s/he has learned before. It is already the case that is

preferred, expected, and desired. Resistance to feedback, on the other hand, has generally revoked negative connotations. It has even been considered as an indication that students find the feedback from their peers unreliable, and accordingly, been included among the challenges of peer feedback. However, the conversation analytic treatment of the data in the current study revealed that learners' resistance to their peers' feedback gave way to negotiation of meaning, co-construction of knowledge, reference to external online resources such as dictionaries, corpora, reliable websites, and YouTube like platforms as sources of reliable knowledge. Thus, it can be put forth that resistance to feedback may enable peers to learn new topics, a new dimension of a topic, or to remember what they already learned, through negotiating meaning and orienting to several external resources. Therefore, teachers, teacher trainers, and educators should consider teaching peers managing resistance to feedback rather than considering it as an undesired practice in peer feedback.

The findings of the current study present implications for L2 writing peer feedback regarding its medium. The context in which the learners of L2 writing provided feedback to one another in the study was an online, synchronous, and video-mediated setting. In this setting, they could see one another, talk, and chat among themselves with the help of software. They could also access the Internet and all the affordances it offers. It was revealed that the mode of computer-mediated communication (i.e. synchronous) has an important role in achieving the objectives of the activity via enabling the peers to provide immediate responses, which is not possible in an asynchronous medium. This feature of synchronous online peer feedback activity prevents extending the activity for hours or even days. Liu (2013) states that it can be time-consuming to conduct peer feedback activities in asynchronous platforms since these platforms "sometimes lack the spontaneity of group commenting and interaction." It is seen in the current study that the aftermath situation of feedback provision (especially the ones causing resistance) requires that the arising problem be solved at that exact time. In one way or another, a solution to the emerging problem needs to be found immediately. Whether a resolution is reached or not at the end, in online synchronous peer feedback sessions, each member has the opportunity to express their immediate opinion on the problem. So, it is the "simultaneity" feature of synchronous online setting that enables this to happen.

The opportunity for co-operated reference to external online resources is another affordance that this kind of an online setting (i. e. synchronous CMC) offers. In the case of a disagreement, if group members cannot make a resolution themselves, they can try to find a solution by using the affordances provided by the real-time SCMC peer feedback setting. That is, the examination of the interactional patterns and practices of this setting revealed that students – especially in the cases of resistance to feedback- can consult external epistemic resources simultaneously and in cooperation with one another, which prompts them to learn by negotiating meaning with one another and co-constructing knowledge together.

There is an additional affordance of the online synchronous video-mediated setting for L2 writing peer feedback activity. After the Covid-19 pandemic disease caused by the SARS-Cov-2 virus, which has been affecting the world for more than a year, this feature of online peer feedback setting has become more vital. This feature is that more and more software have entered into our daily life, the affordances of which are increasing rapidly day by day. One of these affordances is, for example, that screen sharing feature has successfully embedded in the software, which enables peers to share their screens easily if necessary and needed. That is, in the pandemic days when people stay at their homes and many countries around the world have moved to online education, conducting online synchronous peer feedback activity in teaching writing can be very relevant and fruitful.

Another major implication that comes out of the current study is the need to provide learners of L2 writing with metapragmatic instruction for online L2 writing peer feedback activity. Many interactional patterns and practices showed that in order to maintain the smooth progressivity of the interaction among peers, some metacognitive instruction might be helpful. Especially the pattern of “providing negative feedback” and the practice of “resisting to negative” feedback cases suggest that students should be trained with regard to pragmatics. Students should be trained to avoid face-threatening acts at the time of both providing negative feedback and resisting negative feedback. For the former, they should be instructed to set the floor for negative feedback, soften it as much as possible, and avoid threatening their peers’ faces. Again, in resisting the negative feedback, they should be

instructed not to take criticism personally, mitigate their negative reactions towards the negatively provided feedback, and avoid turning the discussion into a verbal taunting.

As provided in the findings, there sometimes be cases where no resolution is achieved despite both the negotiation of meaning among the group members and the help that they have received from external epistemic resources. What is suggested for these cases is that a successive teacher feedback activity should be carried out. The process should be as following: First, video-mediated online feedback should be conducted. Then, students should be provided to watch video recordings and try their best to resolve all points that were subjected to feedback. Finally, they should be guided to ask the unresolved points to the teacher. Indeed, the trend has already been this since “higher achievement is ensured through the help of multi-faceted feedback, that is, the combination of self-feedback, peer feedback, and teacher feedback.

5.2. Conclusion

With the integration of technology into second language writing instruction, some supplementary outside class activities have started to be implemented by language teachers and researchers in the field. Conducting online L2 writing peer feedback has been one of these activities. Different modes of online peer feedback activity regarding L2 writing have been investigated and examined by many studies. However, the majority of these research studies were carried out through theory-driven approaches and etic perspectives in examining this activity. The current study, on the other hand, adopted a conversation analytic study to analyze the process in this activity through bottom-up and emic treatments of the data in order to have a better and minute-detailed description of the activity. It aimed to uncover the interactional patterns and practices of peer feedback activity that is carried out an online synchronous video-mediated setting.

The data were collected from online video-mediated synchronous L2 writing peer feedback sessions of university students by a screencasting program. It was transcribed based on the transcription conventions that show both verbal contributions of interactants and their pauses, silences, overlaps, emphases, intonations, gestures, postures, and other moves that

are conducive to representation on the transcriptions. Then, the data analyzed following the steps in conversation analytic methodology.

The careful and meticulous analysis of the data uncovered the interactional patterns and practices in online L2 writing peer feedback activity. The patterns and practices were presented under two major categories: the provisioning and response phase of the feedback process. The most common interactional practices in providing feedback pattern emerged as (i) locating the point subject to feedback, (ii) asking for clarification for this location, (iii) clarifying problem location, (iv) acknowledgment of this location, (v) initiating a pre-sequence to set the ground for the feedback, (vi) initiating mitigations/softeners, (vii) delivering the feedback, (viii) asking for clarification for the feedback, (ix) clarifying and/or elaborating the feedback, and (x) acknowledgment of the feedback. The interactional practices that emerged from the data regarding response to feedback are (i) accepting the feedback directly, (ii) resisting the feedback, (iii) insisting on the problematization (negative feedback), (iv) insisting on resisting the problematization, (v) asking for support from the third peer (TP), (vi) asking for solutions, (vii) accepting or rejecting the solutions, (viii) referring to external epistemic resources, (ix) withdrawing the negative feedback, (x) accepting the negative feedback, and (xi) closure.

A detailed discussion on the findings was provided in the Discussion section. The study yielded some important implications for L2 writing research and pedagogy. Firstly, it showed that analyzing the interactions in online synchronous peer feedback activities may reveal significant details about the nature of those activities. It also illustrated that adopting a bottom-up, data-driven, and emic methodology can provide a very detailed picture of the process, which enables one to understand the very heart of the activity by uncovering the interactional practices directly, pertaining to the essence of the activity. The study revealed some other implications regarding L2 writing education. First, peers' resistance to feedback created learning opportunities for them. Second, online synchronous video-mediated peer feedback activity presents crucial affordances that do not exist in the other modes of online peer feedback activities, which can play important roles in the effectiveness of such an activity. Third, it suggests that metapragmatic instruction should be included in peer training so that better and more fruitful interactions can take place among peers in these activities.

As the last implication, it recommends that online peer feedback activities should be complemented with subsequent teacher feedback.

5.3. Limitations of the Study

There are some limitations of the current study in terms of two dimensions. While the first dimension is about technical problems that have been experienced during the research, the second one is about the scope of the study. These limitations will be explained below, respectively.

Two major technical problems arose during the study. The first one was the weaknesses of the participants' internet connection. This formed such big trouble that some of the data could not be considered as conducive to analytic treatment. The weak connection not only made it difficult for students to interact healthily with each other at the time of the activity but also made it almost impossible for the interaction that took place to be an appropriate one for analysis. Therefore, a certain amount of data could not be analyzed. Another technical issue was about the quality of the computers that the participants used. Since the current study was not a funded one, it was not possible to provide the participants with computers that were of sufficient quality. So, they had to use their existing PCs, some of which lacked the necessary quality (webcam, microphone, headphones, and so on) to carry out such an activity.

The technical problems (i. e., weak internet connection and poor quality computers) caused further troubles for the data that were conducive to analysis as well. Some of the recordings were so poor in quality that it sometimes became a great challenge to be able to transcribe them. However, since a session was recorded by all group members, the recordings functioned as complementing one another in those challenging positions. Furthermore, some double-barrelled latency problems (Balaman, 2016) occurred due to the simultaneous flow of online interaction and screen recording, which formed another trouble in transcribing the data. The latency caused some delayed transmission of participants' verbal actions on Google Hangouts due possibly to the changes in their internet connections regarding speed, which resulted in an unhealthy flow of audio and video of the participants. This was

overcome again through consulting to the other screen recordings of the same session as well as consulting CA literature on problematic instances.

The other limitation of the study is its scope. This study aimed to uncover the interactional patterns and practices in online synchronous L2 writing peer feedback activity in order to have a better description of the phenomena that occur in it. It was important to obtain a detailed picture of the process so that some necessary needs analysis can be made. However, one further step of this research could have been better if it had been aimed and achieved. This step could be investigate the effect of the discussions that were made at the time of online sessions on the revised versions of the essays of the participants. Having uttered the limitations, the following sub-section will provide some suggestions for further research parallel to the current study.

5.4. Suggestions for Future Research

Carrying out a study that requires substantial use of technology may have some more challenges than conducting a regular, conventional study. Therefore, great attention should be paid to all phases of such a research study, including devising, planning the procedure, conducting the study, protecting and analyzing the data, and reporting the overall study. Time and effort should be allocated and spend to make interim evaluations regarding the course of the study.

Some of the suggestions that this study can provide for similar studies that attempt to analyze online synchronous L2 writing peer feedback sessions include making sure that the researcher has necessary and good quality equipment as hardware. Besides, it should be secured that the participants have the opportunity to access the internet with a quality connection easily. In addition, they should be provided with microphones and headphones of at least medium quality so that there will not occur any troubles due to hardware equipment. In order that all the audio of the participants to be secured, some additional precautions can be taken, such as requesting the students to record their voices with the help of their mobile phones as well. The softwares that will be used both for chat and screen recording should be chosen carefully. The ones that have better affordances regarding the

objective of the research should be preferred. The screencasting software should be among the ones which offer cloud storing services.

In order not to lose the data, first, students should be advised to send the recordings right after the sessions are completed. Here, cloud services are definitely suggested since traditional transportation of the data through memory sticks may cause some troubles. Second, the original data should be saved all the time separately. If it is stored in more than one location (in the PC and in a cloud service), that is better. When the videos are needed to be cut or edited, they should be kept apart from the original complete videos.

Future studies can carry the current study some steps further. As stated in the limitations, this study focused on the examination of the interactions that take place in online L2 writing peer feedback. They can enrich this examination by adding some extra dimensions such as collecting observations and reflections of the participants after both each session and the whole process. Furthermore, future studies can investigate the impact of the discussions that take place among peers in these online sessions on their revising process. What these sessions contribute to the learning of students regarding L2 writing can also be an issue that should be investigated in future research.



REFERENCES

- AbuSeileek, A., & Abualsha'r, A. (2014). Using peer computer-mediated corrective feedback to support EFL learners' writing. *Language Learning & Technology*, 18(1), 76-95.
- Alhaisoni, E. & K. Alzuoud (2012). The effects of using peer and teacher feedback in the Saudi writing context. *Indian Journal of Applied Linguistics* 38(2), 147–159.
- Aljaafreh, A., & Lantolf, J. P. (1994). Negative feedback as regulation and second language learning in the zone of proximal development. *The Modern Language Journal*, 78(4), 465-483.
- Al Qunayeer, H. S. (2020). Supporting postgraduates in research proposals through peer feedback in a Malaysian university. *Journal of Further and Higher Education*, 44(7), 956-970.
- Alvarez, I., Espasa, A., & Guasch, T. (2012). The value of feedback in improving collaborative writing assignments in an online learning environment. *Studies in Higher Education*, 37(4), 387-400.
- Anderson, J. R. (1983). A spreading activation theory of memory. *Journal of Verbal Learning and Verbal Behavior*, 22(3), 261-295.
- Anderson, J. R. (1992). Automaticity and the ACT theory. *The American Journal of Psychology*, 105(2), 165-180.
- Arter, J. A., Spandel, V., Culham, R., & Pollard, J. (1994). *The impact of training students to be self-assessors of writing*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.
- Atkinson, D. (1999). TESOL and culture. *TESOL Quarterly*, 33.4, 625–654.

- Atkinson, D. (2003). L2 writing in the post-process era: Introduction. *Journal of Second Language Writing*, 12(1), 3-15
- Smemo, W. B. (2018). Peer feedback. *The TESOL Encyclopedia of English Language Teaching*, 0(0), 1–5. <https://doi.org/10.1002/9781118784235.eelt0540>
- Balaman, U. (2016). *A conversation analytic study on the development of interactional competence in English in an online task-oriented environment*. Doctoral Dissertation, Hacettepe University, Ankara.
- Berg, E. C. (1999). The effects of trained peer response on ESL students' revision types and writing quality. *Journal of Second Language Writing*, 8(3), 215-241.
- Berggren, J. (2014). Learning from giving feedback: a study of secondary-level students. *ELT Journal*, 69(1), 58-70.
- Bijami, M., Kashef, S. H., & Nejad, M. S. (2013). Peer feedback in learning English writing: Advantages and disadvantages. *Journal of Studies in Education*, 3(4), 91-97.
- Bitchener, J. (2008). Evidence in support of written corrective feedback. *Journal of Second Language Writing*, 17(2), 102-118.
- Bitchener, J., & Ferris, D. R. (2012). *Written corrective feedback in second language acquisition and writing*. New York: Routledge.
- Bitchener, J., & Storch, N. (2016). *Written corrective feedback for L2 development*. UK: Multilingual Matters.
- Boggs, J. A. (2019). Effects of teacher-scaffolded and self-scaffolded corrective feedback compared to direct corrective feedback on grammatical accuracy in English L2 writing. *Journal of Second Language Writing*, 46, 100671.
- Bradley, L. (2014). Peer-reviewing in an intercultural wiki environment-student interaction and reflections. *Computers and Composition*, 34, 80-95.
- Braine, G. (2004). Teaching second and foreign language writing on LANS. *New Perspectives on CALL for Second Language Classrooms*, 93-107.

- Breuch, L. A. K. (2004). *Virtual peer review: Teaching and learning about writing in online environments*. New York: SUNY.
- Brown, P., & Levinson, S. C. (1978). Universals in language usage: Politeness phenomena. In E. N. Goody (Ed.), *Questions and politeness: strategies in social interaction* (pp. 56-311). Cambridge: Cambridge University.
- Bui, G., & Kong, A. (2019). Metacognitive instruction for peer review interaction in L2 writing. *Journal of Writing Research*, 11(2).
- Cahyono, B. Y., & Amrina, R. (2016). Indonesian EFL students' perception on training in writing research articles for publication. *Journal of Language Teaching and Research*, 7(5), 859-866.
- Can Daşkın, N., & Hatipoğlu, Ç. (2019). Reference to a past learning event as a practice of informal formative assessment in L2 classroom interaction. *Language Testing*, 36(4), 527-551.
- Cha, Y., & Park, L. E. (2010). An analysis of synchronous interaction and its influence on EFL writers' revisions. *Multimedia Assisted Language Learning*, 13(2), 9-36.
- Chang, C. F. (2012). Peer review via three modes in an EFL writing course. *Computers and Composition*, 29(1), 63-78.
- Chang, C. Y. H. (2016). EFL reviewers' emoticon use in asynchronous computer-mediated peer response. *Computers and Composition*, 40, 1-18.
- Chen, K. T. C. (2012). Blog-based peer reviewing in EFL writing classrooms for Chinese speakers. *Computers and Composition-An International Journal for Teachers of Writing*, 29(4), 280.
- Chen, W. C., Shih, Y. C. D., & Liu, G. Z. (2015). Task design and its induced learning effects in a cross-institutional blog-mediated telecollaboration. *Computer Assisted Language Learning*, 28(4), 285-305.
- Chien, C. W., & Liou, H. C. (2005). *Effects of online peer response on EFL college writing*. Master's Thesis, National Tsing Hua University, Hsin Chu, Taiwan.

- Chin, C. K., Gong, C., & Tay, B. P. (2015). The effects of wiki-based recursive process writing on Chinese narrative essays for Chinese as a Second Language (CSL) students in Singapore. *IAFOR Journal of Education*, 3(1), 45-59.
- Cho, H. (2017). Synchronous web-based collaborative writing: Factors mediating interaction among second-language writers. *Journal of Second Language Writing*, 36, 37-51.
- Choi, J. W. C. (2007). The role of online collaboration in promoting ESL writing. Doctoral Dissertation, University of Leicester, United Kingdom.
- Chomsky, N. (1981). Knowledge of language: Its elements and origins. *Philosophical Transactions of the Royal Society of London. B, Biological Sciences*, 295(1077), 223-234.
- Church, A. (2004). Preference revisited. *RASK: International Journal of Language and Linguistics*, 21, 111-129.
- Ciftci, H., & Kocoglu, Z. (2012). Effects of peer e-feedback on Turkish EFL students' writing performance. *Journal of Educational Computing Research*, 46(1), 61-84.
- Ciekanski, M., & Chanier, T. (2008). Developing online multimodal verbal communication to enhance the writing process in an audio-graphic conferencing environment. *ReCALL*, 20(2), 162-182.
- Connor, U., & Asenavage, K. (1994). Peer response groups in ESL writing classes: How much impact on revision?. *Journal of second language writing*, 3(3), 257-276.
- Corder, S. P. (1967). The significance of learner's errors. *IRAL: International Review of Applied Linguistics in Language Teaching*, 5(4), 161-170
- Cote, R. A. (2013). The role of student attitude towards peer review in anonymous electronic peer review in an EFL writing classroom. Doctoral Dissertation, University of Arizona, Arizona.
- Crossman, J. M. & Kite, S. L. (2012). Facilitating improved writing among students through directed peer review. *Active Learning in Higher Education* 13.3, 219-229.
- Crosthwaite, P., Storch, N., & Schweinberger, M. (2020). Less is more? The impact of written corrective feedback on corpus-assisted L2 error resolution. *Journal of Second Language Writing*, 49, 100729.

- Cumming, A., & So, S. (1996). Tutoring second language text revision: Does the approach to instruction or the language of communication make a difference?. *Journal of Second Language Writing*, 5(3), 197-226.
- Demirel, E., & Enginarlar, H. (2016). Effects of combined peer-teacher feedback on second language writing development. *H. U. Journal of Education*, 31(4), 657-675
- Diab, N. M. (2011). Assessing the relationship between different types of student feedback and the quality of revised writing. *Assessing Writing*, 16(4), 274–292.
- DiCamilla, F. J., & Antón, M. (2012). Functions of L1 in the collaborative interaction of beginning and advanced second language learners. *International Journal of Applied Linguistics*, 22(2), 160-188.
- DiGiovanni, E., & Nagaswami, G. (2001). Online peer review: an alternative to face-to-face?. *ELT journal*, 55(3), 263-272.
- Edstrom, A. (2015). Triads in the L2 classroom: Interaction patterns and engagement during a collaborative task. *System*, 52, 26-37.
- Eisenstein Ebsworth, M. (2014). Features of feedback the conversation continues. *Writing & Pedagogy*, 6(2), 187-194.
- Elgort, I. (2017). Blog posts and traditional assignments by first- and second-language writers. *Language, Learning and Technology*, 21(2), 52-72.
- Ellis NC (2015) Implicit and explicit language learning: Their dynamic interface and complexity. In Rebuschat P (Ed). *Implicit and Explicit Learning of Languages* (Vol. 48). (pp. 3-23). Amsterdam: John Benjamins.
- Ellis, R. (1995). Uptake as language awareness. *Language awareness*, 4(3), 147-160.
- Ellis, R. (2009). Corrective feedback and teacher development. *L2 Journal*, 1(1).
- Ellis, R. (2010). Second language acquisition, teacher education and language pedagogy. *Language Teaching*, 43(2), 182-201.
- Ellis, R., Loewen, S., & Erlam, R. (2006). Implicit and explicit corrective feedback and the acquisition of L2 grammar. *Studies in Second Language Acquisition*, 28(2), 339-368.

- Espasa, A., Guasch, T., & Alvarez, I. M. (2013). Analysis of feedback processes in online group interaction: a methodological model. *Digital Education Review*, 23, 59-73.
- Ferris, D. R. (1995). Student reactions to teacher response in multiple-draft composition classrooms. *TESOL Quarterly*, 29(1), 33-53.
- Ferris, D. R. (1997). The influence of teacher commentary on student revision. *TESOL Quarterly*, 31(2), 315-339.
- Ferris, D. (1999). The case for grammar correction in L2 writing classes: A response to Truscott (1996). *Journal of Second Language Writing*, 8(1), 1-11.
- Ferris, D. (2003). Responding to writing. *Exploring the Dynamics of Second Language Writing*, 119-140.
- Ferris, D. (2007). Preparing teachers to respond to student writing. *Journal of Second Language Writing*, 16(3), 165-193.
- Ferris, D. R. (2010). Second language writing research and written corrective feedback in SLA: Intersections and practical applications. *Studies in Second Language Acquisition*, 32(2), 181-201.
- Ferris, D. R. (2014). Responding to student writing: Teachers' philosophies and practices. *Assessing Writing*, 19, 6-23.
- Flower, L. (1989). *Problem-solving strategies for writing*. Chicago: Harcourt Brace Jovanovich
- Flower, L. S., & Hayes, J. R. (1977). Problem-solving strategies and the writing process. *College English*, 39(4), 449-461.
- Freedman, S. W. (1987). *Response to student writing*. (NCTE Research Report No. 23). Urbana: National Council of Teachers of English.
- Garcia, A. C., & Baker Jacobs, J. (1999). The eyes of the beholder: Understanding the turn-taking system in quasi-synchronous computer-mediated communication. *Research on Language and Social Interaction*, 32(4), 337-367.
- Garfinkel, H., 1967. *Studies in ethnomethodology*. Cambridge: Polity.

- Gass, S. M. (2003). Input and interaction. In C. Doughty, & M. Long (Eds.), *The Handbook of Second Language Acquisition* (pp. 224-255). Oxford: Blackwell
- Ghandoura, W. A. (2012). A qualitative study of ESL college students' attitudes about computer-assisted writing classes. *English Language Teaching*, 5(4), 57-64.
- Gielen, S., Peeters, E., Dochy, F., Onghena, P., & Struyven, K. (2010). Improving the effectiveness of peer feedback for learning. *Learning and Instruction*, 20(4), 304-315.
- Gielen, S., Tops, L., Dochy, F., Onghena, P., & Smeets, S. (2010). A comparative study of peer and teacher feedback and of various peer feedback forms in a secondary school writing curriculum. *British Educational Research Journal*, 36(1), 143-162.
- Glaser, B., & Strauss, A. (1967). *The discovery of grounded theory*. Hawthorne: Aldine.
- Goffman, E. (1967). *Interaction ritual: Essay on face-to-face behaviour*. New York: Doubleday Anchor.
- Golato, A. (2005). *Compliments and compliment responses*. Amsterdam: Benjamins.
- Goldstein, L. (2006). Feedback and revision in second language writing: Contextual, teacher, and student variables. In K. Hyland & F. Hyland (Eds.), *Feedback in second language writing: Contexts and issues* (pp. 185–205). New York: Cambridge University.
- González-Lloret, M. (2011). Conversation analysis of computer-mediated communication. *Calico Journal*, 28(2), 308-325.
- Goodwin, C., & Heritage, J. (1990). Conversation analysis. *Annual Review of Anthropology*, 19(1), 283-307.
- Grabe, W. (2003). Reading and writing relations: Second language perspectives on research and practice. *Exploring the Dynamics of Second Language Writing*, 242.
- Grami, G. M. A. (2010). *The effects of integrating peer feedback into university-level ESL writing curriculum: A comparative study in a Saudi context*. Doctoral dissertation, Newcastle University, Newcastle.
- Grami, G. M. A. (2012). Online collaborative writing for ESL learners using blogs and feedback checklists. *English Language Teaching*, 5(10), 43.

- Guardado, M., & Shi, L. (2007). ESL students' experiences of online peer feedback. *Computers and Composition*, 24(4), 443-461.
- Hadjerrouit, S. (2014). Wiki as a collaborative writing tool in teacher education: Evaluation and suggestions for effective use. *Computers in Human Behavior*, 32, 301-312.
- Handayani, N. S. (2012). Emerging roles in scripted online collaborative writing in higher education context. *Procedia-Social and Behavioural Sciences*, 67, 370-379.
- Hanjani, A. M., & Li, L. (2014). Exploring L2 writers' collaborative revision interactions and their writing performance. *System*, 44, 101-114.
- Hansen, J. G., & Liu, J. (2005). Guiding principles for effective peer response. *ELT Journal*, 59(1), 31-38.
- Hepburn, A., & Bolden, G. B. (2013). The conversation analytic approach to transcription. In Sidnell, J. & Stivers, T. (Eds.), *The handbook of conversation analysis* (pp. 57-76). New York: John Wiley & Sons
- Hepburn, A., & Potter, J. (2011). Designing the recipient: Managing advice resistance in institutional settings. *Social Psychology Quarterly*, 74(2), 216-241.
- Heritage, J. (1984). A change-of-state token and aspects of its sequential placement. Structures of social action. In Atkinson, J. M. & Heritage, J. (Eds.) *Structures of Social Action: Studies in Conversation Analysis*, (pp. 299-345). Cambridge: Cambridge University.
- Heritage, J. (2005). Conversation analysis and institutional talk. In Sanders R. & Fitch K. (eds), *Handbook of Language and Social Interaction*, (pp. 103-146). Mahwah New Jersey: Erlbaum
- Herring, S. C. (1999). Interactional coherence in CMC. In *Proceedings of the 32nd Annual Hawaii International Conference on Systems Sciences. 1999. HICSS-32. Abstracts and CD-ROM of Full Papers* (pp. 13-pp). IEEE.
- Herring, S. C. (2007). A faceted classification scheme for computer-mediated discourse. *Language@ Internet*, 4(1).
- Herring, S., Stein, D., & Virtanen, T. (Eds.). (2013). *Pragmatics of computer-mediated communication* (Vol. 9). Berlin: Walter de Gruyter.

- Hewett, B. L. (2006). Synchronous online conference-based instruction: A study of whiteboard interactions and student writing. *Computers and Composition*, 23(1), 4-31.
- Hewett, B. (2015). *The online writing conference: A guide for teachers and tutors*. Boston, MA: Badford.
- Hewett, B., & Pemberton, M. (2010). *The online writing conference: A guide for teachers and tutors*. Portsmouth, NH: Boynton.
- Ho, M. C. (2015). The effects of face-to-face and computer-mediated peer review on EFL writers' comments and revisions. *Australasian Journal of Educational Technology*, 31(1).
- Ho, M. C., & Savignon, S. J. (2007). Face-to-face and computer-mediated peer review in EFL writing. *CALICO journal*, 269-290.
- Ho, P. V. P., & Usaha, S. (2009). Blog-based peer response for EFL writing: A case study in Viet Nam. *AsiaCall Online Journal*, 4(1), 1-29.
- Ho, P. V. P. (2010). *Blog-based peer response for L2 writing revision*. Doctoral dissertation, School of English, Institute of Social Technology, Suranaree University of Technology, Nakhon Ratchasima.
- Honeycutt, L. (2001). Comparing e-mail and synchronous conferencing in online peer response. *Written Communication*, 18(1), 26-60.
- Hu, G. (2019). Culture and Peer Feedback. In K. Hyland & F. Hyland. (Eds.), *Feedback in second language writing: Contexts and issues* (2nd ed.), (pp. 45-63). Cambridge, UK: Cambridge University.
- Hu, G., & Lam, S. T. E. (2010). Issues of cultural appropriateness and pedagogical efficacy: Exploring peer review in a second language writing class. *Instructional Science*, 38(4), 371-394.
- Huang, J. (2012). Using generalizability theory to examine the accuracy and validity of large-scale ESL writing assessment. *Assessing Writing*, 17(3), 123-139.
- Huisman, B., Saab, N., Van Driel, J., & Van Den Broek, P. (2018). Peer feedback on academic writing: undergraduate students' peer feedback role, peer feedback perceptions and essay performance. *Assessment & Evaluation in Higher Education*, 43(6), 955-968.

- Hyland, K. (2006). *English for academic purposes: An advanced resource book*. London: Routledge.
- Hyland, K. (2015). *Teaching and researching writing*. New York: Routledge.
- Hyland, K. (2019). *Second language writing*. Cambridge: Cambridge University.
- Hyland, K., & Hyland, F. (Eds.). (2019). *Feedback in second language writing: Contexts and issues*. Cambridge: Cambridge University.
- Jigang, C. (2011). A contrastive study of online peer feedback and online teacher feedback on Chinese college students' English writing. *Foreign Language World*, 2(8), 8.
- Jefferson, G. (2004). Glossary of transcript symbols with an introduction. In G. Lerner (Ed.) *Conversation analysis, studies form first generation* (pp. 13-34). Amsterdam: John Benjamins.
- Jenks, C. J. (2011). *Transcribing talk and interaction: Issues in the representation of communication data*. Amsterdam: John Benjamins.
- Jensen, E. B. (2016). Peer-review writing workshops in college courses: students' perspectives about online and classroom-based workshops. *Social Sciences*, 5(4), 72.
- Johnson, K. (1997). *Language teaching and skill learning*. Oxford, England: Blackwell.
- Johnson, K. G. (2012). *Peer and self-review: A holistic examination of EFL learners' writing and review process*. Doctoral Dissertation, University of Arizona, Arizona.
- Jones, R. H., Garralda, A., Li, D. C., & Lock, G. (2006). Interactional dynamics in on-line and face-to-face peer-tutoring sessions for second language writers. *Journal of Second Language Writing*, 15(1), 1-23.
- Jin, L. (2007). Computer-mediated peer response in a level-IV ESL academic writing class: A cultural historical activity theoretical perspective. Doctoral dissertation, University of South Florida, Florida.
- Kamimura, T. (2006). Effects of peer feedback on EFL student writers at different levels of English proficiency: A Japanese context. *TESL Canada Journal*, 23(2), 12-39.

Karlsson, A. (2015). *How can blogging in foreign language education improve pupils writing skills? A research synthesis*. Master's thesis, Malmö University, Sweden. Retrieved from

<http://ls00012.mah.se/bitstream/handle/2043/18709/Mag%208%20pdf.pdf?sequence=4&isAllowed=y>

Kasanga, L.A. (2004). Students' response to peer and teacher feedback in a first-year writing course. *Journal for Language Teaching*, 38, 64-99.

Kim, B. G. (2010). Collaborative discussion and peer review Activity in computer-mediated EFL writing. *Multimedia Assisted Language Learning*, 13(2), 105-128.

Kitade, K. (2000). L2 learners' discourse and SLA theories in CMC: Collaborative interaction in Internet chat. *Computer Assisted Language Learning*, 13(2), 143-166.

Krashen, S. (1982). *Principles and practice in second language acquisition*. New York: Prentice-Hall

Krashen, S. (1985). *The input hypothesis: Issues and implications*. New York: Longman

Krashen, S. (2002). Theory versus practice in language training. In Zamel, V. & Spack, R. *Enriching ESOL pedagogy*, (pp. 211-228).

Kumar, E. S., & Sreehari, P. (2009). *A handbook for english language laboratories*. foundation books. <http://doi.org/10.1017/UPO9788175968677>

Kunwongse, S. (2013). Peer feedback, benefits and drawbacks. *Thammasat Review*, 16(3), 277-288.

Kuteeva, M. (2011). Wikis and academic writing: Changing the writer-reader relationship. *English for Specific Purposes*, 30(1), 44-57.

Kuyyogsuy, S. (2019). Promoting peer feedback in developing students' english writing ability in l2 writing class. *International Education Studies*, 12(9), 76-90.

Lam, R. (2010). A peer review training workshop: Coaching students to give and evaluate peer feedback. *TESL Canada Journal*, 114-114.

- Lantolf, J. P., & Thorne, S. L. (Eds.). (2006). *Sociocultural theory and the genesis of second language development*. Oxford: Oxford University.
- Lee, I. (2003). L2 writing teachers' perspectives, practices and problems regarding error feedback. *Assessing Writing*, 8(3), 216-237.
- Lee, L. S. C. H. (2014). The impact of peer response on L2 writing in blended learning in higher education. *Korean Journal of Applied Linguistics*, 205-234.
- Lee, M., & McLoughlin, C. (2010). Beyond distance and time constraints: Applying social networking tools and Web 2.0 approaches in distance education. In Veletsianos, G. (Ed.) *Emerging technologies in distance education* (pp. 61-87). Edmonton, Alberta: Athabasca University.
- Leijen, D. A., & Leontjeva, A. (2012). Linguistic and review features of peer feedback and their effect on the implementation of changes in academic writing: A corpus based investigation. *Journal of Writing Research*, 4(2), 177-202.
- Leki, I. (1990). Potential problems with peer responding in ESL writing classes. *CATESOL journal*, 3(1), 5-19.
- Leki, I. (2006). You cannot ignore": L2 graduate students' response to discipline-based written feedback. In K. Hyland & F. Hyland. (Eds.), *Feedback in second language writing: Contexts and issues* (2nd ed.), (pp. 266-285). Cambridge, UK: Cambridge University.
- Levine, T. R. (2018). Ecological validity and deception detection research design. *Communication Methods and Measures*, 12(1), 45-54.
- Li, M., & Zhu, W. (2013). Patterns of computer-mediated interaction in small writing groups using wikis. *Computer Assisted Language Learning*, 26(1), 61-82.
- Li, S., Zhu, Y., & Ellis, R. (2016). The effects of the timing of corrective feedback on the acquisition of a new linguistic structure. *The Modern Language Journal*, 100(1), 276-295.
- Liang, M. Y. (2008, November). SCMC Interaction and Writing Revision: Facilitative or Futile?. In *E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education* (pp. 2886-2892). Association for the Advancement of Computing in Education (AACE).

- Liang, M. Y. (2010). Using synchronous online peer response groups in EFL writing: Revision-related discourse. *Language Learning & Technology*, 14, 45-64.
- Liddicoat, A. J. (2011). *An introduction to conversation analysis*. London: Continuum.
- Lin, G. Y. (2018). Anonymous versus identified peer assessment via a Facebook-based learning application: Effects on quality of peer feedback, perceived learning, perceived fairness, and attitude toward the system. *Computers & Education*, 116, 81-92.
- Lin, S. S. P., & Samuel, M. (2013). Scaffolding during peer response sessions. *Procedia-Social and Behavioral Sciences*, 90, 737-744.
- Lindner, J. (2017). *The art of good feedback: training for effective peer feedback*. Science Shop, University of Groningen.
- Liou, H. C., & Peng, Z. Y. (2009). Training effects on computer-mediated peer review. *System*, 37(3), 514-525.
- Liu, J. (2012). Peer response in second language writing. In C. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. Wiley, Blackwell, 2012.
- Liu, M., & Chai, Y. (2009). Attitudes towards peer review and reaction to peer feedback in Chinese EFL writing classrooms. *TESL Reporter*, 42(1), 33-51.
- Liu, N. F., & Carless, D. (2006). Peer feedback: the learning element of peer assessment. *Teaching in Higher Education*, 11(3), 279-290.
- Liu, J., & Hansen, J. G. (2002). *Peer response in second language writing classrooms*. Ann Arbor: University of Michigan.
- Liu, J., & Sadler, R. W. (2003). The effect and affect of peer review in electronic versus traditional modes on L2 writing. *Journal of English for academic Purposes*, 2(3), 193-227.
- Liu, C. C., & Tsai, C. C. (2008). An analysis of peer interaction patterns as discoursed by on-line small group problem-solving activity. *Computers & Education*, 50(3), 627-639.
- Lockhart, C., & Ng, P. (1995). Analyzing talk in ESL peer response groups: Stances, functions, and content. *Language learning*, 45(4), 605-651.

- Loewen, S. (2012). The role of feedback. In S. M Gass and A. Mackey (Eds.) *The Routledge handbook of second language acquisition* (pp. 24-40). London and New York: Routledge
- Long, M. H. (1985) Input and second language acquisition theory. In S. Gass and C. Madden (Eds.), *Input and Second Language Acquisition* (pp. 377-393). Rowley, Mass.: Newbury House.
- Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie, & T. K. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413-468). New York: Academic.
- Lu, J., & Law, N. (2012). Online peer assessment: Effects of cognitive and affective feedback. *Instructional Science*, 40(2), 257-275.
- Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*, 37-66.
- Ma, J. (2012). *Chinese EFL university students' decision-making in peer review of second language writing*. Doctoral dissertation, University of Hong Kong.
- Ma, L. P. F. (2019). Academic writing support through individual consultations: EAL doctoral student experiences and evaluation. *Journal of Second Language Writing*, 43, 72-79.
- Maarof, N., Yamat, H., & Li, K. L. (2011). Role of teacher, peer and teacher-peer feedback in enhancing ESL students' writing. *World Applied Sciences Journal*, 15(Innovation and Pedagogy for Lifelong Learning), 35-29.
- MacArthur, C. A., & Karchmer-Klein, R. (in press). Web 2.0: New opportunities for writing. In G. Troia, R. K. Shankland, & A. E. Heintz (Eds.). *Writing research in classroom practice: Applications for teacher professional development*. New York: Guilford.
- Markee, N. (2000). *Conversation analysis*. New Jersey: Routledge.
- Mendonca, C. O., & Johnson, K. E. (1994). Peer review negotiations: Revision activities in ESL writing instruction. *TESOL quarterly*, 28(4), 745-769.
- Min, H. T. (2005). Training students to become successful peer reviewers. *System*, 33(2), 293-308.

- Min, H. T. (2006). The effects of trained peer review on EFL students' revision types and writing quality. *Journal of Second Language Writing*, 15(2), 118-141.
- Min, H. T. (2008). Reviewer stances and writer perceptions in EFL peer review training. *English for Specific Purposes* 27, 285–305.
- Min, H. T. (2016). Effect of teacher modeling and feedback on EFL students' peer review skills in peer review training. *Journal of Second Language Writing*, 31, 43-57.
- Mittan, R. (1989). The peer review process: Harnessing students' communicative power. *Richness in writing: Empowering ESL students*, 207-219.
- Mori, J., & Markee, N. (2009). Language learning, cognition, and interactional practices: An introduction. *IRAL-International Review of Applied Linguistics in Language Teaching*, 47(1), 1-9.
- Morra, A. M., & Romano, M. E. (2008). University students' reactions to guided peer feedback of EAP compositions. *Journal of College Literacy and Learning*, 35, 19-31.
- Morrison, L. W. (2007). Assessing the reliability of ecological monitoring data: power analysis and alternative approaches. *Natural Areas Journal*, 27(1), 83-91.
- Negretti, R. (1999). Web-based activities and SLA: A conversation analysis research approach. *Language Learning & Technology*, 3(1), 75-87.
- Nelson, M. M., & Schunn, C. D. (2009). The nature of feedback: How different types of peer feedback affect writing performance. *Instructional Science*, 37(4), 375-401.
- Neuendorf, K. A. (2002). *The content analysis guidebook*. Thousand Oaks, CA: Sage.
- Nguyen, T. T. M. (2008). Criticizing in an L2: Pragmatic strategies used by Vietnamese EFL learners. *Intercultural Pragmatics* 5, 41–66.
- Nguyen, H. T. (2016). peer feedback practice in EFL tertiary writing classes. *English Language Teaching*, 9(6), 76-91.
- Nguyen, L. V., & White, C. (2013). The nature of 'talk' in synchronous computer-mediated communication in a Vietnamese tertiary EFL context. In Zou, B. (Ed.) *Explorations of Language Teaching and Learning with Computational Assistance* (pp. 89-112). IGI Global.

- Nystrand, M. (1989). A social-interactive model of writing. *Written communication*, 6(1), 66-85.
- Ohta, A. S. 2000. "Rethinking interaction in SLA: developmentally appropriate assistance in the zone of proximal development and the acquisition of L2 grammar." In Lantolf, J. P. *Sociocultural Theory and Second Language Learning*, (pp. 51–78). Oxford: Oxford University.
- Oshima, A., & Houge, A. (2006). *Writing academic English*. White Plains, NY: Pearson/Longman.
- Panova, I., & Lyster, R. (2002). Patterns of corrective feedback and uptake in an adult ESL classroom. *TESOL Quarterly*, 36(4), 573-595.
- Parthasarathy, R. (2014). Peer feedback in the ESL writing classroom. Fortell. Retrieved from <http://fortell.org/content/peer-feedback-esl-writing-classroom>
- Paulus, T. M. (1999). The effect of peer and teacher feedback on student writing. *Journal of Second Language Writing*, 8(3), 265-289.
- Pérez-Sabater, C., & Montero-Fleta, B. (2015). ESP vocabulary and social networking: The case of Twitter. *Ibérica*, (29). 129-154.
- Poehner, M. E. (2008). *Dynamic assessment: A Vygotskian approach to understanding and promoting L2 development* (Vol. 9). Springer Science & Business Media.
- Poehner, M. E., & Lantolf, J. P. (2005). Dynamic assessment in the language classroom. *Language Teaching Research*, 9(3), 233-265.
- Pomerantz, A. (1984). Agreeing and disagreeing with assessments: some features of preferred/dispreferred turn shapes. In Atkinson, J. M., Heritage, J., & Oatley, K. (Eds.). *Structures of Social Action* (pp. 57–101). Cambridge University.
- Peterson, S. S., & McClay, J. (2010). Assessing and providing feedback for student writing in Canadian classrooms. *Assessing writing*, 15(2), 86-99.
- Peterson, S. S., & Portier, C. (2014). Grade one peer and teacher feedback on student writing. *Education 3-13*, 42(3), 237-257.

- Pham-Ho, Vu Phi & Usaha, Siriluck 2009, 'Blog-based peer response for EFL writing: A Case study in Vietnam', *Asia CALL Online Journal*, (ISSN 1936-9859) 4 (1), 1-29.
- Pham-Ho, Vu Phi & Usaha, Siriluck 2011, 'The Effectiveness of blog-based peer response for L2 writing', *Journal of Science – HCMC Open University*, (ISSN 1859 - 3453), 3 (3), 27-44.
- Pham, V. P. H., & Usaha, S. (2016). Blog-based peer response for L2 writing revision. *Computer Assisted Language Learning*, 29(4), 724–748.
- Raimes, A. (1987). Language proficiency, writing ability, and composing strategies: A study of ESL college student writers. *Language Learning*, 37(3), 439-468.
- Ramanathan, V., & Atkinson, D. (1999). Ethnographic approaches and methods in L2 writing research: A critical guide and review. *Applied linguistics*, 20(1), 44-70.
- Razak, N. A., & Saeed, M. A. (2014). Collaborative writing revision process among learners of English as a foreign language (EFL) in an online community of practice (CoP). *Australasian Journal of Educational Technology*, 30(5).
- Reid, J. (1994). Responding to ESL students' texts: The myths of appropriation. *TESOL Quarterly*, 28(2), 273-292.
- Saeed, M. A., & Ghazali, K. (2016). Modeling peer revision among efl learners in an online learning community. *Electronic Journal of Foreign Language Teaching*, 13(2).
- Schunn, C., Godley, A., & DeMartino, S. (2016). The reliability and validity of peer review of writing in high school AP English classes. *Journal of Adolescent & Adult Literacy*, 60(1), 13-23.
- Seedhouse, P., & Richards, K. (Eds.). (2005). *Applying Conversation Analysis*. Palgrave Macmillan.
- Rollinson, P. (2005). Using peer feedback in the ESL writing class. *ELT journal*, 59(1), 23-30.
- Ruegg, R. (2014). The effect of peer and teacher feedback on changes in EFL students' writing self-efficacy. *The Language Learning Journal*, 46(2), 87–102

- Ruegg, R. (2015). Differences in the uptake of peer and teacher feedback. *RELC Journal*, 46(2), 131-145.
- Russel, J., & Spada, N. (2006). The effectiveness of corrective feedback for second language acquisition: A meta-analysis of the research. *Synthesizing Research on Language Learning and Teaching*, 133-164.
- Sacks, H., Schegloff, E. A., & Jefferson, G. (1974). A simplest systematics for the organization of turn-taking for conversation. *Language*, 50(4), 696-735.
- Saeed, M. A., Ghazali, K., Sahuri, S. S., & Abdulrab, M. (2018). Engaging EFL learners in online peer feedback on writing: WHAT does it tell us?. *Journal of Information Technology Education*, 17.
- Saito, H., & Fujita, T. (2004). Characteristics and user acceptance of peer rating in EFL writing classrooms. *Language Teaching Research*, 8(1), 31-54.
- Sato, M., & Loewen, S. (2018). Metacognitive instruction enhances the effectiveness of corrective feedback: Variable effects of feedback types and linguistic targets. *Language Learning*, 68(2), 507-545.
- Schegloff, E. A. (1968). Sequencing in conversational openings. *American Anthropologist*, 70(6), 1075-1095.
- Schegloff, E. A. (2007). *Sequence organization in interaction: A primer in conversation analysis I* (Vol. 1). Cambridge University.
- Schmidt, R. W. (1990). The role of consciousness in second language learning¹. *Applied Linguistics*, 11(2), 129-158.
- Schmidt, R. (1995). Consciousness and foreign language learning: A tutorial on the role of attention and awareness in learning. *Attention and Awareness in Foreign Language Learning*, 9, 1-63.
- Schönfeldt, J., & Golato, A. (2003). Repair in chats: A conversation analytic approach. *Research on Language and Social Interaction*, 36(3), 241-284.
- Seedhouse, P. (2004). Conversation analysis methodology. *Language Learning*, 54(S1), 1-54.

- Seedhouse, P. (2005). Conversation analysis and language learning. *Language Teaching*, 38(4), 165.
- Sert, O. (2011). *A micro-analytic investigation of claims of insufficient knowledge in EAL classrooms*. Doctoral dissertation, Newcastle University.
- Sert, O. (2015). *Social interaction and L2 classroom discourse*. Edinburgh University.
- Shaalán, H. H. (2017). *Examining guided online peer feedback on L2 writing content and language via Edmodo*. Master's Thesis, School of Humanities and Social Sciences, The American University in Cairo.
- Shao, X. (2015). On written corrective feedback in l2 writing. *English Language Teaching*, 8(3), 155-168.
- Ellis, R. and Sheen, Y. 2011. Corrective feedback in language teaching, in Hinkel, E. (Ed), *Handbook of Research in Second Language Teaching and Learning* (Vol. 2), pp. 593-610. New York: Routledge.
- Shirani, R. (2019). Patterns of uptake and repair following recasts and prompts in an EFL context. *Studies in Second Language Learning and Teaching*, 9(4), 607-631.
- Sidnell, J. (2010). The ordinary ethics of everyday talk. *Ordinary ethics: Anthropology, Language, and Action*, 123-139.
- Sidnell, J., & Stivers, T. (Eds.). (2013). *The handbook of conversation analysis*. Oxford, UK: Blackwell.
- Sinclair, J. M., & Coulthard, R. M. (1975). *Towards an analysis of discourse: The English used by teachers and pupils*. London: Oxford University.
- Song, G., Hoon, L. H., & Alvin, L. P. (2017). Students' response to feedback: An exploratory study. *RELC Journal*, 48(3), 357-372.
- Song, W., & Usaha, S. (2009). How EFL University students use electronic peer response into revisions. *Suranaree J. Sci. Techno.* 16(3), 263-275.
- Stewart, M. (2004). Written pedagogic feedback and linguistic politeness. *Current Trends in the Pragmatics of Spanish*, 123, 99.

- Storch, N. (2002). Patterns of interaction in ESL pair work. *Language Learning*, 52(1), 119-158.
- Storch, N. (2004). Using activity theory to explain differences in patterns of dyadic interactions in an ESL class. *Canadian Modern Language Review*, 60(4), 457-480.
- Storch, N. (2007). Investigating the merits of pair work on a text editing task in ESL classes. *Language Teaching Research*, 11(2), 143-159.
- Storch, N. (2010). Critical feedback on written corrective feedback research. *International Journal of English Studies*, 10(2), 29-46.
- Storch, N. (2013). *Collaborative writing in L2 classrooms* (Vol. 31). Multilingual Matters.
- Storch, N., & Aldosari, A. (2010). Learners' use of first language (Arabic) in pair work in an EFL class. *Language Teaching Research*, 14(4), 355-375.
- Storch, N., & Wigglesworth, G. (2010). Learners' processing, uptake, and retention of corrective feedback on writing: Case Studies. *Studies in Second Language Acquisition*, 303-334.
- Strobl, C. (2014). Affordances of web 2.0 technologies for collaborative advanced writing in a foreign language. *Calico Journal*, 31(1), 1.
- Sung, K. Y., & Tsai, H. M. (2014). Exploring student errors, teachers' corrective feedback (CF), learner uptake and repair, and learners' preferences of CF. *The Journal of Language Learning and Teaching*, 4(1), 37-54.
- Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. *Input in Second Language Acquisition*, 15, 165-179.
- Swain, M. (1993). The output hypothesis: Just speaking and writing aren't enough. *Canadian Modern Language Review*, 50(1), 158-164.
- Swain, M. (1995). Three functions of output in second language learning. In G. Cook, & B. Seidlhofer (Eds.), *Principle and practice in applied linguistics: Studies in honour of H. G. Widdowson* (pp. 125-144). Oxford: Oxford University.

- Swain, M. (2000). The output hypothesis and beyond: mediating acquisition through collaborative dialogue. In J. P. Lantolf (Ed.), *Sociocultural Theory and Second Language Learning* (pp. 97-114). Oxford: Oxford University.
- Swain, M. (2008). The output hypothesis: Its history and its future. *Foreign Language Teaching and Research*, 40(1), 45-50.
- Swain, M., & Lapkin, S. (1998). Interaction and second language learning: Two adolescent French immersion students working together. *The Modern Language Journal*, 82(3), 320-337.
- Swain, M., & Lapkin, S. (2002). Talking it through: Two French immersion learners' response to reformulation. *International Journal of Educational Research*, 37(3-4), 285-304.
- Suzuki, M. (2008). Japanese learners' self revisions and peer revisions of their written compositions in English. *TESOL quarterly*, 42(2), 209-233.
- Suzuki, M. (2009). The compatibility of L2 learners' assessment of self-and peer revisions of writing with teachers' assessment. *TESOL Quarterly*, 43(1), 137-148.
- Tan, L. L., Wigglesworth, G., & Storch, N. (2010). Pair interactions and mode of communication: Comparing face-to-face and computer mediated communication. *Australian Review of Applied Linguistics*, 33(3), 27-1.
- Tang, C., & Liu, Y. T. (2018). Effects of indirect coded corrective feedback with and without short affective teacher comments on L2 writing performance, learner uptake and motivation. *Assessing Writing*, 35, 26-40.
- Ten Have, P. (2007). *Doing conversation analysis*. Sage.
- Terasaki AK (2004 [1976]) Pre-announcement sequences in conversation. In: Lerner G (ed.) *Conversation Analysis: Studies from the First Generation*. (pp. 171–223). Amsterdam: John Benjamins.
- Ting, M. E. I., & Qian, Y. (2010). A case study of peer feedback in a Chinese EFL writing classroom. *Chinese Journal of Applied Linguistics (Foreign Language Teaching & Research Press)*, 33(4), 87-98.

- Topping, K. J. (2010). Methodological quandaries in studying process and outcomes in peer assessment. *Learning and Instruction*, 20(4), 339-343.
- Trautman, S. (2006). *Teach what you know: A practical leader's guide to knowledge transfer using peer mentoring*. Pearson Education.
- Truscott, J. (1999). The case for “The case against grammar correction in L2 writing classes”: A response to Ferris. *Journal of second language writing*, 8(2), 111-122.
- Truscott, J. (2007). The effect of error correction on learners’ ability to write accurately. *Journal of Second Language Writing*, 16(4), 255-272.
- Truscott, J., & Hsu, A. Y. P. (2008). Error correction, revision, and learning. *Journal of Second Language Writing*, 17(4), 292-305.
- Tsai, M. H. (2017). Negotiating power in L2 synchronous online peer response groups. *L2 Journal*, 9(1).
- Tsai, M. H., & Kinginger, C. (2014). Giving and receiving advice in computer-mediated peer response activities. *CALICO Journal*, 32(1), 82.
- Tsui, A. B., & Ng, M. (2000). Do secondary L2 writers benefit from peer comments?. *Journal of Second Language Writing*, 9(2), 147-170.
- Tudini, V. (2015). Extending prior posts in dyadic online text chat. *Discourse Processes*, 52(8), 642-669.
- Tuzi, F. (2004). The impact of e-feedback on the revisions of L2 writers in an academic writing course. *Computers and Composition*, 21(2), 217-235.
- Van der Pol, J., Van den Berg, B. A. M., Admiraal, W. F., & Simons, P. R. J. (2008). The nature, reception, and use of online peer feedback in higher education. *Computers & Education*, 51(4), 1804-1817.
- Varonis, E. M., & Gass, S. (1985). Non-native/non-native conversations: A model for negotiation of meaning. *Applied Linguistics*, 6(1), 71-90.
- Villamil, O. S., & de Guerrero, M. C. M. (2006). Sociocultural theory: A framework for understanding the social-cognitive dimensions of peer feedback. In K. Hyland & F. Hyland.

(Eds.), *Feedback in second language writing: Contexts and issues (2nd ed.)*, (pp. 23-41). Cambridge, UK: Cambridge University.

Vygotsky, L. (1978). Interaction between learning and development. *Readings on the Development of Children*, 23(3), 34-41.

Vygotsky, L. S. (1986). Thought and language-Revised edition. Cambridge, MA: Massachusetts Institute of Technology.

Wang, Y. C. (2015). Promoting collaborative writing through wikis: a new approach for advancing innovative and active learning in an ESP context. *Computer Assisted Language Learning*, 28(6), 499-512.

Wang, S., & Camilla, V. (2012). Web 2.0 and second language learning: What does the research tell us?. *Calico Journal*, 29(3), 412.

Wang, D., Zou, B., & Xing, M. (2011). Interactive learning between Chinese students learning English and English students learning Chinese on the platform of wiki. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, 1(3), 70-85.

Ware, P. D. (2004). Confidence and competition online: ESL student perspectives on web-based discussions in the classroom. *Computers and Composition*, 21(4), 451-468.

Warschauer, M. (2002). Networking into academic discourse. *Journal of English for Academic Purposes*, 1(1), 45-58.

Watanabe, Y., & Swain, M. (2007). Effects of proficiency differences and patterns of pair interaction on second language learning: Collaborative dialogue between adult ESL learners. *Language Teaching Research*, 11(2), 121-142.

Weigle, S. C. (1994). Effects of training on raters of ESL compositions. *Language Testing*, 11(2), 197-223.

Wolfe, J., & Griffin, J. A. (2012). Comparing technologies for online writing conferences: Effects of medium on conversation. *The Writing Center Journal*, 32(2), 60-92.

Wooffitt, R. (2005). *Conversation analysis and discourse analysis: A comparative and critical introduction*. Sage.

- Wu, W. C. V., Petit, E., & Chen, C. H. (2015). EFL writing revision with blind expert and peer review using a CMC open forum. *Computer Assisted Language Learning*, 28(1), 58-80.
- Yang, M., Badger, R., & Yu, Z. (2006). A comparative study of peer and teacher feedback in a Chinese EFL writing class. *Journal of Second Language Writing*, 15(3), 179-200.
- Yang, Y. F., & Meng, W. T. (2013). The effects of online feedback training on students' text revision. *Language Learning & Technology*, 17(2), 220-238.
- Yang, Y. F., & Wu, S. P. (2011). A collective case study of online interaction patterns in text revisions. *Educational Technology & Society*, 14(2), 1-15.
- Yarrow, F., & Topping, K. J. (2001). Collaborative writing: The effects of metacognitive prompting and structured peer interaction. *British Journal of Educational Psychology*, 71(2), 261-282.
- Yeh, S. W., Lo, J. J., & Chu, H. M. (2014). Application of online annotations to develop a web-based Error Correction Practice System for English writing instruction. *System*, 47, 39-52.
- Yeh, H. C., Tseng, S. S., & Chen, Y. S. (2019). Using online peer feedback through Blogs to promote speaking performance. *Journal of Educational Technology & Society*, 22(1), 1-14.
- Youngs, P. (2013). *Using teacher evaluation reform and professional development to support common core assessments*. Washington, DC: Center for American Progress. Retrieved from <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED539747>
- Yu, S. (2014). *Understanding Chinese EFL students' participation in group peer feedback of L2 writing: A sociocultural and activity theory perspective*. The Chinese University of Hong Kong (Hong Kong).
- Yu, S. (2015). What factors shape the collaborative pattern of group interaction during peer feedback in the L2 writing classroom?. *Revista Española de Lingüística Aplicada/Spanish Journal of Applied Linguistics*, 28(2), 618-640.

- Yu, S. & Lee, I (2015). Understanding EFL students' participation in group peer feedback of L2 writing: A case study from an activity theory perspective. *Language Teaching Research* 19, 572–593.
- Yu, S., & Lee, I. (2016). Peer feedback in second language writing (2005–2014). *Language Teaching*, 49(4), 461-493.
- Yu, S., Lee, I. & Mak, P. (2016). Revisiting Chinese cultural issues in peer feedback in EFL writing: Insights from a multiple case study. *Asia-Pacific Education Researcher* 25, 295–304.
- Yu, S. (2020). Giving genre-based peer feedback in academic writing: sources of knowledge and skills, difficulties and challenges. *Assessment & Evaluation in Higher Education*, 1-18.
- Yuhong, J. (2005). The role of online peer review in learners writing ability development. *Foreign Language Teaching and Research*, 37(3), 226-230.
- Yunus, M. M., Nordin, N., Salehi, H., Embi, M. A., & Salehi, Z. (2013). The Use of Information and Communication Technology (ICT) in Teaching ESL Writing Skills. *English Language Teaching*, 6(7), 1-8.
- Zamel, V. (1982). Writing: The process of discovering meaning. *TESOL quarterly*, 16(2), 195-209.
- Zhang, H., Song, W., Shen, S., & Huang, R. (2014). The effects of blog-mediated peer feedback on learners' motivation, collaboration, and course satisfaction in a second language writing course. *Australasian Journal of Educational Technology*, 30(6).
- Zhang, S. (1995). Reexamining the affective advantage of peer feedback in the ESL writing class. *Journal of Second Language Writing*, 4(3), 209-222.
- Zhang, S. (1999). Thoughts on some recent evidence concerning the affective advantage of peer feedback. *Journal of Second Language Writing*, 8(3), 321-326.
- Zhao, H. (2010). Investigating learners' use and understanding of peer and teacher feedback on writing: A comparative study in a Chinese English writing classroom. *Assessing Writing*, 15(1), 3-17.

- Zhao, H. (2018). New insights into the process of peer review for EFL writing: A process-oriented socio-cultural perspective. *Learning and Instruction*, 58, 263-273.
- Zheng, C. (2012). Understanding the learning process of peer feedback activity: An ethnographic study of Exploratory Practice. *Language Teaching Research*, 16(1), 109-126.
- Zhu, W. (1995). Effects of training for peer response on students' comments and interaction. *Written Communication*, 12(4), 492-528.
- Zhu, W. (2001). Interaction and feedback in mixed peer response groups. *Journal of Second Language Writing*, 10(4), 251-276.
- Zhu, W. & D. Mitchell (2012). Participation in peer response as activity: An examination of peer response stances from an activity theory perspective. *TESOL Quarterly* 46.2, 362–386.

APPENDICES



APPENDIX 1. Ethics Committee Approval

Evrak Tarih ve Sayısı: 26/02/2018-E.34080



T.C.
GAZİ ÜNİVERSİTESİ
Etik Komisyonu

* B E N F K E 2 5 Y *

Sayı : 77082166-302.08.01-
Konu : Bilimsel ve Eğitim Amaçlı

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 13/11/2017 tarihli ve 80287700-302.08.01- 162054 sayılı yazı.

İlgi yazınız ile göndermiş olduğunuz, Yabancı Diller Eğitimi Anabilim Dalı Doktora Öğrencisi Yusuf Emre YEŞİLYURT'un, Doç.Dr.Hacer Hande UYSAL'ın danışmanlığında yürüttüğü *"Yabancı Dilde Yazmada Çevrimiçi Akran Geri Bildirimi Oturumlarındaki Etkileşim Örüntülerinin Konuşma Çözümlemesi Yöntemi İle İncelenmesi"* adlı tez çalışması ile ilgili konu Komisyonumuzun 06.02.2018 tarih ve 01 sayılı toplantısında görüşülmüş olup,

İlgilinin çalışmasının, yapılması planlanan yerlerden izin alınması koşuluyla yapılmasında etik açıdan bir sakınca bulunmadığına oy birliği ile karar verilmiş ve karara ilişkin imza listesi ekte gönderilmiştir.

Bilgilerinizi ve gereğini rica ederim.

e-imzalıdır
Prof. Dr. Alper CEYLAN
Komisyon Başkanı

Araştırma Kod No: 2018-48

Ek:1 Liste



Ankara
Tel:0 (312) 202 20 57 - 0 (312) 2... Faks:0 (312) 202 38 76
İnternet Adresi : <http://etikkomisyon.gazi.edu.tr/>

Bilgi için :Ayfer Çekmez
Genel Evrak Sorumlusu
Telefon No:202 18 07

Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

APPENDIX 2. Participant Consent Form

I hereby confirm that I voluntarily take part in this research study. I was assured that only the researcher, Yusuf Emre YEŞİLYURT, will have access to my personal recordings of the video, audio and other resources. I was informed that analysis of the recordings can be used for scientific purposes without revealing my name and personal information.

Title of the Study: A Conversation Analytic Study on Video-Mediated Interactions for Peer Feedback in L2 Writing

The purpose of this research study: This study aims to investigate the interactional patterns in online L2 writing peer response, and in turn to provide implications for L2 writing pedagogy.

Ethical considerations and confidentiality: The researcher guarantees that any personal information concerning each participant of the study will be kept secure and confidential.

Available Sources of Information

If you have any further inquiries, you may contact me from my mobile phone- 0530 493 17 70- or through my e-mail at emrebui@gmail.com

Authorization

I have read and understood this consent form, and I volunteer to participate in this research study. I am ensured that in case of my request to be excluded from the study during the course of research, informing the researcher, Yusuf Emre YEŞİLYURT, will be sufficient.

Participant's Name:

Date:

Signature:

APPENDIX 3. Peer Feedback Checklist

1- CONTENT

1. Does the essay provide all *relevant and adequate ideas* to develop the topic given?
Does everything add something to the whole?
2. Does the essay have a *clear main idea (thesis statement-TS)*?
3. Is the TS well supported with several *major -clear and logical- points/arguments*?
4. Does the author develop the ideas from readings, facts; and/or does s/he provide examples from his/her own experiences/observations? Does the introduction clearly introduce the topic and scope of the essay? Does each paragraph in the body contain *only one* main idea? Is the main idea of each paragraph among the points stated in the TS? Do the first, second, third ... topic sentences correspond to the first, second, third ... main ideas in the TS respectively? Are supporting ideas in each paragraph well-developed (with strong arguments, evidence, or proof) *to inform / persuade readers or to raise interest in readers*?
5. Are opposing viewpoints considered and effectively responded *if the essay is an argumentative one*?
6. Is the language clear enough to understand the content? Are there any loaded words or expressions that need further explanation?¹
7. Does the essay have an effective/strong conclusion which *summarizes* the ideas mentioned in the introduction along with the author's further comments, discussions or suggestions for the topic given?

2- DISCOURSE LEVEL FEATURES

A- OVERALL ORGANIZATION

Organization is the internal structure of a piece of writing, the thread of central meaning, the pattern that holds everything together. (Arter et al., 1994).

1. Are all parts of the essay present? Are there a well-structured introduction, body, and conclusion written in separate paragraphs?
2. Is there a clear thesis statement with supporting main points/argument at the beginning of the essay?
3. Is each body paragraph well organized? Does each paragraph include a topic sentence at the beginning, supporting details, and a concluding sentence with the summary of the ideas?
4. Do the details seem to fit where they are placed? Is sequencing logical and effective?
5. Does the conclusion paragraph tie the ideas in the body back to the TS and summarizes and discusses why the issue is interesting or important?

¹ (If the reader says that 'I should have been informed more' and/or 'I learned little in here', then it means that the loaded words haven't been explained enough)

B- COHESION

Specific word and grammar choices to make the ideas stick together (Ferris, 2014).

1. Does the author make word choice cohesive?
Are repeated key words and phrases used to support cohesion?
Are there synonyms for key words and phrases?
Are the pronouns used correctly² and effectively?³
Are determiners used correctly?
2. Does the author create cohesive sentence structure?
Does s/he keep subjects and verbs together as much as possible?
Does s/he place old information near the beginning of the sentence?
3. Does the writer use transition words and phrases such as “and”, “but”, “in addition”, “furthermore”, however” etc. smoothly to link ideas in the same paragraph or between/among paragraphs?
4. Does the essay flow so smoothly that the reader hardly thinks about it?

C- COHERENCE

Ideas that form a logical whole (Ferris, 2014).

1. Is the TS in the introduction paragraph supported with relevant main points in the paragraphs in the body part?
2. Are main ideas of each paragraph meaningfully connected to the thesis (TS) of the essay?
3. Is each paragraph meaningfully connected with the previous or following paragraph?
4. Are paragraphs ordered logically according to an organizing principle, such as time, importance, views?
5. Are all ideas related with the main idea expressed in the topic sentence in each paragraph?
6. Are there any sentences in the paragraphs that are not logically ordered and need to be moved around or removed?

3- LEXICAL ISSUES / VOCABULARY

Word choice is the use of rich, colorful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader (Arter et al., 1994)

1. Does the author use vocabulary that is related to the topic?
2. Are the words varied and sophisticated enough? Ask only one thing in each item.

² Does the author avoid ‘unclear pronoun reference’, ‘inappropriate pronoun shifts’, ‘using a plural pronoun form with a singular referent’, and ‘using a subject pronoun form when the object form is required (or vice versa)’?

Does the author use reflexive pronouns only when they are appropriate?

Are pronouns “It”, “They”, “This”, and “These” used to refer back to a subject?

³ Does the author avoid ‘overusing pronouns’, ‘sexist pronoun use’, and ‘vague pronoun reference’? Does the author use the correct form of who and whom?

3. Is the vocabulary used appropriately/precisely in the proper context?
4. Are there limited and/or misused vocabulary?
Are there any words which should not be used together?
5. Are there overused words?
6. Are the transitional markers (if any) employed correctly?
7. Does the author have a control of correct word formation? Are there any problems in word formation?
8. Does the author use the words appropriately regarding the formality level (academic writing)?
For example;
Are modal verbs employed to avoid overgeneralizations?
Are informal phrasal verbs avoided?
Are formal single-meaning verbs used?
Are possible synonyms used to avoid repetition?

4- CONVENTIONS

A- STRUCTURAL/GRAMMATICAL CORRECTNESS

1. Is the essay written with correct tenses/voices⁴/forms?
2. Is the essay free of errors with subject-verb agreement?
3. Is the essay free of errors with plural agreement?
4. Is the essay written with a wide and balanced range of correct sentence structures (simple, compound, and/or complex sentences)?
5. Is the essay written in a straightforward and concise style? (no wordiness)
6. Are the grammatical forms used accurately?
7. Are there any fragments (incomplete sentences)?
8. Are there any run-on sentences (sentences not separated by full stops)?
9. Is the syntactic complexity appropriate for an academic writing?
10. Does the essay have grammar errors that do not interfere with understanding?

B- MECHANICS

1. Is the essay free of spelling errors?
2. Is the essay written with appropriate punctuation?
3. Is there correct capitalization in the essay?
4. Does the essay have a good appearance?
5. Are the margins okay?

⁴ regarding academic writing

APPENDIX 4. Jefferson Transcription Convention

[]	Overlapping utterances – (beginning [] and (end])
=	Contiguous utterances (or continuation of the same turn)
(0.4)	Represent the tenths of a second between utterances
(.)	Represents a micro-pause (1 tenth of a second or less)
:	Elongation (more colons demonstrate longer stretches of sound)
.	Fall in pitch at the end of an utterance
-	An abrupt stop in articulation
?	Rising in pitch at utterance end (not necessarily a question)
CAPITAL	Loud/forte speech
<u> </u>	Underlined letters/words indicate accentuation
↑↓	Marked upstep/downstep in intonation
° °	Surrounds talk that is quieter
hhh	Exhalations
.hhh	Inhalations
he or ha	Laugh particle
(hhh)	Laughter within a word (can also represent audible aspirations)
> <	Surrounds talk that is spoken faster
< >	Surrounds talk that is spoken slower
(())	Analyst notes
()	Approximations of what is heard
\$ \$	Surrounds 'smile' voice

APPENDIX 5. Mondada Transcription Convention

* *	Gestures and descriptions of embodied actions are delimited between.
+ +	Two identical symbols are synchronized with corresponding
Δ Δ	stretches of talk.
* —>	The action described continuous across subsequent lines
—>*	until the same symbol is reached.
>>	The action described begins before the excerpt's beginning.
—>>	The action described continues after the excerpt's end.
.....	Action's preparation
—	Actions' apex is reached
, , , ,	Action's retraction
ric	Participant doing the embodied action is identified
	when (s)he is not the speaker
fig	The exact moment at which screen shot has been taken is indicated
#	with a specific symbol showing its position within the turn at talk



GAZİLİ OLMAK AYRICALIKTIR..