Spicing up Undergraduate Collaborative Writing Course through Feedback Dialogues

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Abstract. Dialogic feedback, as opposed to unidirectional feedback that positions English language learners as mere receivers, is argued to be effective in promoting learners' self-regulated learning and active roles in feedback interpretation and negotiation. Despite the emphasis on dialogic feedback, empirical research on the how? question related to the processes of dialogues in feedback settings is limited. This paper, therefore, being positioned as part of this dialogic feedback approach, aimed to explore how feedback dialogues on the writing of fifteen pairs of undergraduates joining a writing class in a Saudi Arabia university are constructed. The data was collected from records of oral face-to-face (F2F) dialogues and digital or online written and audio interactions. The dialogues were analysed using an interactional analysis guided by several conceptual frameworks from previous research. Findings illustrated that dialogues are promoted and constructed within a four-dimensional process of cognitive, metacognitive, socio-affective, and structural activities. The assessment questions, hand-written codes and Google Docs-based highlights of errors in learners' drafts played a role in initiating F2F learner-learner dialogues which were extended to teacher-learner dialogues and to online dialogues. The study encourages writing instructors' shift to dialogic feedback in order to foster learners' active engagement with feedback and to motivate them to look for more effective strategies in promoting feedback dialogues with learners.

Keywords: dialogic feedback; teacher-learner; learner-learner; oral dialogue; online interaction; writing

1. Introduction
Teacher and learner feedback, which is evaluative information to inform learners of their performance in a particular task, has been intensively practised and researched from a unidirectional approach. Such an approach, however, leaves no opportunity for learners to interact and communicate with the sender over the received feedback (Adie et al., 2018; Li & Vuono, 2019; Nicol, 2010; Saeed & Al Qunayeer, 2020). It positions learners as mere receivers of feedback and neglects the communicative and interactive processes of dialogic feedback (Carless, 2006; Higgins et al., 2001). As a result, learners may rely heavily on explicit feedback

without judging and interacting over it (Yang & Carless, 2013) and may fail to understand its intent appropriately or use it effectively in revising their written texts (Schillings et al., 2019; Winstone et al., 2017). In addition, providing feedback without dialogues may lead to a teacher's misunderstanding of the author's intention in writing (Merkel, 2018).

In view of the above-mentioned issues and weakness of the unidirectional feedback approach, some researchers have called for a shift to a bidirectional or even dialogic approach (Carless, 2006, 2020a; Guasch et al., 2019; Saeed & Al Qunayeer, 2020). Learners' success in acting upon the received feedback depends significantly on their understanding of feedback (Guasch et al., 2019; Winstone et al., 2017) and other factors such as the nature of feedback and types of issues detected or addressed in learners' texts (Saeed & Al Qunayeer, 2020). Therefore, this dialogic approach to feedback emphasizes interactions as the central element in the process of feedback (Blair & McGinty, 2013; Carless, 2006, 2020a; Guasch et al., 2019; Saeed & Al Qunayeer, 2020).

Despite this argument supporting the efficacy of the dialogic approach to feedback, empirical research on dialogic feedback processes in writing classrooms is still limited (Adie et al., 2018; Guasch et al., 2019; Saeed & Al Qunayeer, 2020) or has not been undertaken significantly so far (Dann, 2015; Green, 2019; Steen-Utheim & Wittek, 2017). Such research will increase our understanding of how feedback dialogue is constructed at the cognitive and socio-relational levels (Urquhart et al., 2014). Therefore, the current study attempts to enhance feedback practices in an English as a foreign language (EFL) context as well as addressing this gap in the literature by exploring the dialogic processes of feedback in teacher and peer feedback sessions in an undergraduate writing course in a Saudi university.

2. The concept of dialogue
2.1 Theoretical framework
This study addresses this research question: How are feedback dialogues constructed between teacher and learners and between learners in this writing course? The concept of dialogue refers to verbal conversations or communication between two or more parties, and involves any type of teaching or learning that is based on interaction and communication (Rojas-Drummond et al., 2020). Feedback dialogue is a collaborative conversation between learners and teachers or learners themselves (Blair & McGinty, 2013) that engages learners in interpretation of the received feedback, negotiation of its meanings and clarification of their expectations (Adie et al., 2018; Carless, 2013). As an interactive process, dialogic feedback activates the individual's learning through the contributions of others (Steen-Utheim & Wittek, 2017). According to Bakhtin (1994), the dialogic utterances of speakers are the outcome of their interaction in particular social situations or contexts, which implies that duologues include the relationships constructed and negotiated by speakers (Yang & Carless, 2013).

Dialogic feedback is rooted in the constructivist and sociocultural views of learning and knowledge construction (Blair & McGinty, 2013; Dann, 2015; Guasch

et al., 2019) as well as self-regulation (Merkel, 2018; Steen-Utheim & Wittek, 2017). Within the sociocultural view (Vygotsky, 1978), as learners engage in dialogue or interaction, they negotiate meanings and develop their cognitive skills, such as critical thinking (Steen-Utheim & Wittek, 2017). Dialogic feedback plays an important role in fostering learners' roles as active respondents to feedback (Blair & McGinty, 2013; Espasa et al. , 2018; Guasch et al., 2019; Saeed & Al Qunayeer, 2020). The use of language in feedback dialogues becomes an important means to understanding how participants construct their interpretations of feedback and maintain dialogues (Dann, 2015).

2.2 Conceptual framework
The current study offers a comprehensive conceptual framework which is developed based on several models of dialogic or interactive feedback in recent research conducted in EFL contexts (Ajjawi & Boud, 2017; Guasch et al., 2019; Saeed & Al Qunayeer, 2020; Steen-Utheim & Wittek, 2017; Yang & Carless, 2013). These conceptual models were merged in the current study to guide the analyses of feedback dialogues, which are further discussed in the method section. Dialogic feedback is an interactive process of cognitive, metacognitive, socio-affective and structural dimensions. The cognitive dimension of dialogic feedback is manifested in question-response exchanges that demonstrate learners' interpretation of feedback, critical reflection on it, articulation of their understanding or misunderstanding of it, negotiation and clarifications of its meaning (Ajjawi & Boud, 2017; Guasch et al., 2019; Saeed & Al Qunayeer, 2020).

The metacognitive dimension refers to those strategies employed by learners in facilitating their cognitive process of feedback, planning and organizing their tasks (Guasch et al., 2019). The socio-affective dimension refers to the linguistic features of dialogues (e.g., using "we" instead of "I" to reduce the gap in power relationships), using positive and supportive words and phrases to encourage learners and socio-emotionally support them (Ajjawi & Boud, 2017; Guasch et al., 2019; Steen-Utheim & Wittek, 2017). The structural dimension refers to how feedback is structured and organized (e.g., using prompts to initiate dialogues) and what tools and materials are used in providing feedback (Ajjawi & Boud, 2017, 2018; Yang & Carless, 2013).

3. Literature review
3.1 Teacher-learner dialogic feedback
Several studies on dialogic feedback have focused on teacher-learner dialogues. For instance, teacher-learner dialogues were found to reflect cognitive (e.g., question-asking and replying, meaning-negotiating, feedback-interpreting), social-affective (admitting learner's emotional responses, and offering social support) and structural features (e.g., prompt questions and the online journal that extend such dialogues) (Ajjawi & Boud, 2017; 2018). This is partially similar to findings of other studies on how learners' online interaction around teacher feedback via Google Docs triggered learners' feedback interpretations and negotiations (Guasch et al., 2019; Saeed & Al Qunayeer, 2020). In addition, such interactions promote learners' use of metacognitive strategies, such as planning and monitoring (Guasch et al., 2019).

In another study (Merkel, 2018), teacher-learner dialogic interactions allowed the tutee to develop her awareness of audience and content and engaged her in oral revisions through which she could interact, clarify and verbalize her ideas and thoughts with the tutor. Moreover, Steen-Utheim and Wittek (2017) illustrated that dialogues contained teachers' and learners' social and emotional support, such as exchanging positive feedback, encouragement and use of emotional responses. Dialogues were initiated by the teacher through questioning and learners contributed to the dialogue by minimal responses. Nevertheless, such minimal responses to teachers' feedback are indicators of their understanding a previous utterance and attempts in maintaining the dialogue. Another study (Jones et al., 2006) revealed that face-to-face (F2F) and online dialogues were controlled and guided by the tutors through questioning. Qualitative and quantitative analyses by Adie et al. (2018) revealed how teachers invited learners to dialogues through questioning and how both sides contributed to dialogues through short responses, evaluation and giving feedback to self.

From the above studies, there is a consistent finding supporting the role of teacher feedback formulation, such as questions in promoting interactions or dialogues with learners. Despite its potential for enhancing learners' cognitive and self-regulatory learning skills, the dialogic approach to feedback, especially teacher-learner dialogue, is not without limitations or weaknesses, including the imbalanced power in teacher-learner relationships that may impede learners' roles and contributions to dialogues (Blair & McGinty, 2013; Merkel, 2018; Williams & Severino, 2004). This issue may seriously affect learners' emotions, such as confidence in taking part in teacher-learner dialogues, especially in cultural settings which entail an imbalance in teacher-learner relationships as indicated in other studies conducted by Merkel (2018) and Yang and Carless (2013). Another issue is that teacher-learner dialogues, especially one-to-one F2F dialogues, may not be practical, especially in classes with large numbers of learners as they consume much time and are hard work (Blair & McGinty, 2013). Therefore, teachers are advised to follow a collaborative approach (Williams & Severino, 2004) and also engage learners in peer or learner-learner dialogues as discussed below.

3.2 Learner-learner dialogic feedback

Peer-peer or learner-learner dialogues refer to conversational interactions between learners. Engaging learners in small groups or pairs will help in promoting peer dialogues (Espasa et al., 2018; Gikandi & Morrow, 2016; Gikandi et al., 2011). It is also one of the new ways of effective feedback delivery (Orsmond et al., 2013) and strengthening the socio-relational or socio-affective aspects of dialogic feedback (Yang & Carless, 2013). As good promoters of dialogues, learners act as both providers and receivers of feedback (Espasa et al., 2018). In a review study of dialogic feedback (Schillings et al., 2018), peer-to-peer dialogue is argued to promote learners' roles as both seekers and givers of feedback. As for feedback providers, they can evaluate their peers' work, and for receivers, they can respond to their peers' feedback (Zhu & Carless, 2018). Learner-learner

dialogue does not only engage learners in deeper learning, but it also supports learners' language skills (Engin, 2017).

Moreover, in large classes comprised of more than 50 learners, instructors can also encourage peer dialogues around feedback to understand such feedback and interpret its messages (Schillings et al. 2019). Technology enables teachers to promote peer interactions through questions or prompts and by using technology (Alghasab et al., 2019). According to Carless (2020b), teachers can promote peer feedback dialogues through digital affordances, such as digital commentary and asynchronous discussions. Google Docs is one of these interactive tools that promotes teacher-learner interactions (Saeed & Al Qunayeer, 2020) and learner-learner interactions (Ishtaiwa & Aburezeq, 2015).

4. Methods
4.1 Research design
The current study used a qualitative case study approach which focuses on a detailed investigation of a research topic from individual(-s) in a particular and unique context or institution or programme (Simons, 2009). This approach was used since it offers the researcher an in-depth insight into the researched topic. It is useful to capture the detail and uniqueness of dialogic feedback in contexts where the researcher acts as a collaborative partner. Furthermore, it is applicable to dialogues that empowers teacher-learner relationships (Merkel, 2018). The author was one of the instructors who taught the course and planned and designed the research activities. He also took part in these dialogues as a collaborator and advisor.

4.2. Instrumentation
The current study was conducted among 30 learners joining an undergraduate writing course in a Saudi Arabian university during the second semester of the academic year of 2019-2020. The subjects of the study were aged between 19 to 25 years old and were enrolled in an English programme at the university level. The writing course was taught by the author, who is an Assistant Professor in Applied Linguistics and has over five years of experience in teaching writing to EFL learners. The course introduces learners to essay writing of different genres: descriptive, narrative, comparison and contrast, and argumentative essays. However, the focus of the research activities in this study is on descriptive essay writing. As part of their continuous assessment in the course, the learners were assigned descriptive essay writing in pairs. The final drafts were only given grades; however, learners' participation in the feedback dialogues was voluntary in order to enable them to improve their writing through dialogues with peers and an instructor.

4.3. Data collection
Prior to the study procedure of peer writing and dialogic feedback activities, the learners were instructed on these activities and were informed of their purpose. They also gave their written consent to their participation in the dialogic feedback activities. The seven-week-writing and feedback procedure was initiated by assigning learners into 15 pairs and their writing a four-paragraph descriptive

essay on one of the topics provided (Figure 1). Then, the instructor read these 15 first drafts (paper-based writing) and coded the flows and errors using a red pen (e.g., circles, underlining, question marks) (Picture 1, Figure 2)**.** One week later, three F2F dialogic feedback sessions started (each of two-hour sessions on Wednesdays covered discussions of the first drafts of five pairs of learners). Therefore, in each session, the learners discussed their first coded drafts and compared them against the assessment questions or prompts.
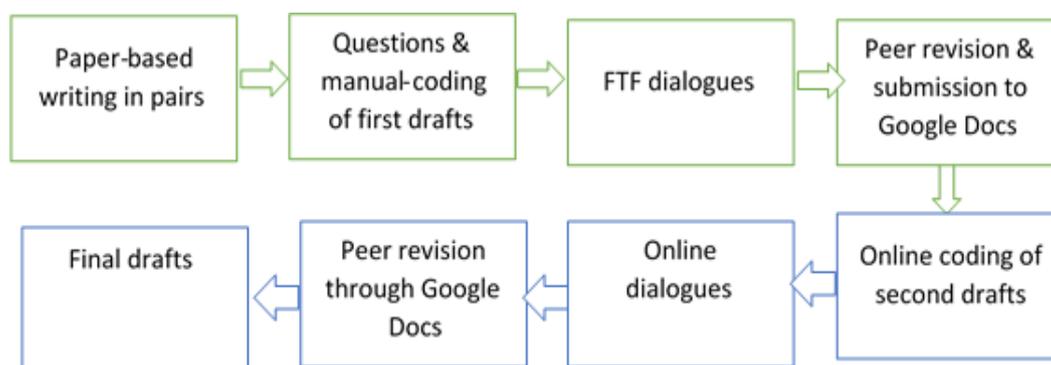
Figure 1: An illustration of the writing and feedback procedures

During each session, each pair was asked to look at these assessment questions and the hand-written codes on their drafts, discuss them and revise the first draft accordingly. They were also asked to record their conversation on mobile phones. These messages   would later be sent to the WhatsApp group. Teacher-learner dialogue sessions lasted approximately 40 minutes. Therefore, all pairs were engaged in learner-learner and teacher-learner dialogues (Table 1). Each F2F session ended with the five pairs of learners uploading or submitting their second draft to their Google Docs Page.
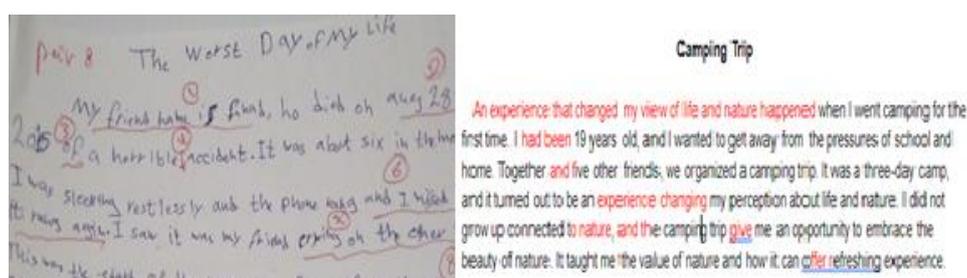

Figure 2: Screenshots of manual codes and Google Docs-based highlights

Table 1: F2F recorded dialogues

Pair number	Length of dialogue records by minute		Date
	Learner-learner	Teacher-learner	
Pair 1	19.22	4.8	November 20, 2019
Pair 2	16.45	4.51	November 20, 2019
Pair 3	15.14	6.5	November 20, 2019
Pair 4	22.18	4.25	November 20, 2019
Pair 5	13.39	4.28	November 20, 2019
Pair 6	18.15	5.9	November 27, 2019
Pair 7	24.12	6.24	November 27, 2019
Pair 8	18.43	4.36	November 27, 2019
Pair 9	23.4	5.48	November 27, 2019
Pair 10	17.15	4.27	November 27, 2019
Pair 11	22.2	5.7	December 4, 2019
Pair 12	19.41	8.7	December 4, 2019
Pair 13	19.26	6.9	December 4, 2019
Pair 14	19.40	5.21	December 4, 2019
Pair 15	16.32	6.19	December 4, 2019

After the end of each session of the F2F feedback with five pairs of learners, the instructor read the second draft of each pair in their Google Docs and coded the errors using the highlighting function of Google Docs (Picture 2, Figure 2). Each pair was also asked to discuss these highlighted sections at home after school. They were told to feel free to discuss these highlights either through the commenting functions of Google Docs or on the WhatsApp. Therefore, all learners interacted with each other online to discuss these highlights. In addition, they interacted with the course instructor to seek clarifications, explanations and confirmation of their understanding of the Google Docs-based highlights. However, in their learner-learner and teacher-learner online interactions, these pairs differed in their use of tools for interactions: some used only the written comments of Google Docs (Picture 1, Figure 3), some pairs used only WhatsApp voice and written messages (Picture 2), while others used a combination of both for online interactions.
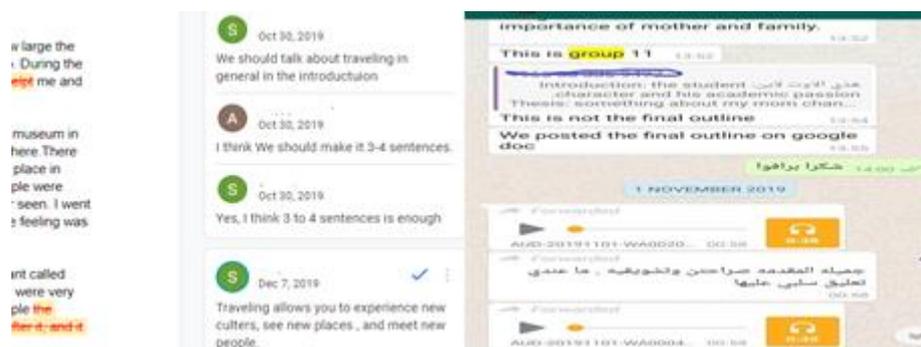
Figure 3: Screenshots of Google Docs and WhatsApp learner-learner interactions

The last stage involved all these pairs revising their Google Docs-based second drafts using the highlights and suggesting edits of their second draft based on the online learner-learner and learner-teacher interactions. This stage ended with the final drafts of assignments on the Google Docs pages. The data was collected from the F2F dialogues and online interactions. Both types of data were organized into two folders and prepared for transcription and analyses.

4.4. Data coding and analysis

The data was analyzed following several steps. First, the authors transcribed the recordings of F2F dialogues as well as WhatsApp voice messages. Transcription of these audio records had been initiated earlier during the research activities. The second step involved both researchers in comparing these transcriptions with their related audio records of the F2F dialogues. During this step, both researchers read the data and discussed how the data would be coded.

The third step focused on coding the data and analyzing it. The current study used an interaction analysis which is an interdisciplinary approach to analyzing and understanding dialogues or interactions (Ajjawi & Boud, 2017, 2018). This approach was selected because of its view of knowledge and actions as basically embedded in social and material contexts (Ajjawi & Boud, 2017, 2018; Steen-Utheim & Wittek, 2017). Therefore, it enabled the researchers to better understand what was taking place in these dialogues and how meaning and its implication were constructed in such dialogues (Ajjawi & Boud, 2018).

The researchers coded the F2F dialogues and online interactions using a feedback loop, which is an interactional exchange between a teacher and learner that leads to further interaction as a unit of analysis (Ajjawi & Boud, 2017). However, in the current study context, the feedback loop is defined as an interactional exchange that is not only between the instructor and learner(-s), but also between a pair of learners. This was carried out by identifying these feedback loops as occurring in interactions and contexts (Steen-Utheim & Wittek, 2017) in order to understand how meaning is constructed. These loops were coded based on the definitions and dimensions of feedback dialogues in earlier research (Ajjawi & Boud, 2018; Guasch et al., 2019; Saeed & Al Qunayeer, 2020). These dimensions and their definitions were further operationalised by looking at features of feedback

interactions in other studies on both F2F dialogues (e.g., (Steen-Utheim & Wittek, 2017) and online interactions (Guasch et al., 2019; Saeed & Al Qunayeer, 2020). This assisted in adding the metacognitive dimension (Table 2) to the framework developed by Ajjawi and Boud (2018).

Table 2: Operational definitions of dialogic feedback dimensions

Dimension	Operational definitions and features
Cognitive	Refers to interactional exchanges showing how learners and or learners and teachers' question, respond to questions, process, interpret, understand or misunderstand, clarify, elaborate and critically evaluate feedback or even their tasks.
Metacognitive	Refers to interactional exchanges showing how participants make attempts in evaluating, planning, monitoring and regulating their mental or cognitive efforts and learning.
Socio-affective	Refers to dialogic exchanges showing how participants act in relation to each other, exchange social roles, express positive and or negative emotions, encourage, support or use supportive words and phrases, value one another's work and acknowledge one another's responses or emotions.
Structural	Refers to how the way the feedback is structured, designed and given to learners inviting learners to dialogues and giving them opportunities for furthering their dialogues with the instructor by seeking feedback or clarifications.

5. Findings

The feedback dialogues were extended from learner-learner to teacher-learner dialogues and from F2F dialogues to online interactions. Based on this, the findings are presented under four main themes indicated below with sample excerpts from the dialogues as an illustration of how the cognitive, metacognitive, socio-affective and structural features of feedback are interwoven in dialogues.

5.1. Engaging in F2F learner-learner dialogues

The F2F learner-learner dialogues were initiated by the assessment questions and hand-written codes on the first draft. As in Excerpts 1 and 2 in Table 3, both pairs were invited to dialogues through the assessment questions and codes. The cognitive dimension is manifested in learners' conversational and informal question-response exchanges functioning as seeking-confirming, understanding or even failing to understand such feedback codes, seeking clarification, clarifying and interpreting these codes. The metacognitive strategies, such as planning, mixing Arabic, evaluating their proposed revisions and organizing their revision-task facilitate their cognitive processing of the feedback codes. The socio-affective features include the use of informal conversational words (e.g., OMG), the use of the pronoun "we" several times to indicate their roles as two learners working and revising together as well as expressing feelings that fluctuate from worries about the coded errors and grades to a sense of humour or laughter and support.

Table 3: Sample F2F learner-learner dialogues

Excerpt 1	Excerpt 2
S1P1: Ok so what do you think about the ideas?	S2P6: Oh see here. Maybe he wants us to add more details.
S2P1: I see they are fine. But OMG we have many red colours!	S1P6: But this paragraph is bigger than the others.
S2P1: You understand them?	S2P6: Hhhhhhyes it is bigger.
S1P1: Wait. The thesis statement is not good?	S1P6: Are these sentences not related?
S2P1: I think so. What if we change it like this? Re-writing the sentence.	S2P6: I don't think so. Maybe he wants us to move this sentence up, but not sure.
S1P1: It sounds better and specific.	S1P6: I am really worried about our marks.
S2P1: What the doctor means by this?	S2P6: Do n't worry because the five grades only for the final draft. So we start writing the second draft in the Google Docs by mobile. Right?
S1P1: Oh we should add s to this verb.	
S2P2: Why s?	
S1P1: اقصد الفاعل اسم غير معدود= I mean it is an uncountable noun.	S1P6: Right and you enter our page and write and will help you.

5.2. Shifting F2F dialogues to teacher

Because of all pairs' failure to understand some hand-written codes on their first drafts, they shifted the F2F dialogue to the instructor. Table 4 presents four excerpts of such dialogues, which are initiated by the instructor (Excerpts 3-4) and by the learners (Excerpt 5-6). As the dialogue evolves, the instructor keeps on questioning learners rather than giving them explicit or direct feedback till they provide correct responses. From theses excerpts, such question-response exchanges reflect the cognitive (e.g., evaluation, clarification, understanding or lack of understanding) and metacognitive features of dialogues (e.g., reading aloud) though learners' responses are short and there are minimal utterances in teacher-learner dialogues. The socio-affective features appear in the teacher's use of the "we" pronoun and hedges, such as modal verbs (e.g., can) rather than imperatives as well as acknowledging learners' responses to reduce the gap in teacher-learner power relationships and establish a friendly and relaxed atmosphere. Although the manual codes, as part of the structural dimension, seemed to play a role in shifting the F2F dialogues to the teacher, the short time and the spoken language (especially for learners) seemed to restrict their contributions to dialogues to short and minimal exchanges.

Table 4: Sample F2F teacher-learner dialogues

Excerpts 3 & 4	Excerpts 5 & 6
T: I love your essay, but what 's wrong?	T: How did you find it?
S1P2: Sorry Dr. But we could n't get this.	S2P7: Not really difficult. This one Dr.
T: Are you sure about this "have been"?	T: Ok you said here "it products"
S2P2: Mmmmm not really.	S1P7: Yeah.
T: Why "have been"? And you stated "five months ago". Right?	T: Can you check your dictionary later and fix it?
S1P2: Yes.	S1P7: Reading the sentence loud.
T: So what should it be here?	S2P7: It produces.
S2P2: I think "It had been".	T: Ha. Yup "produces". Very good. And something is missing here. What's it?
S1P2: The past "was".	S1P7: Oh sorry yes "is".
T: Great for you and better to use the past.	T: Good.
T: So which ones did you find difficult?	S1P10: What's wrong with it?
S1P6: Sorry Dr. why you put a line here?	T: Reading the sentence loud. Don't we need to elaborate it? What message and to whom?
T: So what do you feel about it?	
S1P6: Just little worried. I think it is correct.	S2P10: I think. Mmmm
T: We know it is grammatically correct, but where do we use such sentence?	T: Hhhhh. Come on. Of course, I am sure you know this.
S2P6: Yeah Dr. I got you. It sounds like in talking.	S1P10: Hhhhhhhh. Oh sure message to humans.
T: How?	T: Yes smart. So can you add these missing details? No worry. You will improve and you just need to practice.
S2P6: I mean when we speak.	
T: Bravo. This should not be used in writing. So what should we do then?	S2P10: Ok. Thank you Dr.
S2P6: If we say "It is one of the cities…".	
T: Yeah good for you.	

5.3. Extending learner-learner dialogues to online

The feedback highlights of learners' Google Docs-based drafts extended the feedback dialogues to online. As learners were notified that the instructor was highlighting their

draft, they started interacting with each other over these feedback highlights. Excerpts 7-8 in Table 5 illustrate how learners in Pair 9 and Pair 11 react to such highlights and engage in discussing these highlights and planning their edits through Google Docs. They used Google Docs comments and WhatsApp audio and written messages, respectively.

These two excerpts reveal how online interactions promoted learners' cognitive and metacognitive engagement with feedback highlights, as implied in their question-response exchanges, evaluation, interpretation of feedback meaning, articulation of their understanding and failure to understand feedback highlights as well as planning and organizing their discussions, reading and editing. It appears that these technological tools also serve to establish a friendly environment where learners can foster their socio-emotional aspects, such as exchanging social roles as editors and evaluators and supporting each other, especially when having negative feelings as a result of their failure to understand particular feedback highlights and then praising each other when understanding them and successfully editing their texts.

Table 5. Sample online teacher-learner dialogues.

Excerpt 7 Google Docs	Excerpt 8 WhatsApp
S1P9: Mmm. Frustrated because of these highlights.	S1P11: Hi, your Google Docs is open now?
S2P9: Wait. We will discuss one by one. Again why this question mark	S2P11: Yes and you saw our mistakes? So bad for us.
S1P9: We should talk about traveling in general in the introduction.	S1P11: Yes I saw. But many of them I don't know what the doctor wants.
S2P9: I think we should make it 3-4 sentences.	S2P11: Sending an audio message in Arabic: = We will read and discuss here, and one or both will edit.
S1P9: Yes I think 3-4 sentences is enough.	S1P11: Yes So in the introduction, we have only two colours.
S1P9: Adding a new sentence: Travelling allows you to…………and meet new people.	S2P11: Yeah one about this sentence: Reading the sentence loud.
S2P9: Wow I like this one added by you. Great you are my friend.	S1P11: We can change it. Learner edits it: We are left with no options only to admire them.
S1P9: Thank you.	S2P11: عبقري = Genius! I admire it more now.
S1P9: Why bold here? Maybe not related.	S1P11: I really did n't get it. It is a noun so "childhood, teenage and adult".
S2P9: No. It is linked to the sentence before it.	S1P11: I got it and changed it "adulthood".
S1P9: Oh I got it now. We forgot the full stop.	S2P11: Sending audio: Yeah I saw it. Great and I am happy now. Anything else?
S2P9: Yes true it is run-one sentence.	

5.4. Seeking instructor's support online

Because of the difficulty in understanding all feedback highlights, all pairs of learners initiated online interaction with the instructor to seek his support. Excerpts 9-10 in Table 6 demonstrate how learners' failure to understand some highlights leads to learners' initiation of online interactions with the instructor through Google Docs and WhatsApp, respectively. Although the teacher did not keep questioning them in responding to their questions as he sometimes provided them clear or explicit instruction on what they should do, such interactions show how online teacher-learner interaction facilitates learners' metacognitive strategies, such as editing and socio-emotionally supported them through positive evaluation, praise and sense of humour.

Table 6: Sample online learner-initiated interactions with the instructor

Excerpt 9 Google Docs	Excerpt 10 WhatsApp
S2P9: Dr. What about this one? T: No if you remove it, you should put - after acceptable without as ! And you can use neither ....nor here. Got me? S1P9: Hi Dr.Yes I did. S1P9: Revising the sentence structure. So what do you think now Dr.? It should look better now! T: yes now great and what I meant by academic writing is that words should be in its full form (it is) but not contractions!	S2P3: Sorry Dr. Shall I say "attracted" instead? T: Great for you my wonderful learner. I like your experience in this essay. S2P3: Thank you great Dr. you should put -after acceptable without as ! And you can use neither ....nor here. Got me? S1P3: Yeah Dr. Thank you.

6. Discussion

The current study attempted to explore how dialogues are constructed in F2F and online feedback sessions. Findings provided evidence on the interactive features of dialogic feedback under four dimensions: cognitive, socio-affective and structural proposed in a previous model (Ajjawi & Boud, 2017, 2018) as well as other features of dialogic feedback extracted from models in other relevant studies (Guasch et al., 2019; Saeed & Al Qunayeer, 2020; Steen-Utheim & Wittek, 2017) in addition to mate-cognitive (Guasch et al., 2019). It also contributes to previous research in two ways: first, the conceptual model merges all these interactive features of dialogic feedback in these previous proposed models under four interwoven dimensions of dialogic feedback discussed in detail below. Secondly, it provides evidence of these features from both modes of dialogues: F2F and online and from learner-learner and teacher learner dialogues.

6.1. Dialogic feedback as a cognitive process

Dialogic feedback is a cognitive process that entails learners' interactional or dialogic exchanges which are initiated and promoted by feedback prompts

(assessment questions), hand-written codes and online highlights as well as teacher and learners. Cognitive engagement of dialogic feedback is manifested through question-response exchanges, such as interpretation of feedback meaning, clarification, confirming their understanding and or failure to understand such feedback, explanation of feedback codes and highlights. This supports the evidence on prompts as a good strategy in initiating or inviting learners to peer dialogues (Ajjawi & Boud, 2017, 2018; Macklin, 2016) though these studies focused on teacher-learner dialogues only. It also supports the role of questioning in promoting learners' reflection on feedback (Ajjawi & Boud, 2017, 2018; Guasch et al., 2019; Saeed & Al Qunayeer, 2020; Steen-Utheim & Wittek, 2017). As an interrogative type of feedback, questions are effective initiators of dialogue formation as they invite learners to talk or comment on the feedback (Ajjawi & Boud, 2018; Carless, 2020a).

6.2. Dialogic feedback as a meta-cognitive process

Dialogic feedback is an interactive process that engages learners in using metacognitive strategies that facilitate their understanding, regulate their learning and continue their dialogues. This study adds to this dimension according to Guasch et al. (2019) by revealing more strategies, such as task-organizing, reading aloud, planning future revisions or edits and even talking about procedural challenges. Interpreting this finding from other studies on learners' engagement with feedback (Han & Hyland, 2015; Zheng & Yu, 2018; Zheng et al. , 2020), meta-cognitive engagement reflects learners' attempts in regulating their cognitive processing of feedback. What is interesting is the use of Arabic code-mixing in dialogues in order to facilitate learners' successful cognitive processing of feedback in teacher-learner dialogues. Code-mixing possibly also fills the gap owing to the learners' levels of language proficiency in English and lack of certain vocabulary in learner-learner dialogues.

6.3. Dialogic feedback as a socio-affective process

Dialogic feedback is a socio-affective process that engages learners in acting in relation to others, expressing their negative and positive emotions and exchanging social and emotional support. Several researchers, such as Ajjawi and Boud (2017, 2018), Engin (2017), Guasch et al. (2019) and Steen-Utheim and Wittek (2017), have argued that this socio-affective or even socio-emotional dimension is necessary for cultivating and maintaining dialogic feedback practices. The availability of the instructor is also important for socially supporting learners (Steen-Utheim & Wittek, 2017), especially when learners fail to understand feedback.

Despite the teacher's attempts at minimizing the teacher-learner power imbalance perceived by learners and creating a friendly atmosphere (Blair & McGinty, 2013; Merkel, 2018; Williams & Severino, 2004), most of the pairs responded to the teacher through minimal responses in F2F teacher-learner dialogues as opposed to learner-learner dialogues. Factors such as learners' linguistic knowledge, language proficiency, knowledge about the content of their texts (Engin, 2017) as well as cultural factors that impose on learners to respect and view teachers or even older people as models, authoritative and more knowledgeable as well as

the insufficient time might have restricted their contributions to F2F teacher-learner dialogues. Nevertheless, such minimal responses are important components of F2F feedback dialogues as they encourage speakers or teachers to continue the dialogue (Steen-Utheim & Wittek, 2017).

The present study remains useful for its inclusion of learner-learner dialogues as an effective strategy in fostering the socio-relational or socio-affective aspects of dialogic feedback (Yang & Carless, 2013). In this study, learners acted as peers who are socially balanced and who exchange editor-evaluator roles (Espasa et al., 2018; Schillings et al., 2018; Zhu & Carless, 2018) in feedback dialogues. They also acted as initiators of teacher-learner dialogues, especially in the online setting.

6.4. Dialogic feedback as a structural process
Dialogic feedback as a structural process refers to the way feedback is structured or organized and provided to learners, including the materials, digital tools and modes used. In this study, the assessment questions, hand-written feedback codes and Google Docs-based highlights initiated and extended feedback dialogues, which corroborates earlier studies (Ajjawi & Boud, 2017, 2018).

The opportunities for feedback dialogues seemed to be facilitated firstly, by the structural features of Google Docs, including its commenting function and secondly, by those affordances of WhatsApp synchronous and asynchronous audio and written messages. Learners were able to exchange lengthier and more elaborative written comments and audio messages than their F2F dialogic exchanges. This is consistent with results of earlier research on the potential of Google Docs as an effective tool that facilitates interactivity of feedback (Alharbi, 2020; Ishtaiwa & Aburezeq, 2015; Saeed & Al Qunayeer, 2020). Such interactions can be also initiated by learners seeking clarifications from the instructor (Saeed & Al Qunayeer, 2020). However, because most of the Google Docs-based interaction with the instructor is asynchronous, learners resorted to WhatsApp messaging in order to get prompt responses. This, however, should not be viewed as negative because it triggers teacher-learner synchronous interaction through WhatsApp. As opposed to the views of Jones et al. (2006), in this study, online interaction did not appear to be teacher-centred as most of it was initiated by learners; therefore, it can be called "learner-teacher interaction".

7. Conclusion
Owing to the limitations of the unidirectional feedback approach (Carless, 2006; Higgins et al., 2001), the current study proposed a dialogic feedback approach that engages learners in constructive dialogues with each other and with the course instructor. The strength of the current study lies its interactional analysis of dialogic feedback in both F2F and online settings and in both learner-learner and teacher-learner dialogues. Although teacher-learner dialogues tend to be teacher-centred, they nevertheless provide learners with opportunities to respond to and initiate dialogues with teachers. However, this study demonstrates how to minimize this issue by engaging learners in peer dialogues. In addition, as F2F dialogic feedback might be a burden for teachers, especially with a large number of learners and a heavy workload (Crimmins et al., 2016; Saeed & Al Qunayeer,

2020), it becomes important to engage learners in learner-learner dialogues beyond the classroom time. In this regard, using technology can help in assigning feedback activities that promote learners' interactions online.

This study has useful implications for writing instructors. Since dialogue is the essence of dialogic feedback, it is important to provide learners with ample opportunities to interact with each other and with the instructor. The study encourages writing instructors' shift to dialogic feedback in order to foster learners' active engagement with feedback. It also motivates them to look for more effective strategies in promoting feedback dialogues with learners.

8. Limitations
Despite the above findings, there are several limitations that should be addressed for future research. Although learners' culture can be one of the main factors affecting their dialogues with teachers, no clear evidence on this issue has been reported in this study. Therefore, future research may look at this issue in depth using follow-up interviews with learners or oral reports as reflection on feedback dialogues. Another limitation is that the current study is more process oriented as it focused on the process of dialogic feedback rather than its effect or output. Future studies can assess the effect of such dialogues on learners' uptake or the use of feedback in revising their texts by assigning them to two groups: dialogic and non-dialogic feedback groups. This can be achieved by comparing the scores of final drafts against those of the first drafts.

Moreover, since there were thirty learners who worked in fifteen pairs in this study, it was impossible to compare among individual learners or individual pairs in relation to how dialogues are constructed. Finally, the purpose of this study was not to compare between F2F and online or between learner-learner and teacher-learner dialogues, but they were discussed as part of the findings on the potential of technology in extending and cultivating feedback dialogues beyond the classroom time. However, future studies can compare feedback dialogues in terms of the mode: F2F and online and the source: learner-learner and teacher-learner.

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Appendix 1

Table

Pair number	Length of dialogue records by minute		Date
	Learner-learner	**Teacher-learner**	
Pair 1	19.22	4.8	November 20, 2019
Pair 2	16.45	4.51	November 20, 2019
Pair 3	15.14	6.5	November 20, 2019
Pair 4	22.18	4.25	November 20, 2019
Pair 5	13.39	4.28	November 20, 2019
Pair 6	18.15	5.9	November 27, 2019
Pair 7	24.12	6.24	November 27, 2019
Pair 8	18.43	4.36	November 27, 2019
Pair 9	23.4	5.48	November 27, 2019
Pair 10	17.15	4.27	November 27, 2019
Pair 11	22.2	5.7	December 4, 2019
Pair 12	19.41	8.7	December 4, 2019
Pair 13	19.26	6.9	December 4, 2019
Pair 14	19.40	5.21	December 4, 2019
Pair 15	16.32	6.19	December 4, 2019

Dimension	Operational definitions and features
Cognitive	Refers to interactional exchanges showing how learners and or learners and teachers question, respond to questions, process, interpret, understand or misunderstand, clarify, elaborate and critically evaluate feedback or even their tasks.
Metacognitive	Refers to interactional exchanges showing how participants make attempts in evaluating, planning, monitoring and regulating their mental or cognitive efforts and learning.
Socio-affective	Refers to dialogic exchanges showing how participants act in relation to each other, exchange social roles, express positive and or negative emotions, encourage, support or use supportive words and phrases, value one's work and acknowledge one's responses or emotions.
Structural	Refers to how the way the feedback is structured, designed and given to learners invites learners to dialogues and gives them opportunities for furthering their dialogues with the instructor by seeking feedback or clarifications.

Excerpt 1

S1P1: Ok so what do you think about the ideas?

S2P1: I see they are fine. But OMG we have many red colours!

S2P1: You understand them?

S1P1: Wait. The thesis statement is not good?

S2P1: I think so. What if we change it like this? Re-writing the sentence.

S1P1: It sounds better and specific.

S2P1: What the doctor means by this?

S1P1: Oh we should add s to this verb.

S2P2: Why s?

S1P1: اقصد الفاعل اسم غير معدود= I mean it is an uncountable noun.

Excerpt 2

S2P6: Oh see here. Maybe he wants us to add more details.

S1P6: But this paragraph is bigger than the others.

S2P6: Hhhhhhyes it is bigger.

S1P6: Are these sentences not related?

S2P6: I don't think so. Maybe he wants us to move this sentence up, but not sure.

S1P6: I am really worried about our marks.

S2P6: Don't worry because the five grades only for the final draft. So we start writing the second draft in the Google Docs by mobile. Right?

S1P6: Right and you enter our page and write and will help you.

Excerpts 3 & 4	**Excerpts 5 & 6**
T: I love your essay, but what's wrong?	T: How did you find it?
S1P2: Sorry Dr. But we couldn't get this.	S2P7: Not really difficult. This one Dr.
T: Are you sure about this "have been"?	T: Ok you said here "it products"
S2P2: Mmmmm not really.	S1P7: Yeah.
T: Why "have been"? And you stated "five months ago". Right?	T: Can you check your dictionary later and fix it?
S1P2: Yes.	S1P7: Reading the sentence loud.
T: So what should it be here?	S2P7: It produces.
S2P2: I think "It had been".	T: Ha. Yup "produces". Very good. And something is missing here. What's it?
S1P2: The past "was".	S1P7: Oh sorry yes "is".
T: Great for you and better to use the past.	T: Good.
T: So which ones did you find difficult?	S1P10: What's wrong with it?
S1P6: Sorry Dr. why you put a line here?	T: Reading the sentence loud. Don't we need to elaborate it? What message and to whom?
T: So what do you feel about it?	

S1P6: Just little worried. I think it is correct.	S2P10: I think. Mmmm
T: We know it is grammatically correct, but where do we use such sentence?	T: Hhhhhh. Come on. Of course, I am sure you know this.
S2P6: Yeah Dr. I got you. It sounds like in talking.	S1P10: Hhhhhhhh. Oh sure message to humans.
T: How?	T: Yes smart. So can you add these missing details? No worry. You will improve and you just need to practice.
S2P6: I mean when we speak.	
T: Bravo. This should not be used in writing. So what should we do then?	S2P10: Ok. Thank you Dr.
S2P6: If we say "It is one of the cities…".	
T: Yeah good for you.	

Excerpt 7 Google Docs	Excerpt 8 WhatsApp
S1P9:Mmm.Frustrated because of these highlights.	S1P11: Hi your Google Docs is open now?
S2P9: Wait. We will discuss one by one. Again why this question mark	S2P11: Yes and you saw our mistakes? So bad for us.
S1P9: We should talk about traveling in general in the introduction.	S1P11: Yes I saw. But many of them I don't know what the doctor wants.
S2P9: I think we should make it 3-4 sentences.	S2P11: Sending an audio message in Arabic: = We will read and discuss here, and one or both will edit.
S1P9: Yes I think 3-4 sentences is enough.	
S1P9: Adding a new sentence: Traveling allows you to…………and meet new people.	S1P11: Yes So in the introduction, we have only two colours.
S2P9: Wow I like this one added by you. Great you are my friend.	S2P11: Yeah one about this sentence: Reading the sentence loud.
S1P9: Thank you.	S1P11: We can change it. Learner edits it: We are left with no options only to admire them.
S1P9: Why bold here? Maybe not related.	S2P11: عبقري= Genius! I admire it more now.
S2P9: No. It is linked to the sentence before it.	S1P11: I really didn't get it. It is a noun so "childhood, teenage and adult".
S1P9: Oh I got it now. We forgot the full stop.	S1P11: I got it and changed it "adulthood".
S2P9: Yes true it is run-one sentence.	S2P11: Sending audio: Yeah I saw it. Great and I am happy now. Anything else?

Excerpt 9 Google Docs	**Excerpt 10 WhatsApp**
S2P9: Dr. What about this one? T: No if you remove it, you should put -after acceptable without as ! And you can use neither ....nor here. Got me? S1P9: Hi Dr.Yes I did. S1P9: Revising the sentence structure. So what do you think now Dr.? It should look better now! T: yes now great and what I meant by academic writing is that words should be in its full form (it is) but not contractions!	S2P3: Sorry Dr. Shall I say "attracted" instead? T: Great for you my wonderful learner. I like your experience in this essay. S2P3: Thank you great Dr. you should put -after acceptable without as ! And you can use neither ....nor here. Got me? S1P3: Yeah Dr. Thank you.

Appendix 2

Figures