

ผลของกิจกรรม PEER FEEDBACK ผ่าน CANVAS LMS ต่อการพัฒนาความสามารถ
การเขียนภาษาอังกฤษของนักศึกษามหาวิทยาลัยปณณาศาตรา
THE EFFECTS OF PEER FEEDBACK ACTIVITY THROUGH CANVAS LEARNING
MANAGEMENT SYSTEM ON ENHANCING OF PANNASASTRA UNIVERSITY
STUDENTS' ENGLISH WRITING ABILITY

Chanmonita Soeung^{1*}, ปทมรัศมี นาคนิษฐนนต์² และ เฉลิมชัย ไชยชมภู³
Chanmonita Soeung^{1*}, Pathamarat Nakanitanon² and Chalermchai Chaichompoo³

มหาวิทยาลัยราชภัฏเชียงใหม่ 202 ถ. ช้างเผือก ต.ช้างเผือก อ.เมือง จ.เชียงใหม่ 20300^{1,2,3}
Chiang Mai Rajabhat University, 202 Chang Puak Rd., Chang Puak Sub-district, Muang District, Chiang Mai Province, 50300^{1,2,3}

*Corresponding Author E-mail: soeungchanmonita@gmail.com

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาผลของการใช้กิจกรรม Peer Feedback ผ่าน Canvas LMS ต่อการเสริมสร้างพัฒนาทักษะการเขียนภาษาอังกฤษของนักศึกษา และ 2) ศึกษาความคิดเห็นของนักศึกษาที่มีต่อกิจกรรม Peer Feedback ผ่าน Canvas LMS กลุ่มตัวอย่างคือ นักศึกษามหาวิทยาลัยปณณาศาตรา (Pannasastra) ประเทศกัมพูชา จำนวน 54 คน ที่ลงทะเบียนเรียนวิชา English for Academic Purposes โดยการคัดเลือกแบบเจาะจง แบ่งกลุ่มตัวอย่างเป็นกลุ่มทดลองและกลุ่มควบคุม กลุ่มละ 27 คน เครื่องมือที่ใช้ในการเก็บข้อมูลประกอบด้วย 1) แบบทดสอบก่อนเรียนและหลังเรียน 2) แบบสอบถาม และ 3) แบบสัมภาษณ์กึ่งโครงสร้าง วิเคราะห์ข้อมูลโดยหาค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และ t-test

ผลการวิจัยพบว่า 1) กิจกรรม Peer Feedback ผ่าน Canvas LMS สามารถพัฒนาทักษะการเขียนภาษาอังกฤษของนักศึกษาอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 2) กิจกรรม Peer Feedback ผ่าน Canvas LMS มีผลเชิงบวกต่อความสามารถในการเขียนภาษาอังกฤษของนักศึกษาใน 3 ด้าน ได้แก่ 1) การเพิ่มแรงจูงใจ 2) การสร้างความตระหนักต่อไวยากรณ์และการสะกดคำ และ 3) การจัดการสิ่งสนับสนุนในชั้นเรียนและพื้นที่การเรียนรู้ด้วยตนเองของนักศึกษาดังนั้นกิจกรรม Peer Feedback เป็นประโยชน์สำหรับการเรียนการเขียนภาษาอังกฤษโดยเฉพาะในบริบทของการเรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

คำสำคัญ: กิจกรรม Peer Feedback, Canvas LMS, การเขียนภาษาอังกฤษ

¹ นักศึกษาหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาภาษาอังกฤษศึกษา คณะมนุษยศาสตร์และสังคมศาสตร์
²⁻³ ผู้ช่วยศาสตราจารย์ ดร. ภาควิชาภาษาตะวันตก คณะมนุษยศาสตร์และสังคมศาสตร์

ABSTRACT

The objectives of this study were to investigate the effects of using the peer feedback activity through Canvas LMS to enhance EFL students' writing ability and to explore the students' opinions on the implementation of peer feedback activity through Canvas LMS. The sample group comprised 54 students of the Intensive English for Academic Purposes Course (IEAP) at Pannasastra University, obtained by applying the purposive sampling method. The samples were divided into two groups: the experimental and the control groups, 27 students for each group. The instruments for data collection included 1) the pre-test and post-test, 2) a questionnaire, and 3) semi-structured interview questions. The data were statistically analyzed for mean, standard deviation, and t-test.

The results revealed that 1) the peer feedback activity through Canvas LMS can enhance EFL student's writing ability at the significance level of .05. 2) the peer feedback activity through Canvas LMS had positive effects on students' writing ability in three aspects: 1) increasing their motivation, 2) raising their awareness on grammar and spelling issues, and 3) facilitating classroom management and providing students their own space of learning. Therefore, this activity can be useful for implementing in the English writing class, particularly in the EFL context similar to the context of this study.

KEYWORDS: Peer Feedback Activity, Canvas LMS, English Writing



Introduction

English writing skill is one of the significant foundations for education in both primary and higher levels. Bun (2010) states that the ability to know English is advantageous for Cambodian people in terms of working or continuing their study in higher education. Igawa (2008) also maintains that English is the widely preferred language in Cambodia for both business and schooling. It is therefore taught and learned in all schools and universities for many decades.

Writing is a complex skill involving multiple processes and abilities, and problems may occur to some students. The English second language learners usually share common writing problems which are lack of independence, absence of discussion and cooperation to interact in writing skills (Ismail, Hussin & Darus, 2012). In relation to the writing challenges, Cambodian students have been encountering with a number of issues, namely, using grammatical rules incorrectly, producing poor contents and lacking motivation to write (Ngun, 2013; Somara, 2014).

There are various ways to improve students' writing ability and one of them is the use of peer feedback activity (Nguyen, 2019). Peer feedback activity is defined as a collaborative activity in which students read, and give feedback on one another's writing to enhance writing capability (Chang, 2016). With the use of the peer feedback activity, students are able to develop their writing by considering the responses of their peers, learning how to formulate and to give constructive feedback on peer's work, receiving multiple sources of feedback, and improving their critical thinking skills while doing the peer feedback activity (Boase-Jelinek, Parker & Herrington, 2013). Several studies have ascertained the benefits of using peer feedback activity in English writing class (Kurihara, 2017; Nguyen, 2019; Wakabayashi, 2013). Similarly, numerous researches proved that

the peer feedback activity provides students a better learning environment in which students can develop their writing ability (Crossman & Kite, 2012; Ruegg, 2015; Smith, 2017). Furthermore, the implementation of peer feedback activity assists learners to develop their use of language more accurately and build up their confidence to write better in English (Nguyen, 2019). Correspondingly, Kurihara (2017) reveals that students improve their writing capabilities after the employment of the peer feedback activity. In addition, the peer feedback technique productively allows students to work in a collaborative way, which helps increase enthusiasm for those who lack confidence to write (Smith, 2017). Therefore, the peer feedback activity is a student-centered approach which urges learners to be more productive in their learning activity in order to develop their writing ability.

The rise of technology has set new norms and expectations for interactions and knowledge sharing. With the advancement of technology, the peer feedback activity could be more effective, if it is incorporated with digital tools. According to Sandolo (2010), technology, such as Facebook and blogs, has played a vital role in developing students' motivation to improve their writing ability. Chang (2016) suggests that both writers and reviewers have the courage to provide comments in a more direct and effective way for their peer writing paper in conducting peer feedback. Thus, it is useful to integrate technology as a medium of language learning to prepare students to have adequate competence.

There are various technology applications that can be used as learning tools. Canvas Learning Management System is one of an online learning system which provides innovation and creativity in the learning process (Canvas, 2019). Baepler (2015) conducted a comparative study between Canvas LMS and Moodle, and the finding indicated that students

preferred to use Canvas LMS for its cooperative learning environment with various functions including the delivery of feedbacks, grading system, and online discussion. Another study conducted by Sullivan and Watson (2015) on peer assessment via Canvas learning management system revealed that students were more engaged in studying with this learning system. With Canvas, both instructors and students can monitor learning outcomes, give feedbacks, chat, collaborate on assignments, conduct video conferences, grade assignments, create writing rubrics, or develop course calendar and so on (Canvas, 2019). Moreover, Canvas LMS is developed to encourage peer-learning activities where students can work together and learn from one another (Irvine, 2015). According to Yana (2018), it is indicated that the use of Canvas LMS contributed to the development of students' achievement in English learning. However, the implementation of the peer feedback through Canvas LMS for improving learners' writing skill is rare to find.

Even though there is some evidence of using Canvas LMS to improve learning activity, it is scarce to find, particularly in Cambodia. Given a very limited amount of research on approaches to enhance Cambodian students' English writing ability, therefore, the research aims to investigate the effects of using the peer feedback activity through Canvas LMS to assist Cambodian students to improve their writing skills. The results of this study could contribute to the development of teaching and learning of English writing in the context in which English is taught and used as a foreign language in Cambodia. With the use of the peer feedback activity through Canvas LMS, students are expected to write in English better.

Objectives

1. To investigate the effects of peer feedback activity through Canvas LMS on enhancing EFL students' writing ability

2. To explore the students' opinions on the use of peer feedback activity through Canvas LMS

Research methodology

This study employed both qualitative and quantitative methods for collecting the data. The design of this experimental research is a two-group pre-test and post-test design in which the students were divided into two groups, the experimental and control groups. The experimental group was taught in the blended classroom by using peer feedback through Canvas LMS whereas the control group was taught in a regular classroom environment.

Population

The population of this study was 200 students in level 1 of the Intensive English for Academic Purposes (IEAP) at one of Foreign Language Institutes in Cambodia. The IEAP comprises four levels including beginner, pre-intermediate, intermediate and advanced levels. The course is specifically designed for students who have finished their high school certification and wish to continue their bachelor's degrees at the university. Students are required to take a placement test exam to join the English program so that they can be placed in a suitable level for their current abilities and continue to the university after finishing the course.

Sample

The purposive sampling method was applied to select the sample group based on their level of English proficiency. There were 54 students who were divided into the experimental and control groups, 27 students for each. For the experimental group, the students were assigned into a group of four who were heterogenous in their English abilities according to their grades in their previous terms. Nine students in the experimental group were selected by using the purposive sampling method for the interview.

Research instruments

In the present study, there were two kinds of research tools: tools for experiment and tools for data collection. The experiment was conducted for twelve hours and the tools for experiment consisted of two sets of lesson plans: teaching writing with the use of the peer feedback activity through Canvas LMS, and teaching writing with regular activity. As for the tools for data collection, it comprised the writing ability test, the questionnaire and the semi-structured interview.

1. Writing ability test

The sample groups were administered the writing ability test before and after the intervention. The writing ability test in this study was a paragraph-writing test with a minimum of 150-words for students to complete within 40 minutes. The students were assigned to write a narrative paragraph which they were required to use descriptive sentences as supporting details for the narration. The topic was “My Most Exciting Day at School” in the writing ability test. Three language experts assessed the content validity of the writing ability test by using Item-Objective Congruence Index (IOC) form. The mean was 0.92, which had a high validity.

2. Questionnaire

A 5-point rating scale questionnaire was administered to the students at the end of the experiment period. The questionnaire was developed to explore students' opinions in terms of the benefits and obstacles on the use of the peer feedback activity through Canvas LMS. Three language experts assessed the content validity of the questionnaire by using Item-Objective Congruence Index (IOC) form. The mean was 0.93 and the reliability data was 0.99 which had a high validity to employ in the study.

3. Semi-structured interview

The questions used in the interview contained open-ended questions to obtain detailed information from the interviewees. The purposive sampling method was

utilized to select nine students from the experimental group for an in-depth interview. The questions were developed focusing on challenges and benefits of using the peer feedback activity through Canvas LMS. Three language experts assessed the content validity of the semi-structured interview by using Item-Objective Congruence Index (IOC) form. The mean was 1.00, which had a high validity.

Procedure of the experiment

This research experiment was conducted from February 2020 to March 2020. This experimental study was held for 8 sessions, and each session lasted one and a half hour. At the beginning of the experiment, both the experimental group and control group were administered with the pre-test which aimed to obtain the information of the students.

In the experimental group, the students were then taught about the process of paragraph writing. In the following session, the teacher also prepared a presentation on the peer feedback activity and how to use Canvas LMS to the students. In the next sessions, the teacher taught the students about descriptive paragraph. Then the students were assigned to write two topics of the descriptive paragraph. After they finished their paragraph writing on the first topic, their work was uploaded onto Canvas LMS. The students then began conducting the peer feedback activity on their assigned peers by the teacher in Canvas LMS. Once they completed providing the comments to their friends' paragraphs in the group, the students continued to revise their own paragraph with the comments provided by their peers accordingly. Finally, the students uploaded their revised paragraph onto Canvas LMS as the final draft. Additionally, the students repeated the same cycle of activities for the second topic. As for the narrative paragraph, the process of teaching and learning activities was also repeated similar to the descriptive paragraph.

In the control group, the students were taught about the process of paragraph writing. In the following session, the teacher also prepared a presentation on the descriptive paragraph. After the practice activity, the students were then assigned to write a topic of the descriptive paragraph. The students were then asked to share with their friends who were next to them to check for the mistakes and revise if there were any. After the activity completed, the students would submit the paragraph to the teacher for correction and grading. Additionally, the students repeated the same cycle of activities for the second topic. As for the narrative paragraph, the process of teaching and learning activities was also repeated similar to the descriptive paragraph.

Data analysis

The data from the pre-test and post-test,

and responses from the questionnaire were analyzed using mean and standard deviation. The participants' mean scores in the writing ability tests were analyzed by using Independent Samples t-test. The data from the questionnaire were analyzed by using mean scores. The content analysis was employed to analyze the qualitative data from the interview.

Results

1. The effects of peer feedback activity through Canvas LMS on enhancing EFL students' writing ability.

The pre-test was administered to fifty-four participants from the experiment and control groups. The results of the data analysis were showed in Table 1 below

Table 1 Comparison between the pre-test and the post-test mean scores of the experimental and the control groups.

Sample	Tests	n	Mean	S.D.	Sig.	Mean Difference
Experimental Group	Pre-test	27	10.74	1.86	.00*	4.05
	Post-test	27	14.79	1.65		
Control Group	Pre-test	27	10.27	1.89	.00*	2.52
	Post-test	27	12.79	2.02		

* $p \leq .05$

Table 1 presents the results of the statistical data analysis from the pre-test and post-test of both groups. In the experimental group, the mean scores of the pre-test and post-test were 10.74 (S.D. = 1.86) and 14.79 (S.D. = 1.65) respectively. In the control group, the mean scores of the pre-test and the post-test were 10.27 (S.D. = 1.89), and 12.79 (S.D. = 2.02) respectively. It can be pointed out that there was a statistically significant difference between the pre-test's mean scores and the post-test's mean scores of the experimental group. That is, the mean scores of the post-test (14.79) were much higher than those of the

pre-test (10.74) with the mean difference of 4.05. In the control group, there was also a significant difference between the mean scores of the pre-test and the post-test. The mean scores of the post-test (12.79) were relatively higher than those of the pre-test (10.27) with the mean scores difference of 2.52.

Moreover, it can be noticed from the post-test mean scores that the students' writing performance in the experimental group (14.79) was more significantly improved than that of the control group (12.79) at the significance level of .05.

2. The students’ opinions on the use of peer feedback activity through Canvas LMS.

2.1 Questionnaire results

Table 2 below presents the mean and standard deviation of the students’ opinions on the implementation of the peer feedback activity through Canvas LMS to enhance their writing ability. It can be noted that the highest mean was item 10 (Mean =4.11, S.D. = 0.64) which is believed that the peer feedback activity through Canvas LMS motivated the students to write more. Followed by Item 6 (Mean = 4, S.D. = 0.68),

the students agreed that providing the feedback through Canvas LMS made them feel more comfortable to do so. The mean of Item 8 was rated the third highest (Mean = 4, S.D. = 0.78) indicating that the student felt comfortable letting other students give feedback on their paragraph through Canvas LMS. On the contrary, item 9 was reported as the lowest mean (Mean = 3.41, S.D. = 0.89) in which the students felt that doing the peer feedback activity through Canvas LMS was easy for them.

Table 2 Students’ opinions on the implementation of the peer feedback activity through Canvas LMS to enhance their English writing ability

Items	Mean	S.D	Level of Opinions
1. The peer feedback activity through Canvas LMS helped me to organize ideas better in my paragraph.	3.48	0.58	Agree
2. The peer feedback activity through Canvas LMS helped me to develop better content in my paragraph writing.	3.63	0.69	Agree
3. The peer feedback activity through Canvas LMS helped me to use better vocabulary in my paragraph writing.	3.85	0.60	Agree
4. The peer feedback activity through Canvas LMS helped me to use grammar correctly in my paragraph writing.	3.67	0.83	Agree
5. The peer feedback activity through Canvas LMS helped me to use better sentences in my paragraph writing.	3.67	0.83	Agree
6. I feel more comfortable in providing feedback to my peer’s paragraphs through Canvas LMS.	4.00	0.68	Agree
7. I feel more comfortable reading my peer’s paragraphs through Canvas LMS.	3.93	0.83	Agree
8. I feel more comfortable letting other students give feedback on my paragraph through Canvas LMS.	4.00	0.78	Agree
9. The peer feedback activity through Canvas LMS was convenient to use.	3.41	0.89	Agree
10. The peer feedback activity through Canvas LMS motivated me to write more.	4.11	0.64	Agree
Overall Scores	3.78	0.11	Agree

2.2 Results of the interview

This section describes the findings obtained from the semi-structured interview, which was designed to gain detailed and insightful information, such as, opinions, comments and other additional points of view apart from the responses to the questionnaire. A set of 5 questions was developed to ask the students and the results from the interview were categorized into five parts namely students' perception of the implementation of peer feedback activity through Canvas LMS, students' motivation, challenges, benefits and suggestions. The findings are summarized as below:

1) The approach was advantageous to help students improve their writing performance. The students viewed that the activity assisted them to obtain and provide feedbacks from their friends more conveniently. They also mentioned that even though it was their first time to access this web-based learning management system, they somehow enjoyed using it as it helped them to do the peer feedback faster and easier than giving in a written form. Most remarkably, they expressed their opinions that the activity was helpful for them to focus more on the errors on grammar and spelling. That is, having given feedback to their peers, they began noticing their own errors more explicitly.

2) The approach motivated the students to do the peer feedback activity in a non-threatening environment. That is being said, the students felt more freely to provide and obtain both positive and negative feedbacks to/from their peers without feeling pressured to confront with their friends face to face. Hence, the online learning environment holds a significant role in being a learning platform for the students to use in their learning process, especially for the peer feedback activity.

3) The challenge for the students was that using Canvas LMS to do the peer feedback activity is a

new and challenging activity for them. Even though the teacher taught them how to use Canvas LMS to do the peer feedback activity, some students were not able to use Canvas LMS smoothly in their first few sessions. A small number of the students expressed that they had never learnt about Canvas LMS before; they therefore found it challenging. However, they also showed their positive view that they still enjoyed using and doing the activity despite the existing challenge.

4) The approach was beneficial for the students regarding the improvement of their writing ability. It was revealed that the peer feedback activity through Canvas LMS helped them focus more on their writing concerning grammar and vocabulary. In other words, after the students gave comments to their friends' writing paragraph, they started to reflect more on their own writing errors and become more cautious when they wrote.

Discussion

This section discusses the results of the data analysis on the effects of the peer feedback activity through Canvas LMS on the students' writing performance and the opinions of the students on the activity.

1. The effects of the peer feedback activity through Canvas LMS.

The findings revealed that the participants' writing ability significantly improved after learning with the use of peer feedback activity through Canvas LMS. This results confirm with Yana (2018) that the implementation of Canvas LMS in the English language classroom improved students' learning accomplishment. In terms of motivation, it was found that the teaching method provided convenience for the students, and this increased their motivation in the learning process. The result was in line with the study of Roa (2014) in that using media as a learning platform could support students in their learning activities and increase their learning

motivation. Correspondingly, Baepler's (2015) found that peer feedback through Canvas LMS assisted students to learn in a supportive and cooperative environment with various functions for doing the peer feedback activity. During the process of implementing the peer feedback activity through Canvas LMS, the students were allowed to work together as a community to share and give comments more freely and effectively. It can be concluded that the students felt more motivated to do the peer feedback activity through Canvas LMS as it provided a comfortable learning environment for learners to read and give comments on their peers' paragraphs. With regard to writing conventions, the peer feedback activity through Canvas LMS allowed the students to pay more attention to grammar, capitalization and spelling. This finding was in accordance with Wakabayashi (2013) and Nguyen (2019) who discovered that the peer feedback activity could assist students to develop their language use, grammar, and make use of the feedback. Moreover, the results from the pre-test and post-test indicated that the students who studied through the implementation of the peer feedback activity through Canvas LMS had a higher learning achievement than those who studied through the conventional method. Furthermore, an obvious result from the students' writing ability post-test was that they made fewer writing errors on grammar, spelling and mechanics. Hence, the activity assisted the students to develop and reflect more on their writing process. In addition, the classroom observation showed that the students in the experimental group were more involved in the peer feedback activity than those of the control group. It was worth noting that the students revised their paragraphs according to most of the comments received from their peers. In conclusion, the peer feedback activity through Canvas LMS enabled the students to concentrate more attention on the errors on the grammar, capitalization and

spelling as well as their own in an attempt to develop their language use, and make use of the feedback.

Regarding the classroom management, the teaching method facilitated teachers in monitoring the students' works conveniently and provided students their own space of learning. In this study, it was found that using a web-based learning platform like Canvas LMS enabled the teacher to monitor and manage the student's learning process more conveniently. That is, the teacher was able to view all of their students' activities such as comments and discussion. This way, the teacher could control and address the problems of their students instantaneously. Furthermore, teachers and students could upload, give and get the posted pieces of writing immediately with the use of Canvas LMS. The teacher could also assign students to review one another's work, and to work in-group with this learning system. This confirms Fournier, Cruz & Roberts (2018) findings that Canvas is one of the effective and helpful online teaching platforms for teachers to communicate and manage their students efficiently. With Canvas LMS, students could do the peer feedback activity in an online learning environment which enables them to feel more relaxed to collaborate and interact with their classmates. This made students feel more comfortable in sharing their ideas to their friends. Canvas LMS allows students to have their own space of learning through peer learning space that the students can communicate and collaborate with one another conveniently (Irvine, 2015).

2. Students' opinions on peer feedback activity through Canvas LMS

Many participants acknowledged that using the peer feedback activity through Canvas LMS raised their awareness on vocabulary and grammar errors. Based on the findings from the questionnaire and interview, it can be seen that the students felt more motivated to

write and give the comments to their peer's paragraph more conveniently. Furthermore, the students also felt comfortable letting other students commented on their paragraph. Most of the students showed their positive opinions toward the teaching method. This overall positive result is a reflective of the participants' satisfaction as reported from Nguyen (2019) and Kurihara (2017). Additionally, it was noted that most students expressed their positive attitudes that they felt more comfortable to do the peer feedback activity through Canvas LMS. Interestingly, the students are in agreement with the use of peer feedback activity through Canvas LMS to increase their learning motivation. That is, incorporating of the technology with the peer feedback activity can contribute to the development of the students' ability in writing and strengthen their self-confidence that they were able to share their ideas more conveniently. Moreover, the students could do the peer feedback activity in a non-threatening environment without confronting with their friends. This result agreed with Sandolo (2010) that the integration of the technology with the peer feedback activity motivated students to write and improved their confidence in which help develop their writing ability. The result was also in line with the findings of Mantiri (2014) and Rahimi & Yadollahi (2011) in that using learning media to facilitate learning process and communication could improve learner's achievements and increase students' learning motivation, and lower students' anxiety in the language class. However, a small number of students found it hard to do the peer feedback activity through Canvas LMS and it was claimed that it was not convenient for them to use since they had never used it before. The result supports the finding of Johnson, Jacovina, Russell & Soto (2016) that some students had a little access to the use of computer and limited knowledge of technology,

so they were likely to prefer using a traditional method or regular learning activity. This can be concluded that students need guidance from the teacher and more time to practice on how to use Canvas LMS.

Conclusion

In conclusion, it is noteworthy that the peer feedback activity through Canvas LMS could help develop EFL students' writing performance. The results from the comparison between the pre-test and post-test mean scores showed that the participants' writing performance improved significantly after they learned with the peer feedback activity through Canvas LMS. In addition, it was discovered that the students in the experimental group outperformed those in the control group. Based on the results from the data analysis, it is evident that the peer feedback activity through Canvas LMS had positive effects on the students' writing performance after learning with the activity. According to the results of the questionnaire and interview, the majority of the students enjoyed the use of peer feedback activity through Canvas LMS. Most students expressed their opinions that it helped them develop their writing ability in terms of grammar and spelling. Most importantly, many students expressed that they felt more motivated to give and get comments with the employment of peer feedback activity through Canvas LMS. To sum up, the peer feedback activity through Canvas LMS could help develop EFL students' writing performance. It was found that doing the peer feedback activity through Canvas LMS offers assistance in the following three aspects: (1) increasing their motivation, (2) raising their awareness on grammar and spelling issues, and (3) facilitating classroom management and providing students with their own space of learning.

Recommendations

Pedagogical recommendations

1. It is suggested that the teacher should monitor the class closely and provide immediate assistance to the students during their early stage of learning with this activity. Some students had limited understanding, or they did not have any idea on how to use technology in their classroom.

2. It is recommended that those wishing use this activity must ensure that the strong internet connection is provided because all of the students need to be online at the time during the process of doing the peer feedback activity through Canvas LMS in order to avoid the negative effect to the results.

Recommendations for further study

1. This study was conducted for 12 hours with two small groups of EFL students in level 1 of

the Intensive English for Academic Purpose (IEAP) in Cambodia. It therefore would be interesting to conduct a study on students with different levels of English education with a longer period to find out whether it has similar or different effects.

2. This study focuses only on descriptive and narrative writing genres. Hence, it would be advantageous to find out whether the use of the same treatment with other types of writing would yield similar or different results.

3. It is suggested that to further validate the effectiveness of using the peer feedback activity through Canvas LMS to improve EFL students' writing ability, further studies in this area should be conducted by increasing the sample size from other schools in Cambodia for a longer period.

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