

Peer feedback and its impact in the writing process of International Baccalaureate students in a public institution.

(es) Retroalimentación de pares y su impacto en el proceso de escritura de estudiantes del Bachillerato Internacional de una institución pública.

(Port) Feedback dos pares e seu impacto no processo de escrita de estudantes do International Baccalaureate em uma instituição pública.

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Abstract (en)

This research study aimed at enhancing English language learners' writing skills to promote communication among them. The process involved five weeks of applying and practicing the stages of the writing process. Twenty-nine high school public EFL students participated in the investigation. They had an A2 – B1 level of proficiency and faced challenges at writing complete and consistent paragraphs. Peer feedback facilitated by Google Docs provided students with opportunities for practicing, interaction, communication, and reflection. The instruments were a pretest-posttest to measure students' writing improvement.

Pre-post surveys were applied to collect the perspectives of students towards peer feedback. Field notes were completed during the group tasks to analyze students' difficulties in writing activities. Findings report higher scores in the posttest, and a Cohen's $d = 2.98$. This suggests that the application of peer feedback in the writing process helped learners improve the quality of their written compositions. Students' perspectives indicate that this intervention raised their self-confidence, peer communication, and motivation. The difficulties that were observed at the beginning were overcome at the end of the intervention.

Keywords: English; writing; peer feedback; perspective; meaningful learning.

Resumen

Este estudio de investigación tuvo como objetivo el mejoramiento de la destreza de la escritura del idioma inglés en los estudiantes para promover la comunicación entre ellos. El proceso implicó cinco semanas de aplicación y práctica de las etapas del proceso de escritura. Veinte y nueve estudiantes de una secundaria pública de la ciudad de Manta participaron en el estudio. Tenían un nivel de A2-B1 y enfrentaban desafíos para escribir párrafos completos y consistentes. La retroalimentación entre pares facilitada por Google Docs aportó a los estudiantes oportunidades para la práctica, interacción, comunicación y reflexión. Los instrumentos fueron una prueba de inicio y final para medir el mejoramiento de la escritura de los estudiantes.

Encuestas previas y posteriores fueron aplicadas para recopilar las perspectivas de los estudiantes hacia la innovación. Notas de campo se tomaron durante las tareas de grupo para analizar las dificultades en las actividades de escritura. Los puntajes de las pruebas posteriores fueron mejores que los resultados de la prueba previa que revelaron Cohen's $d = 2.98$. Los descubrimientos revelaron que el proceso de escritura ayudó a los estudiantes a mejorar la calidad de las piezas de escrituras. Las perspectivas de los alumnos indican que esta intervención incrementó sus niveles de confianza, comunicación entre pares y motivación. Las dificultades que se observaron al principio fueron superadas al término de la intervención.

Palabras claves: inglés; escritura, retroalimentación de pares; perspectiva; aprendizaje significativo.

Summary

Este estudo de pesquisa teve como objetivo melhorar as habilidades de escrita dos alunos de língua inglesa para promover a comunicação entre eles. O processo envolveu cinco semanas de aplicação e prática das etapas do processo de escrita. Vinte e nove estudantes de EFL pública do ensino médio participaram da investigação. Eles tinham um nível de proficiência A2 – B1 e enfrentaram desafios para escrever parágrafos completos e consistentes. O feedback dos colegas facilitado pelo Google Docs proporcionou aos alunos oportunidades de prática, interação, comunicação e reflexão. Os instrumentos foram um pré-teste-pós-teste para medir a melhora da escrita dos alunos.

Pesquisas pré-pós-post foram aplicadas para coletar as perspectivas dos alunos em relação ao feedback dos pares. Anotações de campo foram preenchidas durante as tarefas do grupo para analisar as dificuldades dos alunos nas atividades de escrita. Os resultados relatam escores mais altos no pós-teste, e um d de Cohen = 2,98. Isso sugere que a aplicação do feedback dos pares no processo de escrita ajudou os alunos a melhorar a qualidade de suas composições escritas. As perspectivas dos alunos indicam que essa intervenção elevou sua autoconfiança, comunicação entre pares e motivação. As dificuldades observadas no início foram superadas ao final da intervenção.

Palavras-chave: Inglês; escrita, feedback dos pares; perspectiva; aprendizagem significativa.

Introduction

Writing is considered an essential part of the language learning process (Harmer, 1998). Bérešová (2017) pointed out that writing is significant for daily life communication. Thus, it is relevant to measure the students' writing skills and their capacity to organize structures and rephrase them on their own, taking an audience in mind. However, writing in a foreign language became unquestionably the most challenging language skill to enhance in academic contexts (Negari, 2011). Godwin-Jones (2018) highlighted that "the complexity of online writing environments has increased the need for both learner and teacher training." (p. 5). Widosari et al. (2017) stated that writing is more demanding than the other language skills; a study done at Thaksin University to 28 third year English-minor students showed that learners faced writing problems which impacts the quality of written production (Bennui, 2016), and Ecuador is not an exception.

The Ecuadorian Ministry of Education is aware of this situation and has taken some changes to enhance the foreign language subject in the country; one of the actions included the International Baccalaureate Program in the national curriculum (Ministerio de Educación, 2017). Ecuador was recognized as one of the Latin American countries with a high number of candidates inside the Diploma Program (International Baccalaureate Organization, 2013). This organization is a well-known learning program that promotes international-mindedness in learners by interacting with society to enhance a better education (Belal, 2017). Unfortunately, this program ended for the public institutions in 2019 because of the country's economic situation.

Students in the International Baccalaureate Program should demonstrate a high level of writing production. Its assessments require creating different complex types of informal and formal texts (International Baccalaureate Organization, 2014). A research study conducted on seventeen first-year Ecuadorian students of the International Baccalaureate program in a public high school assures that participants showed difficulties in writing skill before taking the external assessments (Pinela, 2020). According to Ortega and Auccahuallpa (2017), students have the lowest results in developing writing skills compared to the other language components.

Moreover, study research piloted among twenty intermediate Ecuadorian EFL students who belonged to the second course of the International Baccalaureate program in a public high school in Guayaquil - Ecuador, demonstrated that learners struggled with the elaboration and organization of different written tasks during the development of the writing process (Cedeño, 2019).

A similar reality has been shown in participants in this research. Twenty-nine first-year International Baccalaureate (IB) students from a public high school of the Coast region of Ecuador considered writing one of the toughest skills to boost. Most of them were not able to write English texts successfully because of the lack of enough practice, interaction, and feedback. Some of these problems were: they misunderstood how to follow proper structures, they could not organize information, their coherence and cohesion were inappropriate, and they showed lack of enthusiasm when they were exposed to writing activities. In order to address the IB written standards effectively, applying peer feedback in students' writing ability level production may be the choice to improve this language skill.

To fulfill these expectations, the global scale of the Common European Framework of Reference for Languages (Council of Europe, 2018) pointed out that at the B1 level, a learner should write different types of texts, such as essays. Besides that, students should share their ideas, opinions, reasons, and explanations of a related topic (Figueras, 2007). Thence, writing is considered a complex intellectual ability due to the

implication of cognitive skill, mechanics, grammar structure, and word choice in the target language (Ministerio de Educación, 2014).

This study appeals to use a peer feedback strategy facilitated by a digital tool known as Google Docs as a solution to improve students' writing skills. According to Semeraro and Moore (2016), educators can use peer review and Google Docs to monitor and guide group instruction and collaboration to enhance students' writing process. There are few studies that explored the role of peer feedback in students' writing essay performance online with positive results (Huisman et al., 2018).

Ebadi and Rahimi (2017) emphasized that in a research study done in a face-to-face classroom on ten EFL learners' academic writing skills, the peer editing through the use of Google Docs, highlighted the positive perceptions in the development of the academic writing skills and the impact of online peer editing, making significant changes in their learning process. Nonetheless, a study reported technological issues presented in learners' writing education during the development of their academic performances (Alvarez et al., 2022). The authors conducted research on EFL Ecuadorian high school students to investigate collaborative writing through Google Docs, obtaining favorable results in the learners' writing process.

However, there is a gap in research related to the strategy of peer feedback facilitated by Google Docs to enhance the writing process addressed to high school learners in Manta, Ecuador. Despite the fact that integrating writing with technology positively impacts education, this study aims to improve the writing process.

- Literature Review
- Writing Skill

Writing is a significant language production skill which is challenging among English as a second language (ESL) writing contexts (Fareed et al., 2016). Writing skill allows learners to communicate their feelings and ideas on paper, organize their thoughts, beliefs, and knowledge into substantial arguments, and transfer meaning through a well-constructed text. Thus, young learners start writing step by step since their childhood and build and develop new skills in adulthood by elaborating complex sentences, paragraphs, letters, stories, and essays. Meanwhile, learners evoke more experiences in writing; they also get more knowledge of vocabulary, grammar, and advanced writing skills (Mukundan & Nimehchisalem, 2013).

English Foreign Language (EFL) students show positive attitudes, perceptions, interaction, and participation in developing their writing skills (Aydin, 2014). It is crucial to teach students that all skills have a process to reach a meaningful product, and it is based on: conceptualization, formulation, and articulation. Writing and the other skills follow these steps but include proofreading, editing, scaffolding, and providing feedback to understand better. The need to teach the cognitive complexity of writing emerges when the learners have acquired the ability to develop the writing process (Fidalgo & Torrance, 2017). According to Fareed et al. (2016), many factors affect learners' writing skill development, such as interference of L1, lack of motivation, instructions, feedback, and others.

Writing Process

Writing is a process with an interaction between the writer and the reader (Celce-Murcia, 2001). Abbott et al. (2010) mentioned that the complexity of writing involves the acquisition of new knowledge, assimilation, reflection, planning, production, adjustment, and a group of cognitive stages. Applying these processes can fail in anxiety and frustration if they are not well implemented (Maghsoudi & Haririan, 2013).

One of the main obstacles that a learner presents when writing is: translating into the mother language and not knowing how to start having disorganization and lack of ideas. For that reason, it is essential to provide prewriting activities to impact the quality of students' writing performances positively (Graham & Perin, 2007). Ferris and Hedgcock (2014) pointed out that writing is "a type of system that combines semiotic, communicative, cognitive, and creative functions" (p. 5).

Faraj (2015) claimed that current methodologies support students' writing practices enhancing the writing process and providing writing experiences to learners avoiding the traditional process that focused on the final product. Consequently, the same author suggested the following five principal elements of the writing process:

Prewriting is the first part of the writing process. The writer can apply writing techniques like clustering or listing to gather and organize information and finally draw outlines for the topic to write. Drafting: during this stage, the writer must highlight the main points and correct the writing mistakes. Revising: the writer can check the paper's content, such as vocabulary, grammar structures, and development of ideas, by discussing and checking it with the teacher and peers. Editing: The writer is able to correct errors in grammar, spelling, and punctuation, among others preparing the document for the final presentation. Publishing: In this last stage, the document has been exposed to many improvements to publish.

Essay

It is a piece of writing where clear ideas and concepts are organized in a particular academic way. According to Lindblom and Pihlajamaki (2003), learners could enhance essay writing by providing feedback in a digital learning environment. An essay has main stages to follow: Introduction where a brief overview of the essay is given and sum up the argument in one sentence called the thesis statement. Body Paragraphs: The main body of the text explains the ideas in detail, then splits into other paragraphs, where clearly expose reasoning information and evidence. Finally, the conclusion where the writer summarizes the main key points and draws conclusions.

In practice, it is frequent to observe students who lack prior preparation that holds them back from writing essays (Flower & Hayes, 1981). They also demonstrate problems when they have to generate ideas (Cedeño, 2019).

Peer Feedback

According to Yu and Lee (2016), peer feedback is considered a great contribution to learn from peers developing a social and collective meaningful educational environment. Thus, learners can share effective peer feedback the same as the teacher (Bijami et al., 2013). Vygotsky (as cited in Woolfolk, 2016) reflected that cognitive development in students is stimulated by the interaction of peers, family, and educators and the use of digital devices. Peer feedback is a fundamental part of academic writing development. It provides students with a different perspective by comparing other partners' work, assimilating new information, offering reflective observations, and building knowledge through meaningful comments (Huisman et al., 2018).

Additionally, Wiggins (2012) mentioned that feedback helps individuals achieve goals by improving the writing process. Collaborative writing advocates cooperative group work, highlights students' understanding's strengths and weaknesses, and generates a sharing atmosphere (Challob et al., 2016). Yan (2019) mentioned that working in groups allows students to decrease anxiety and nervousness about writing and develop confidence in that skill. Nevertheless, certain students prefer giving and receiving feedback from

their teachers instead of their peers because of their teaching experiences (Tsui & Ng, 2000). Huisman et al. (2018) stated that students could improve their writing performances by receiving peer feedback. Additionally, Wu and Schunn (2021) brought up that through peer feedback, students are engaged to quickly revise, edit documents, and improve their writing skills, increasing their output production.

Google Docs

Education has improved positively with the use of technology. Google Docs is a technological tool that offers a great opportunity to enhance knowledge. Zhou et al. (2012) appealed that Google Docs is an online word processing collaborative learning application with such a great number of benefits to educational purposes. The relevance of Google Docs deals with its components, such as a word processor and a spreadsheet editor.

Krasnova and Ananjev (2015) considered that it is not necessary to be inside the classroom to learn because students do not learn in the same way. For this reason, Google Docs has been selected as a technological tool to empower students' interaction and facilitate writing learning implementation. Nonetheless, Solano et al. (2017) indicated that technology is not frequently used in Ecuador due to the lack of application of technological devices in public institutions.

Debatably, the use of this sort of digital apps has its limitations in education. Zhou et al. (2012) mentioned that some students do not know the use of this technology, and it becomes a challenge to operate it. Moreover, the lack of success in working with collaborative groups online results in socio-dynamic issues among group members. Not all of them develop the knowledge, attitudes, and predisposition to work in collaborative works (Vallance et al., 2010). Therefore, educators should provide explicit and detailed class demonstrations in order to overcome these tasks difficulties.

Considering that students show complications in writing activities and the benefits of peer feedback facilitated by technological tools; this research study proposes the answer to these research questions:

- To what extent does peer feedback in the revising and editing stages facilitated by Google Docs improve students' essay writing?
- What difficulties do students have during this process?
- What are students' perspectives towards peer feedback?

Methodology

Design

This study was action research since this kind of method of investigation is used to collect information in the educational process to enhance teaching methods and overcome teaching and learning issues (Sut et al., 2018). To assist students in their problem with writing, peer feedback was applied.

Participants

The sample consisted of 29 students, 19 females and 10 males selected among International Baccalaureate students from the first Baccalaureate at a public high school. These students had a higher degree of commitment to their studies. The students' ages ranged from 16 to 17 years old. Their mother

language is Spanish, and they are required to have a B1.1 language proficiency level (Ministerio de Educacion, 2012). For the purpose of this innovation, the participants took a proficiency test online in a platform called MM Online Placement Test (<https://www.mmpublications.com/online-placement-test>). The results showed that four students were A1, thirteen students A2, ten students B1, and two students B2.

Instruments

Pre and posttest

This instrument answered research question one (improvement in students' essay writing). At the beginning of the research, participants took a pretest to know the average score in the class and a posttest to know if the innovation applied with the sample had an impact on students' writings. The pre and posttest consisted of one question each. Students had to write an essay about Global Warming and why it affects the environment, cyberbullying, and how it affects teenagers' lives. Students also followed a rubric to strengthen the development of their essays. The rubric evaluated the generation, organization of ideas, and answering the information requested on the prompt. In the end, students used Google Docs to post their writings where they showed the collaborative work through peer feedback.

Checklist

This instrument answered question two. It helped the researcher test the stages of the academic writing process of students' essays. The checklist consisted of eight different statements about the stages of academic writing process of an essay where students had to identify if students followed the steps meanwhile they were developing their essays in Google Docs. They were related to brainstorming to generate ideas, an outline to organize the stages of the essay development, an introduction stating the hook, thesis statement, supporting details, and conclusion, 3 body paragraphs with their main ideas, supporting details, and their respective conclusion statements, a concluding paragraph to summarize the main points of the essay, appropriate use of linking words in each paragraph, effective use of punctuation, grammar, spelling, coherence, cohesion and unity in order to meet international baccalaureate writing standards.

Field Notes

For this instrument, field notes were used to collect the data required. The researcher observed students' behavior during the class and their difficulties that students may have in the tasks.

Survey

This instrument answered question three. Participants completed a survey before and after the innovation and it helped the research to know what students' perspectives related to peer feedback. Participants determined their perceptions from statements regarding the advantages and disadvantages of using peer feedback and Google Docs to enhance their academic writing process (items 1 to 5) and the importance of peer feedback (items 6 to 10). The survey included a Likert scale that contained strongly disagree (1), disagree (2), agree (3), and strongly agree (4) options. The survey was adapted from Haris et al. (2017) in which it was added extra information in the statements columns template according to the topic researched and an open question related to the feedback received by peers.

Results and Discussion

The intervention lasted five weeks (five hours per week), which equals twenty-five pedagogical hours. Learners already knew how to write paragraphs, use linking words, and punctuation. Students wrote essays on different topics in Google Docs focusing on the IB program curriculum to develop their writing skills. The production of these essays went hand to hand with the appropriate register. The researcher provided specific information on the stages to writing a correct essay to the students, so they were able to provide peer feedback. The paired group and the researcher were able to provide comments, suggestions, editing, and corrections in the essays. Students used the suggestions and peer feedback comments to rewrite their different kinds of essays.

Table 1 shows the values of the pretest and posttest: standard deviation, and effect size. The effect size value ($d = 2.36$) is considered a significant effect. Data from the pretest displays a mean of 5.38 (SD = 1.61). Opposite to that, data collected from the posttest indicates a mean of 9.24 (SD = 0.87). The p -value was 0.001, so the results are statistically significant and favorable due to the intervention and not to any other variables. These results answer positively the first question related to the extent of the impact of peer feedback in students' essays.

Table 1
Pre and posttest descriptive statistics

	N	Mean	Std. Deviation	Effect size	p -value
Pre-test	29	5.38	1.61	2.36	0.01
Post-test	29	9.24	0.87		

Fuente: Vélez Palacios, A. A. (2022) for Master's thesis, Universidad Casa Grande. Departamento de Posgrado.

These findings are similar to Semeraro and Moore's (2016) who concluded the use peer review facilitated by Google Docs is an effective assessment tool to monitor, guide group instruction collaboration and enhance students' writing process. Students pieces of writing demonstrated the integration of organized and well development of ideas in the writing stages of a particular academic essay. As mentioned in Lindblom and Pihlajamaki (2003) who stated that learners can enhance essay writing by providing feedback in a digital learning environment. Students also improved in their spelling, capitalization, punctuation, mechanics, and grammar structures. Wu and Schunn (2021) also support the use of peer feedback to improve write because students are involved in the different stages of the writing process.

Field notes and a checklist were taken to identify students' behavior and determine the difficulties students had during the process. These data answered the second research question. The researcher coded the categories, for instance: feelings, difficulties, and questions. It was observed that when students were working on different tasks and did not know how to use a checklist, they felt frustrated and immediately asked for help. Some of the observations were that students could not continue doing the different tasks where they did not understand the stages of the writing process, making it challenging to organize their ideas.

The researcher observed that students struggled with the tasks because they had a high level of anxiety when writing due to lack of vocabulary, knowledge of spelling, organization, and generation of ideas. Moreover, the teacher's feedback was more expected than peer's feedback. When they worked on writing essays, they had to apply the stages of the writing process, it was difficult for them at first but then they got

familiar with this kind of exercise. Organizing ideas played an essential role in their writings and it was reached by practicing and peer feedback.

Table 2
Checklist about academic writing process

No	Stages of Academic Writing Process of an Essay. I know...	PRETEST	POSTTEST
		YES	YES
1	A brainstorming strategy to generate ideas.	30%	80%
2	An outline to organize the stages of the essay development.	10%	90%
3	An introduction, stating the hook, thesis statement, supporting details, and conclusion.	25%	95%
4	Body paragraphs (3) each one has a main idea, supporting details, and conclusion, stating the main points of the thesis statement.	20%	95%
5	A concluding paragraph summarizing the main points of the essay topic.	15%	95%
6	Appropriate use of linking words in each paragraph.	10%	90%
7	Effective use of punctuation.	5%	80%
8	Grammar, spelling, coherence, cohesion and unity.	10%	80%

Fuente: Vélez Palacios, A. A. (2022) for Master's thesis, Universidad Casa Grande. Departamento de Posgrado.

A checklist was conducted with a total of 8 items. Table 2 shows at the beginning students knew very little of each item; however, at the end, their confidence in the knowledge and application surpassed the results of the first checklist. Overall, there was an improvement for each category but the one that had a significant impact were statements 2, 5 and 7 since students did not have a clear idea on how to use punctuation nor an outline to organize the stages of the essay development.

These results confirmed that students felt frustrated and anxious recognizing the stages of the writing process and getting familiar with the application used (Google docs). The use of this sort of digital apps has its limitations in education. For Zhou et al. (2012), some learners feel overwhelm when they are introduced this kind of technology. In addition, the collaborative groups online results sometimes difficult to handle among group members due to the little knowledge about technology and internet issues. According to Vallance et al. (2010) not all the students have the susceptibility to work in collaborative groups without any guidance. For this reason, the researcher suggested to provide explicit and clear instructions, giving enough guidance, appropriate resources, demonstrate with examples or templates in order to overcome this education issue. At the beginning, peer feedback can be frustrating for the students and seem a lot of work to the teacher; but the results are worth trying.

Lastly, to know students' perspectives towards peer feedback, a Likert scale survey was taken at the beginning and end of the implementation period. Table 3 shows the results. The mean evidenced from the pretest (3) and posttest (3.96) that students felt more capable of organizing their ideas, writing more precisely and accurately, and using rubrics to evaluate other students' work.

Table 3
Survey about student's perception.

Peer feedback facilitated by Google docs....	Mean Pre-Survey	Mean Post-Survey
1. ... made me more careful about paragraph structures.	3.2	3.7
2. ... made me check word choice more carefully.	2.5	4.1
3. ... made me check word spelling more carefully.	3.7	4.4
4. ... made me check capitalization more carefully.	2.1	3.7
5. ... made me check punctuation more carefully.	3.4	4.5
6. ... motivated me into more dynamic interactive writing.	2.8	2.9
7. ... increased my interest in writing.	3.2	3.7
8. ... made me more confident in writing.	3.7	4.3
9. ... improved the quality of my writing.	3.1	4.1
10. ... enhanced my English proficiency.	3.4	3.9
11. ... enhanced my interaction with peers.	3.5	4.5
11. ... helped me to improve my essay.	3.1	3.7
13. I felt comfortable when I provided peer feedback to my partner's paper.	2.6	3.2
14. Peer feedback made me work independently.	2.4	4.8
15. I could provide peer feedback based on a rubric.	2.6	3.5

Fuente: Vélez Palacios, A. A. (2022) for Master's thesis, Universidad Casa Grande. Departamento de Posgrado.

Overall, there is an improvement in the results' means of the pre and post-survey. Students at the end of the intervention felt more capable of creating better texts, as observed in statements 2, 3, 5, and 8. Furthermore, statements regarding Peer feedback learning improved pre and post results, as observed in statements 13, 14, and 15.

However, some items had not had much difference as in the pre-survey. For instance, in items 1 and 7, there was not much difference; because students know that if they receive the feedback from others they will improve on the different skills in a language as for this case in writing using Google Docs. The survey included an open question related to peer feedback significance where students indicated that feedback is usually given by the teacher, but it is relevant to give peer feedback because in that way they help each other and work collaboratively, for instance, when they forgot about misspelling words, capitalization, and topic sentence, among others. In addition, they become more autonomous in their learning and there was a lot of interaction between them.

Participants felt confident using rubrics to evaluate their partners' work, their anxiety and nervousness were low and almost disappeared, they were capable of organizing their ideas more precisely and accurately. Vygotsky (as cited in Woolfolk, 2016) pointed out that cognitive development is generated through the interaction of peers and the use of technological devices. As well as, Huisman et al. (2018) highlighted the crucial involvement of practicing writing through the use of peer feedback by sharing comments, transferring learning, understanding information, assimilating evidences, and reflecting

observations in a meaningful way. Therefore, students' perceptions towards the peer feedback and its impact in writing were positive after the application of this implementation.

For Celce-Murcia (2001), writing is a process with an interaction between the writer and the reader. However, in English classes, students may lack the presence of the reader. In this regard, peer feedback can reduce that gap. The fact of having somebody besides the teacher makes the writing meaningful to the writer and the audience. Therefore, the complexities of writing as described by Abbott et al. (2010) which raise negative feelings like anxiety and frustration (Maghsoudi & Haririan, 2013) can be reduced with the practice of the writing activities and having to read and improve students' work.

Conclusion

This innovation took five weeks of implementation and after that time, the pre and posttests, the checklist, the field notes and the pre and post surveys demonstrated that most of the learners improved their writing process. This research study showed a significant impact on students due to the writing skills development, recognizing the process of writing an essay, generating, and organizing ideas, using proper grammar, mechanics, and clear messages.

The implementation of peer feedback facilitated by Google Docs in the innovation proved to have effective and meaningful results since this application motivated the active interaction and collaboration. This got students' attention, target language development, and an adequate virtual learning environment.

Overall, this action research helped learners to meet the standards and to achieve the goals of the Ecuadorian learning context and the International Baccalaureate Program. It raised in the students the positive mindset to be engaged, an important feature to enhance the language learning process. This present research study was conducted in a public institution with a group of 29 IB participants, it could also be implemented in order to improve the writing process among other schools with diverse learning English levels of education.

Even though the positive results of the implementation, some limitations should be considered for future studies. They are mainly focused on the limited access of technology, short time to carry out the research study, shortage of devices or resources, internet issues, teachers and learners' predisposition to apply the strategy. In fact, the lack of computer labs and internet in the public schools became a great challenge in this innovation, some students experienced internet issues outside the classrooms and did not work properly with their written tasks. Similarly, some learners informed that they found Google Docs complicated at the moment of using this app because they got troubles to include feedback comments in their partners' essays. Thus, the author of this study recommends to work with a proper internet connection to strengthen the ability of using Google Docs and providing feedback. Likewise, teachers should know that at the beginning it will take time to train students to provide peer feedback, to receive and accept the feedback of their peers. Since, they are expecting only the teachers' feedback.

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