

## Research Article

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## Impact of the Online Peer-Review Technique (Oprt) on Improving the Students' Ability of Paragraph Writing Using Facebook

Grace B. Gimena 

### Abstract

**Background/purpose.** This study aims to evaluate the effects of the Online Peer-Review Technique (OPRT) in enhancing the paragraph writing skills of first year English major students.

**Materials/methods.** The study used a quasi-experimental design to assess the effects of the Online Peer-Review Technique (OPRT) through Facebook on improving paragraph writing skills in university English majors, employing a pre-test/post-test method. The working group involved 24 respondents, comprising 21 females and three males.

**Results.** The findings revealed that students experienced high writing anxiety during the pre-test, which significantly decreased in the post-test. This indicates that the respondents initially exhibited high anxiety levels, which diminished following the intervention. Regarding the emotional response to online peer feedback, the results showed consistently high levels for both the pre-test and post-test, suggesting a strong emotional engagement with the OPRT.

**Conclusion.** The study found that the students' writing anxiety and emotion did not significantly change their paragraph writing skills after exposure to OPRT. These imply that the students' writing anxiety and emotions with the use of online peer feedback did not change before and after the paragraph writing skills with the use of OPRT. The study found that the students' writing anxiety entry level on the anxiety writing, the pre-attitude was high, but it became low in the post-attitude. This means the respondents did not gain a more positive attitude toward writing. On the use of online peer feedback, the students' entry level of attitude was high for both pre-attitude and post-attitude. This implies that the students are equipped with a positive attitude towards using online peer feedback.

## 1. Introduction

In recent years, the integration of online platforms into educational practices has gained significant attention, particularly in enhancing writing skills. One such method is the Online Peer-Review Technique (OPRT), which leverages online spaces like Facebook to facilitate peer feedback in writing activities. This study aims to examine the effects of OPRT on the paragraph writing skills of first-year college English majors.

Writing skills are essential for academic success, and many students face challenges, including writing anxiety, which can hinder their performance. Research suggests that peer feedback can help reduce anxiety and improve writing proficiency, yet the specific effects of OPRT through social media platforms like Facebook remain underexplored.

Writing is a system of interpersonal communication that utilizes various styles of language (Hohenstein et al., 2023). It plays a vital role in both personal and professional contexts, and in academia, it serves as a key indicator of success. Students strive to improve their English writing skills, recognizing its significance in their academic pursuits (Teng et al., 2022). With the shift in teaching methodologies from focusing solely on students' final written products to emphasizing the writing process, peer feedback has emerged as a central component of writing instruction. Traditionally, teachers were the primary source of feedback due to their expertise. However, peer feedback has gained global recognition as an effective approach to enhancing students' writing skills. Research supports its use, citing its social, cognitive, and emotional benefits (Alharbi, 2023; Chen, Liu, & Lin, 2023). Effective feedback helps students better understand their subject and provides clear guidance on improving their learning outcomes (Francis & Shannon, 2013).

Shang (2022) asserts that peer feedback, introduced in U.S. educational institutions, promotes social interaction among writers and their peers through activities like peer responses. This interaction fosters dialogue, which is essential for transitioning from basic to complex conceptual thinking (Seals, 2023). While peer feedback has shown promise in improving writing, some instructors remain hesitant due to concerns about students' cognitive and linguistic abilities to evaluate, revise, and edit work effectively (Law & Baer, 2020; Link et al., 2022). Modifications have been suggested to address these concerns. For instance, Law and Baer (2020) proposed structured steps and procedures for pairing students and provided guidelines for writers and reviewers to ensure constructive collaboration. He recommended forming student groups based on their previous academic achievements to maximize the effectiveness of the feedback process.

The advent of the internet has led to the rise of online peer-review techniques, transforming the assessment process (Haleem et al., 2022). Online peer review offers several advantages over traditional face-to-face methods (Panigrahi et al., 2018). It enables students to communicate with peers, reflect on their work, and revise continuously based on feedback (Van Popta et al., 2017). Additionally, online platforms encourage greater participation by allowing students to provide feedback anonymously and at their convenience (Noroozi et al., 2023). These systems also allow teachers to closely monitor students' activities and progress (Noroozi et al., 2023), while researchers can collect data on assignments, participation, and communication through automated recording features. Furthermore, teachers can use these platforms to assign peer reviewers based on diverse criteria such as gender, academic achievement, and personal preferences, fostering a more tailored and inclusive assessment process.

## 2. Literature Review

The Online Peer-Review Technique (OPRT) has increasingly gained attention in the field of language learning as an effective tool to improve writing skills. OPRT fosters an environment where students provide and receive feedback, which is crucial for writing development. Peer feedback has

enhanced students' critical thinking, self-reflection, and ability to revise and improve their writing (Topping, 2010). Through collaborative learning, students not only improve their writing skills but also develop their ability to evaluate and critique the writing of others, which contributes to their overall literacy development (Hamadi et al., 2022).

Integrating social media platforms like Facebook into the OPRT has been particularly noteworthy. These platforms offer students a familiar and accessible space to engage in peer review activities, which can increase motivation and participation in the writing process (Al-Shehri, 2020). Due to its widespread use among students, Facebook is a prime example of a social media platform that is leveraged to promote collaborative learning. The platform's features, such as group discussions, comment sections, and instant feedback, facilitate an interactive and engaging environment for peer review (Latifi et al., 2023). Moreover, students are more likely to engage with content when shared within a social media context, as it aligns with their everyday communication habits.

Research supports the idea that peer feedback conducted through online platforms can alleviate common challenges such as writing anxiety, which often impedes students' writing performance. In face-to-face environments, students may fear judgment from peers, which can hinder their ability to write effectively. However, studies have found that the anonymity and flexibility offered by online peer feedback systems reduces this fear and encourages students to take risks in their writing (Tseng & Tsai, 2014). This, in turn, fosters a more supportive and open learning environment where students feel less intimidated by the revision process.

In addition, the asynchronous nature of online peer review allows students to engage with the feedback process at their own pace, offering them the opportunity for deeper reflection on the feedback received and their writing. This flexibility is particularly beneficial in higher education contexts, where students often balance multiple responsibilities and may benefit from extended time to reflect on and implement feedback (Buchanan et al., 2013). The opportunity for more thoughtful engagement with feedback has been shown to improve learning outcomes significantly (Buchanan et al., 2013).

Thus, using OPRT through social media platforms like Facebook holds significant promise in enhancing writing skills, reducing writing anxiety, and fostering a collaborative and reflective learning environment. This technique's benefits, including its ability to promote interactivity and flexibility, align well with the needs and preferences of modern students in higher education.

### 3. Methodology

The study employed a quasi-experimental research design, which is commonly used in teaching-learning settings. This type of design was utilized to determine the effects of the online peer-review technique (OPRT) through the use of Facebook in enhancing the paragraph writing skills of English majors in a university. It specifically employed the pre-test/post-test experimental research method.

**Table 1.** Research Design Framework

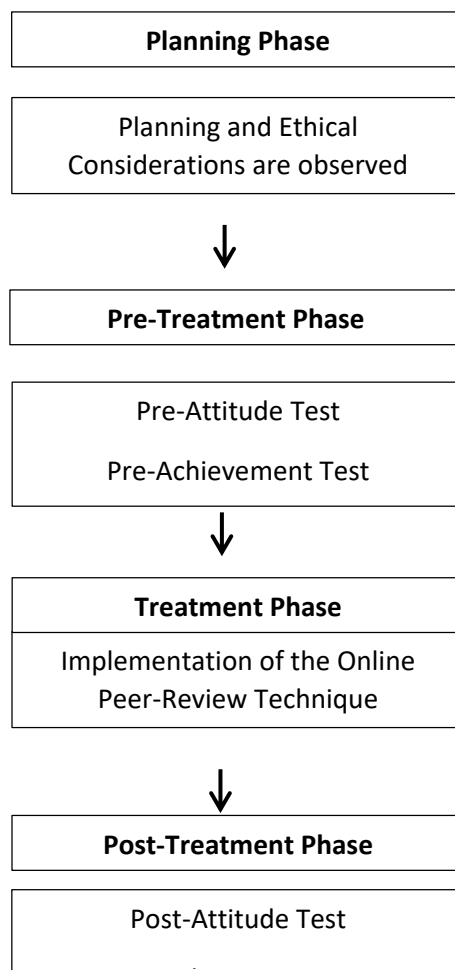
Single Pre-Test and Post-Test Design			
Group	Pre-test	Treatment	Post-test
A	O1	X	O2

#### 3.1. Respondents and Sampling Procedure

A total of twenty-four (24) respondents were approached for participation in this study. The respondents were composed of students majoring in English at the University. This study was

conducted during the second semester of the 2023-2024 academic year. Participation of the respondents was voluntary, and no incentives were given. In evaluating their paragraph writings before and after the utilization of OPRT through using Facebook, systematized random sampling was used, and 10 respondents were selected and scored.

### 3.2. Data Collection



**Figure 1.** Treatment Phases of the Study

#### Phase 1. Planning Phase

The researcher sought permission from the Dean of Instruction to conduct a study involving the Bachelor of Arts in English Language (BAEL) first-year college students. Once permission was granted, the participants were contacted via Messenger and informed about their roles in the study. Subsequently, the researcher created a Facebook group to facilitate the posting and peer review of their paragraph writings and share additional information relevant to the study.

#### Phase 2. Pre-treatment Phase

The researcher initially distributed a Google Forms questionnaire via Messenger to gather information about the respondents' profiles and their distance learning devices. Next, another Google Forms questionnaire was shared to assess the respondents' initial anxiety levels using 20 items and their emotions related to online peer review using 10 items. Additionally, the respondents were tasked with writing an essay reflecting on the current global situation as a pre-test to evaluate their initial proficiency in paragraph writing. After completing their pre-test essays, the respondents posted their written work in the designated private Facebook group.

### Phase 3. Implementation Phase

After conducting the pre-achievement test of the respondents, the OPRT was introduced as an intervention using a template for their guidance in peer review. The students peered together and peer-reviewed each other in the private Facebook group with Facebook's comment section.

### Phase 4. Post-treatment Phase

The students were asked to write an essay consisting of 300 words within 5 days as their post-test. The researcher asked the respondents to post their outputs in the private Facebook group to be checked using a plagiarism checker to measure the paragraph writing skills they have acquired after utilizing the OPRT. After posting their paragraph writing, the researcher floated the post-test on the writing anxiety and emotion with the use of online peer feedback of the respondents to determine their writing anxiety and emotion with the use of online peer feedback after the paragraph writing and exposure to OPRT.

In evaluating the outputs, one English teacher evaluated their essays using the rubrics with corresponding content: development of topic and details, information integration, organization and format, word choice, sentence variety, and structure, grammar, usage, and mechanics with a total points of 20.

### **3.3. Statistical Treatment of Data/Data Analysis**

The data gathered from the questionnaires was tabulated and analyzed to draw findings, conclusions, and recommendations. Frequency count and percentage were used to interpret the data gathered on the students' profiles. The data gathered on the profiles of the students were tabulated, analyzed, and interpreted using descriptive statistics. Inferential statistics, such as a dependent sample t-test, were used to determine the significant difference in the pre-test attitude, post-test attitude, pre-test paragraph writing, and post-test paragraph writing.

The second part of the questionnaire, which concerns the respondents' attitude towards essay writing, utilized a criterion scale to determine the descriptive statistic of the overall mean: 4.21-5.00 for very high, 3.41-4.20 for high, 2.61-3.40 for moderate, 1.81-2.60 for low, and 1.00-1.80 for very low.

As to the outputs of the respondents, analytic rubrics were provided: development of topic and details, information integration, organization and format, word choice, sentence variety and structure, grammar, usage, and mechanics with a weighted score of 17-20 points for excellent, 13-16 points for very good, 9-12 points for good, 5-8 points for developing, 1-4 points for beginner. In interpreting the scores of the respondents, a scoring scale was used: 17-20- excellent, 13-16- very good, 9- 12- good, 5- 8- developing, 1- 4- beginner.

## **4. Results and Discussion**

This chapter presents the analysis and interpretation of the data gathered to draw important and significant points about the effects of an online peer-review technique (OPRT) using Facebook to enhance the paragraph writing skills of English Majors in the University.

### **4.1. The Profile Variable of the Respondents**

This portion of the result discusses the profile of the respondents. Table 2 summarizes the students' responses to their data. It shows that out of 24 respondents, most are female, with 87% (f=21), while 13% are male respondents (f=3). This implies that most of the respondents are females. Regarding the students' handedness, 79% of the students (f=19) use their right hand to write, and 21% (f=5) use their left hand. This implies that most of the respondents are right-handed. Twenty of the respondents (83%) speak Cebuano, two of them (8%) speak Tagalog, and two of the respondents

(8%) speak another language. This implies that most respondents speak Cebuano as a language at home.

**Table 2.** Profile of the Respondents

Profile Variables	Categories	Frequency (f= 24)	Percentage
Sex	Male	3	13
	Female	21	87
Student's Handedness	Right	19	79
	Left	5	21
Student's Language at Home	Cebuano	20	83
	Tagalog	2	8
	Others	2	8
Father's Ethnicity	Cebuano	23	96
	Others	1	4
Mother's Ethnicity	Cebuano	20	83
	Tagalog	2	8
	Others	2	8
Father's Educational Attainment	Unschooling	1	4
	Elementary Undergraduate	3	12
	Elementary Graduate	1	4
	Highschool Undergraduate	7	29
Mother's Educational Attainment	Highschool Graduate	4	17
	College Undergraduate	4	17
	College Graduate	4	17
	Unschooling	1	4
Occupation of the Father	Elementary Undergraduate	5	21
	Elementary Graduate	1	4
	Highschool Undergraduate	3	13
	Highschool Graduate	9	38
	College Undergraduate	2	8
	College Graduate	2	8
	MS/MA Graduate	1	4
Occupation of the mother	Unemployed	9	38
	Self-Employed	8	33
	Blue collar job	5	21
	Others	2	8
Household Monthly Income	Unemployed	15	63
	Self-Employed	3	12
	Blue collar job	5	21
	Others	1	4
Household Monthly Income	Below P5,000	15	63
	P 10,001- 15,000	7	29
	P 15,001- 20,000	1	4
	P25,001-30,000	1	4

Of the 24 participants in this research, 96% of the students' fathers (f=23) belong to the Cebuano group, while 4% (f=1) belong to another ethnic group. This implies that the majority of the respondents' fathers are Cebuano. As to their mothers' ethnicity, 83% of them (f=20) belong to

Cebuano, 8% of them (f=2) belong to Tagalog group and another 8% of them (F=2) belong to another group. This reveals that the majority of the respondents' mothers are Cebuano.

As to the educational attainment of fathers, 29% of them (f=7) are high school undergraduates, 17% of them (f=4) were high school graduates, 17% of them (f=4) were college undergraduate, 17% of them (f=4) were college graduate, 12% of them (f=3) were elementary undergraduate, 4% of them (f=1) was elementary graduate, and 4% of them (f=1) was unschooled. This means that most of the respondents' fathers' educational attainments are high school undergraduates. As to the mother's educational attainment, 38% of them (f=9) were high school graduates, 21% of them (f=5) were elementary undergraduates, 13% of them (f=3) were high school undergraduates, 8% of them (f=2) were college undergraduate, 8% of them also were college graduate, 4% of them (f=1) was unschooled, and 4% of them (f=1) was MS/MA graduate. This reveals that most of the mothers of the 24 respondents were high school graduates. Further, Von Popta et al. (2017) justify that highly educated parents have a more significant impact on their children's achievement and performance in their studies at the secondary level. Moreover, this declaration has upheld that high-level educated parents usually show intrigue and care in their children's scholastic performance and their choice of subject and career. This undoubtedly leads to predominant performance and accomplishments in studies.

Out of of 24 respondents, 38% of their fathers are unemployed (f=9), 33% of them (f=8) are self-employed, 21% of them (f=5) have blue-collar jobs, and 8% of them (f=2) have another job. This reveals that most of the respondents' fathers are not working. As to their mother's occupation, 63% of them (f=15) are unemployed, 21% of them (f=5) have blue-collar jobs, 12% of them (f=3) are self-employed, and 4% of them (f=1) have another job. This means that most mothers are unemployed. For the respondents' family income, 63% of them (f=15) are below P5,000, 29% of them (f=7) have P10,001-P15,000 income, 4% of them (f=1) have P15,001- P20,000 income, and 4% of them (f=1) have an income of P25,001- P30,000. Thus, most of the household income of the first year English majors are below P5,000. Link et. al. (2022) stated that family socio-financial status impacts children's learning behavior and scholarly exhibitions by impacting parents' educational wants toward children and their instructive support. Families with higher socioeconomic status can leverage their advantages to secure better educational opportunities for their children, increasing the likelihood of pursuing higher education (Korous et al., 2022).

**Table 3.** Entry level of anxiety and emotion with the use of online peer-feedback toward the writing of the first-year college students

Pre-test on Students' anxiety towards writing	Mean	Std. Deviation	Descriptive Interpretation	Pre-test on Students' emotion on the use of online peer feedback	Mean	Std. Deviation	Descriptive Interpretation
While writing in English, I'm not nervous at all.	3.08	.78	Moderate	I usually feel that my teachers' corrections for my paper influence my emotion and motivation in learning writing. I feel not confident and am nervous after reading my teachers' negative comments.	3.08	1.18	Moderate
I feel my heart pounding when I write English compositions	3.92	.72	High	I feel more relaxed to read my classmate's feedback on my writing.	3.38	.82	Moderate

under time constraint.							
While writing English compositions, I feel worried and uneasy if I know they will be evaluated.	4.04	.75	High	I prefer peer feedback to teacher's feedback.		2.86	1.15
I usually do my best to avoid writing English compositions	3.17	1.01	Moderate	I feel that peer feedback makes me learn more in a relaxing way.	3.38		1.06
My mind often goes blank when I start to work on an English composition.	3.25	1.03	Moderate	Through cooperation and cognitive interaction with my peers, I am able to write more confidently and more supportively	3.67		.64
I tremble or perspire when I write English compositions under time pressure	3.96	.81	High	Through exchanging ideas and knowing my peer's writing proficiency, I feel much more comfortable in the writing class.	3.83		.64
If my English composition is to be evaluated, I would worry about getting a very poor grade.	4.21	.51	Very High	Social interaction through writing and peer feedback provided me with more inspiration (ideas) and motivation in writing.	3.79		.72
I do my best to avoid situations in which I have to write in English.	3.13	1.00	Moderate	Generally speaking, I feel that I can improve my writing skills because of the peer feedback activity.	3.50		.83
My thoughts become jumbled when I write English compositions under time constraints.	3.83	.76	High	Hopefully, my essay and thesis can be revised and proofread by my classmates again because I can learn more.	3.25		.99
Unless I have no choice, I would not use English to write compositions.	3.00	.78	Moderate	I think peer feedback pedagogy should be applied in English classes if I work as an English teacher in my future career.	3.42		.93
I often feel panic when I write English compositions under time constraints.	3.96	.70	High				
I'm afraid that other students would deride	3.71	1.08	High				



my English composition if they read it.							
I freeze up when unexpectedly asked to write English compositions.	3.50	.88	High				
I would do my best to excuse myself if asked to write English compositions.	2.67	.76	Moderate				
I don't worry at all about what other people would think of my English compositions.	3.29	.96	Moderate				
I usually seek every possible chance to write English compositions outside of class.	3.54	.72	High				
I usually feel my whole body rigid and tense when I write English compositions.	3.46	.88	High				
I'm afraid of my English composition being chosen as a sample to be discussed in class.	3.71	.81	High				
I'm not afraid at all that my English compositions would be rated as very poor.	2.58	.88	Low				
Whenever possible, I would use English to write compositions.	3.83	.38	High				
<b>Mean for Students' Writing Anxiety</b>	<b>3.49</b>	<b>.81</b>	<b>High</b>	<b>Mean for Student' Emotion with the use of online peer-feedback</b>	<b>3.42</b>	<b>.59</b>	<b>High</b>

Legend:

4.21-5.00 Very High

3.41-4.20 High

2.61-3.40 Moderate

1.81-2.60 Low

1.00 Very Low

Table 3 shows the students' pre-test of writing anxiety and pre-test of students' emotions with the use of online peer feedback before the utilization of the OPRT. In students' writing anxiety, the computed mean is 3.49 with a standard deviation of .81, and it is interpreted as high or agree. This shows that the students have high anxiety towards writing. While the students' emotions with the use of online peer feedback, the computed mean is 3.42 with a standard deviation of .59 and interpreted as high or agree. This reveals that the students are having high emotions with the use of online peer feedback.

**Table 4.** What is the entry-level and proficiency of a first-year college student in writing before using the OPRT?

	Mean	Std. Deviation	Descriptive Interpretation
Pre-Test Score	8.7	2.16	Developing

*Legend: Excellent (17-20), Very Good (13-16), Good (9-12), Developing (5-8), Beginner (1-4)*

Table 4 presents the respondents' entry level and proficiency in writing before using the OPRT. The data gathered shows that the first-year BAEL students were categorized as developing in their pre-test essay writing, as indicated by the calculated mean of 8.7 and a standard deviation of 2.16.

The findings affirm that they need improvements in their paragraph writing skills to compose excellent compositions. Research on students' writing improvement suggests that writing instructors sometimes have reservations about its effectiveness due to concerns that students lack the cognitive sophistication and linguistic skills necessary to evaluate, revise, and edit a piece of work (Link et al., 2022; Law & Baer, 2020). In line with this result, Li and Mak (2022) state that students' poor writing compositions are due to difficulties in expressing or articulating their intentions and ideas, providing sufficient support, and using appropriate grammar and word choices in writing exercises.

**Table 5.** Gained level and proficiency of the first-year BAEL 10 selected students after the utilization of the OPRT in enhancing their writing skills

Score Range	Descriptive Interpretation	Pre-test Frequency	Post-test Frequency
17-20	Excellent	0	1
13-16	Very Good	0	3
9-12	Good	4	6
5-8	Developing	6	0
1-4	Beginner	0	0
Pre-test Mean Score	8.7 (sd= 2.16)	Developing	
Post-test mean score	12.7(sd=2.54)	Good	

Table 5 shows the pre-test and post-test results of the 10 selected first year college students. It reveals that one student scored 17-20 or excellent, three scored 13-16 or very good, and six scored 9-12 or good. It is also reflected in the table that the post-test scores of the respondents had a mean of 12.7 and a computed standard deviation of 2.54, described as good.

**Table 6.** What is the difference between the pre-test and post-test performances of the students in writing before and after implementation of the OPRT?

Performance Scores	Mean Score	SD	Interpretation	Mean difference	T-Value	df	p-value
Pre- Test	8.7	2.16	Developing	4	5.26	9	.000**
Post- Test	12.7	2.54	Good				

Table 6 reveals that the pre-test mean score of 8.7, interpreted as developing, is lower than the post-test mean score of 12.7, interpreted as good, regarding the utilization of OPRT in paragraph writing. As evidenced in the table, the pre-test mean score of 8.7 increases to 12.7 in the post-test mean score, which implies that the OPRT is effective.

Table 6 illustrates the result of the pre-test and post-test essay on the utilization of OPRT. The respondents scored significantly higher in the post-test, with a mean of 12.7 and a standard deviation of 2.54, compared to their pre-test, with a mean of 8.7 and a standard deviation of 2.16. This indicates an improvement of 4 points. As the table shows, there is a significant difference between the pre-test and post-test, with a computed t-value of 5.26 and a p-value of 0.00, which is less than the significance level of ( $p < 0.05$ ). This suggests that the null hypothesis, which states there is no significant difference between the pre-test and post-test of the respondents using OPRT in paragraph writing, is rejected. Therefore, there is a significant improvement in the students' paragraph writing after utilizing OPRT.

Li and Mak (2022) state in their research conclusion that peer-review techniques have improved students' writing ability. Therefore, it is proposed that English teachers should use peer review techniques as one option for teaching writing to stimulate students' interest and critical thinking in writing.

**Table 7.** Difference in the Pre-test and Post-test of students' anxiety and emotion on the use of online peer-review feedback toward writing before and after the utilization of OPRT

Students' Anxiety	Mean	Std. Deviation	Interpretation	Mean difference	T-value	df	P-value
Pre-test	3.49	.81	High	-0.20	-1.25	23	.223*
Post-test	3.29	.64	Low				
Students' Emotions on the use of online Peer Feedback	Mean	Std. Deviation	Interpretation	Mean difference	T-value	df	P-value
Pre-test	3.42	.59	High	0.29	1.53	23	.140*
Post-test	3.71	.56	High				

*\*\*significant level at  $p < 0.05$*

Table 7 shows the pre-test and post-test results of respondents' writing anxiety and emotion on the use of online peer feedback before and after the utilization of OPRT. These were calculated to determine if there were significant changes in their writing anxiety and emotion on the use of online

peer feedback before and after using the OPRT. There is no significant change in students' anxiety writing as the respondents scored higher on the pre-test with a mean of 3.49 compared to the post-test with a mean of 3.29. This means that the pre-test anxiety decreases to -0.20 with the computed t-value of -1.25 and p-value of .223\*, which is higher than the significant value of ( $p < 0.05$ ). Thus, this means that there is no significant change in the anxiety level of the respondents after the paragraph writing. This implies that the students' anxiety towards writing did not change after the OPRT.

In their pre-test and post-test on the students' emotions with the use of online peer-feedback before and after the utilization of OPRT, there is no significant change also as the calculated pre-test mean of 3.42 and calculated post-test of 3.71, and only increases at 0.29 on their post-test with t value of 1.53 and p-value of .140\* which is significantly higher than the p-value of ( $p < 0.05$ ). Thus, the study's null hypothesis is accepted, stating that there is no significant difference in the pre-test and post-test students' writing anxiety and emotion on the use of online peer review toward writing on the utilization of OPRT.

According to Baker (2016), the students' writing achievement improved because they were challenged to analyze their peers' compositions using peer-review techniques. They could evaluate sentences in the texts written by their peers using grammar knowledge and assess the organization of ideas with their writing knowledge. Similarly, (Seals, 2023) acknowledges several practical benefits of peer review: (1) students gain confidence, perspective, and critical thinking skills by reading texts on similar tasks; (2) students receive more feedback on their writing than they could from the teacher alone; (3) students gain insights from a diverse audience with multiple perspectives; (4) students review feedback from non-expert readers on unclear ideas and language in their texts; and (5) Peer-review activities foster a sense of classroom community. Additionally, studies have shown that peer review can help improve students' writing and that students can provide high-quality feedback.

**Table 8.** School-based language improvement plan based on the findings of this study

Program	Objectives	Activities	Program Responsible	Time Frame
Impact Of the Online Peer-Review Technique (OPRT) On Students' Ability of Paragraph Writing Skills Using Facebook	Enhance the students' paragraph writing skills.	Seminar on the utilization of OPRT using Facebook among teachers and students  Implement Facebook as a tool to improve the paragraph writing skills of the first-year college major in English students.	Campus Director Language Teachers Researcher	Second semester

Table 8 presents the school-based language improvement plan based on the study's findings. The program title is "Impact Of Online Peer-Review Technique (OPRT) On University Students' Ability of Paragraph Writing Using Facebook". Its objective is to enhance the paragraph writing skills of the first year college major in English students. Its objective is to enhance the paragraph writing skills of the second-year college major in English students. The activities that will be undertaken in line with the program will include a seminar on the utilization of OPRT through Facebook among teachers and students. In this activity, the college dean will request a speaker who has expertise in the utilization of OPRT through Facebook to discuss this activity. Next, Facebook can be implemented as a tool to improve the paragraph writing skills of first year BAEL students. The English teachers will utilize

Facebook for online peer-review techniques to enhance the paragraph writing skills of the first-year BAEL students. The researcher and language teachers will execute this plan with the help of the Campus Director in the second semester if the plan is accepted.

## 5. Discussion

The study found that the students' writing anxiety and emotion did not significantly change their paragraph writing skills after exposure to OPRT. These imply that the students' writing anxiety and emotions with the use of online peer feedback did not change before and after the paragraph writing skills with the use of OPRT. The study found that the students' writing anxiety entry level on the anxiety writing found out that pre-attitude was high, but became low on post-attitude. This means the respondents did not gain a more positive attitude toward writing. On the use of online peer feedback, the students' entry level of attitude was too high for both pre-attitude and post-attitude. This implies that the students have a positive attitude towards online peer feedback.

As to their entry-level and proficiency, the respondents interpreted it as developing. This means that the respondents need more improvement to compose excellent paragraph writing. In their gained level and proficiency after the utilization of OPRT, the results were good, which clearly shows that the respondents improved on their paragraph writing after the exposure to the OPRT. Further, this suggests that the OPRT is effective as the entry-level and proficiency, with a mean of 8.7 and standard deviation of 2.16, significantly changed after the OPRT with the gain level and proficiency of 12.7 for the mean and standard deviation of 2.54.

## 6. Suggestion

After a thorough analysis of the data, the following recommendations are made: First, this study suggests that teachers need to expand their content knowledge beyond basic proficiency to be effective in the classroom. They should understand and utilize content in ways specific to teaching. This includes selecting relevant and appropriate material for the course, providing adequate context and background, mastering the subject matter, citing relevant scholarship, and presenting divergent viewpoints. Second, teachers should collaborate with their students to develop the peer assessment checklist or evaluation form. When students have a hand in suggesting areas for evaluation or voting on questions to answer as evaluators, they become more engaged in the process. Some of the suggested questions or topics might challenge other classmates, thereby enhancing student interest, enthusiasm, participation, and interaction. Third, teachers should incorporate the Online Peer-Review Technique through Facebook to improve students' paragraph writing skills. Lastly, future researchers may find it valuable to explore other social networking platforms to determine their effectiveness in enhancing students' writing skills.

## Declarations

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